

Sanel Valley Academy

Application for Sanel Valley Academy Charter School

**Presented to:
the Ukiah Unified School District**

Submission Date: October 1st, 2020

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October 1, 2020

Via Hand Delivery

Ukiah Unified School District

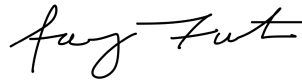
ATTN: Deb Kubin, Superintendent
511 South Orchard Ave.
Ukiah, CA 95482
Phone: 707-472-5000
dkubin@uusd.net

Re: Formal Application for Charter Approval for Sanel Valley Academy

Dear Superintendent Kubin and Members of the Board of Education

As the Lead Petitioner for Sanel Valley Academy, I hereby submit a formal application to the Ukiah Unified School District ("District Board") for approval of the Sanel Valley Academy charter. We look forward to working with the District Board and District staff during the charter process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Amy Frost".

Amy Frost
Lead Petitioner, Sanel Valley Academy
1595 University Road
Hopland, CA 95449
707-234-9626

AFFIRMATIONS AND DECLARATION

As the authorized representative of the applicant, I hereby certify that the information submitted in this petition for a California public charter school to be named Sanel Valley Academy (“SVA” or the “Charter School”), and to be located within the boundaries of the Ukiah Unified School District (“UUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and I further understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Sanel Valley Academy, Inc. declares that it shall be deemed the exclusive public school employer of the employees of Sanel Valley Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who

has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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).
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

General Information

Contact person:	Amy Frost: SVA Board President																		
Contact address:	Sanel Valley Academy, 1595 University Road, Hopland, CA 95449																		
Phone number:	707.234.9626																		
Proposed School Site Address:	We are concurrently submitting a Prop. 39 request to be located on an existing school site within Hopland boundaries.																		
Charter term:	Term of this charter shall be from July 1, 2021 to June 30, 2026																		
Grade configuration:	TK-8th																		
Enrollment	Number of students projected in the first year of the charter operation will be 160. Enrollment capacity is a maximum of 240.																		
Instructional calendar:	Traditional																		
Bell Schedule	<table> <tr><td>8:00</td><td>Playground Opens</td></tr> <tr><td>8:30</td><td>School starts</td></tr> <tr><td>10:10</td><td>Morning nutrition</td></tr> <tr><td>10:30</td><td>Learning Cohorts station rotations</td></tr> <tr><td>12:00</td><td>Lunch/recess period</td></tr> <tr><td>12:40</td><td>Learning Cohorts Project teams</td></tr> <tr><td>2:00</td><td>TK/ K Dismissal (EXCEPT Wednesdays)</td></tr> <tr><td>1:45</td><td>WEDNESDAY DISMISSAL FOR ALL</td></tr> <tr><td>3:00</td><td>M-T-TH-F Parent Pick up</td></tr> </table>	8:00	Playground Opens	8:30	School starts	10:10	Morning nutrition	10:30	Learning Cohorts station rotations	12:00	Lunch/recess period	12:40	Learning Cohorts Project teams	2:00	TK/ K Dismissal (EXCEPT Wednesdays)	1:45	WEDNESDAY DISMISSAL FOR ALL	3:00	M-T-TH-F Parent Pick up
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INTRODUCTION

The Sanel Valley Academy Board of Directors, founding team, stakeholders, and stewards of the Hopland Community have organized around a hopeful vision for the future of our children and neighbors. What began in quiet conversations after fire-preparedness meetings, Hopland Municipal Advisory Council community meetings, events at the Hopland Research and Extension Center (HREC), on the front porch in front of Steep, and the back patio of SIP, has grown into a viable financial, educational and community restoration plan supported by over 90 signatures from meaningfully interested families, 7 credentialed teachers interested in applying, and 20+ letters of support from community members and neighbors, and over \$250,000 in community pledges. With this support bolstering our petition, the demonstrated need for a local school site in Hopland is more than evident. With a sound fiscal and facilities plan that is financially supported by local community members, business owners and partnership with the

Hopland Band of Pomo Indians, we invite Ukiah Unified School District to partner with us in our vision for a local community school in Hopland.

When the Hopland Elementary school site was declared surplus property in 2017, Many Hoplanders gave up hope of reviving the once robust and centralized location where Hopland families could drop off their kids each day knowing they were close to home and under the watchful eye of caring adults, many of whom were and still are, friends and neighbors. Former teachers express memories of being inspired by trying new and innovative teaching practices, but what neighbors have been sharing most is that they miss hearing the sounds of laughter and play in our town.

With a local school of choice in Hopland, families can more easily participate in their children's education and enrichment. One parent, in her letter of support listed the ways she would be able to contribute to the school community including: substitute teaching, leading a 4-H club, managing local sports teams, and most importantly being only moments away from her children in the event of an emergency. With a local school in Hopland students would, once again, be able to participate in parent advisory groups and volunteer activities, and they will be able to attend student performances, games and presentations more easily.

SVA's charter petition and plan also relies on campus resources to support on-site access to space for conducting FFA projects, which are an important part of career-readiness in one of our largest local industries: agriculture. Not all kids in Hopland have the space for a barn, or even a hutch for their bunnies, but SVA can provide the space, thus creating more equitable access to youth leadership, 21st century and career-readiness skills. In further support of local industry, the school plans to host a weekly farmer's market, where SVA would maintain a booth to which students will have access to sell produce from their classroom garden, promote youth advocacy campaigns, or promote products developed and designed in clubs like: book design and letterpress printing, toy design, Film club, Farm-to-table club, and more. Such opportunities allow youth to experience entrepreneurship, innovation and invention in ways that connect them to the community and their own vision for a thriving future. The Hopland school site is part of the heritage of this town, and we aim to not only honor the founders of Hopland but the ancestral stewards of the Sanel Valley in our curriculum, land use, facilities maintenance and future decision-making.

The educational philosophy and instructional methods at SVA will mirror the mission and vision, built by and for the local community. Mixed age cohorts in a small community based TK-8th grade school will allow for project based learning, youth leadership and a sense of community. Lower School students in grades TK-5 will develop strong literacy and phonemic awareness through a combination of personalized and small group instruction and plenty of time in their class gardens exploring life science in action. Each age and stage will be honored with increased responsibility and challenges appropriate to students' strengths and areas of interest.

At SVA, we recognize that true mastery comes with teaching others, and for this reason, students in grades 6-8, or the Upper School, will be coached and supported to design learning

experiences for the younger grades, which they can implement during enrichment periods, student events, board meetings, or as part of micro-mini apprenticeships in the community. Through a partnership with 4-H, employing their “Teens as Teachers” model, SVA has an opportunity in this small school setting to nurture self-efficacy and trust among a wide range of student groups and ages. Peer mentoring, tutoring, and coaching will also be a duty entrusted to Upper School students.

Restoring local access to innovative education is essential to a thriving future for Hopland students, families, and our greater community. Sanel Valley Academy is a culturally responsive, community school where all students are valued and supported. SVA students will be prepared to lead and successfully participate in our rapidly changing multicultural society, they will contribute to the community with creative solutions and a resilient, culturally competent and collaborative mindset.

SVA envisions a future in which all children are honored with equitable access to high quality education that results in success in community and career. At SVA, youth voices contribute in valued and meaningful ways to the realization of a thriving and resilient community. SVA will empower all students to become critical thinkers, innovative problem solvers, and effective leaders through a dynamic and collaborative curriculum.

SVA partners with families and the community to provide a program that reflects student needs, welcomes diversity and practices equity and inclusion. Innovative learning opportunities for students at SVA will include access to outdoor education, technology, school gardens, science, agriculture, engineering, art and math integration, with strong support for multilingual students. Curriculum will be aligned with state standards and instructional practices will reflect the needs of the diverse student populations, promote equity and prepare culturally competent, well-rounded, lifelong learners.

At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE.

Founding Team

The Sanel Valley Academy Founding team is committed to the long term sustainability and success of SVA. The strengths, experience, and expertise of founding board members are well-suited to supporting the mission to provide a high quality innovative free public school of choice for Hopland residents and any student in Mendocino County who wishes to attend. Furthermore, the Founding team and Board members as parents and/or engaged community members, are driven by a desire to be active participants in the operations, learning opportunities, events and school culture that will manifest the vision of a community-based, inclusive learning community.

The combination of teaching, technology, partnership building, curriculum design, business management, cultural competency, fundraising, grant writing, youth development, content-area, and professional learning expertise among the founding team members is uniquely suited to the design of the school, and will contribute positively to the future sustainability of this effort. Over

years of sustained grass-roots action and dialogue that has culminated in a collaborative team of ambitious community members driven to realize SVA's mission and vision, the Hopland community has come together to imagine a future for this town and its youth that is informed by local needs, historical context, and an optimistic vision for its children and families.

Figure 1. Founding Team Expertise

Name	Curriculum	Marketing & Outreach	Business Management	Governance	Technology	Instruction	Finance	Bilingual	Hopland Based	Grant writing & Management	Youth development
Frost		X	X	X	X				X		X
Meyer	X	X			X	X		X	X	X	X
Vallee	X					X	X		X		X
Barkley	X			X		X		X	X		X
Kok	X				X	X		X		X	X

Amy Frost

Expertise: Brown Act, board experience, corporate business experience, marketing, technology, innovation, coding, events design coordination & facilitation, management and leadership coaching, and agriculture.

Bio: Amy Frost, a Hopland native, has over 15 years of experience working in the marketing and technology industry. As a Creative Director at Ideas Collide Inc., Amy leads the agency's innovation and marketing automation specialization, serving worldwide companies including international brands in hospitality, technology, consumer goods, healthcare and education. She has had extensive training in management and leadership – including experience leading cross-disciplinary teams of 10-15 people across multiple locations worldwide.

Amy's passion for creativity and innovation is demonstrated in her work, and in her dedicated community involvement and entrepreneurial spirit. Her entrepreneurial ambition led her to co-found Mumsy – a small tech company which was featured in Forbes Magazine and named a top innovative startup by national publications.

Amy currently serves as a Member of the Hopland Municipal Advisory Council since its founding in 2016 and has a passion for building relationships in the community to create positive change. She also volunteers at various organizations and serves as a mentor to young women in tech, helping them navigate the industry and providing support along the way. Amy has volunteered for companies in education like Girls in Tech, Healthy Packs, Little Kids Rock, Childsplay, and Phoenix Children's Hospital. She has always understood the importance of a strong public

education and values the opportunity she was given through Ukiah Unified School District and the additional opportunity to pursue a college education. She believes that every child deserves a high-quality education and can succeed with support. She is passionate about innovative education for all students to ensure they have access to every opportunity, setting them up for a well-balanced life and a variety of career pathways.

Amy graduated from Arizona State University with a Bachelor of Science in Graphic Design and a Bachelor of Science in Business Management. She was selected for the renowned Innovation Space program reserved for only 7 students in her field of study; she and her team engineered, marketed and designed an educational toy for children on the Autism spectrum. The project was sponsored by Mattel.

Melea Meyer

Expertise: Curriculum design, California state and Common Core Standards curriculum development, Next Generation Science Standards alignment, grant-writing, blended learning, professional learning and development, events design coordination & facilitation, compassionate systems design, continuous improvement, instructional and leadership coaching. Prior experience in teaching English, citizenship, English as a Second Language, CAHSEE Preparation; writing and research for academic content providers, and standardized assessment scoring/development. Ms. Meyer is also a certified Project Learning Tree and Project Wet Trainer, and will contribute her Professional learning facilitation experience and expertise to SVA, as needed.

Bio: With 20+ years experience teaching, developing curriculum, writing for education content providers, and coaching educators, Ms. Meyer brings a diverse skill set to the SVA founding team. Her career has spanned the state of California and has been dedicated to supporting access, equity, and resources for traditionally underserved student groups. As a parent, homeschooler, and resident of Hopland, she is deeply committed to the success of SVA and its students. The power of personalized learning to promote student success, support democracy, and contribute to thriving resilient communities are the core beliefs that she brings to her term on the SVA Board of Directors. Melea has Bachelor of Arts degree in Humanities from Bradford College, a Master of Fine Arts degree in fine arts/writing and critical theory from Otis College of Art and Design, and she is currently pursuing her Doctorate in Organizational Innovation at National University.

Kristian Vallée

Expertise: Nonprofit accounting and bookkeeping, audit facilitation for nonprofit financials and government grants, budget preparation and grant tracking, small business accounting setup and maintenance using Quickbooks (Enterprise, Premiere, QBO), restorative justice, project-based curriculum design and implementation, public school instruction for grades 6-8 in English Language Arts, Journalism, Yearbook, and 6th grade History and Math, curriculum design and one-on-one coaching in comedic writing and delivery.

Bio: Kristian Vallée obtained his Bachelor of Arts degree in English from University of California at Irvine and completed his Single Subject Teaching Credential through the UC Irvine internship program. While teaching 7th and 8th grade English Language Arts for 5 years in Irvine and Laguna Woods, Kristian enrolled in a stand-up comedy course at the local Improv Comedy Club. Within a few years Kristian was signed with Levity Entertainment Group, upon which he left his teaching career to pursue stand-up comedy full-time. During that time he also designed curriculum for and conducted 6-week Stand-up Comedy Writing and Performance courses at the Improv Comedy Clubs in Irvine and Brea. After seven years of writing and performing stand-up on and off the road, Kristian chose to obtain his Accounting degree from Irvine Valley College. He now lives in Hopland and works remotely as the Accounting Specialist at Orange County Human Relations Council, a nonprofit organization dedicated to teaching restorative practices and restorative justice techniques to local school districts in Orange County, as well as providing Dispute Resolution services (DRPA) for the Orange County court system.

Leslie Barkley

Expertise: Literacy development in grades K-3, English and Spanish language development, multi-age learning, portfolio assessment, professional development design, one-on-one coaching in all aspects of literacy development (reading, writing, listening and speaking) for both certificated and classified personnel, coaching in portfolio/authentic assessment, integrated curriculum with an emphasis on literacy development design and implementation, leadership in both community and professional groups, singing with students, public school instruction for grades K – 5 in all subject areas.

Bio: Leslie Barkley, a resident of Hopland for 37 years, has been in the teaching profession for over 40 years. She has dedicated her life to providing an engaging, high-quality education tailored to the needs of each individual student. As the daughter of an army officer, Leslie attended a different school every year until 10th grade from California to Virginia to Germany, when her father retired. This experience taught her it is not the system of education, but the support of home, school and community that matters most in the education of students. In her teaching, Leslie devoted her time to developing a welcoming, inclusive classroom environment where all students succeed through focusing on their strengths. She spent her summers seeking professional development opportunities that would provide her with a wealth of teaching strategies and skills to bring language, literacy, math, music, art, science, social studies and joy to the classroom.

Leslie's search for ways to develop her personal teaching expertise led to several leadership opportunities. She was a California Learning Record Core Development Team member and coach, president of the Lake Mendocino Reading Council, Redwood Writing Project liaison for Lake and Mendocino counties, Redwood Writing Project Summer Institute co-director and president of the Ukiah Teachers Association. In addition, Leslie started a professional book club for Ukiah Teachers, participated in numerous district-wide committees tied to curriculum development for Ukiah Unified School District and presented workshops focused primarily on

literacy development and/or assessment in Ukiah, Humboldt County and Bureau of Indian Affairs schools in the Southwest.

While devoting herself to teaching, Leslie's first priority has always been her family. Leslie took seven years off from classroom teaching to start her family and then spent numerous hours in the car, on the soccer field and watching gymnastics performances while teaching, supporting her three boys in their pursuits. She and her husband, Don, supported Mendocino Ballet Company both by performing in the Nutcracker for 10 years and being on the Ballet Board. Leslie also spent multiple hours planning for and participating in fundraising events for Ukiah Valley Youth Soccer, Mendocino Ballet, Hopland's St Francis Church and other community organizations.

After several years of work and traveling, Leslie graduated from UC, Davis with a BA in German Literature. She then earned her teaching credential at CSU, Sacramento in 1979. After many years of teaching and raising a family, Leslie returned to school, completing her MA in Language and Literacy from CSU, Sonoma in 2009. She studied Spanish and completed the requirements for a bilingual credential. In her opinion, Leslie's greatest achievement was becoming a National Board for Professional Teaching Standards Certified Teacher in the area of Early Childhood Specialist in 2008.

Car Mun Kok

Expertise: Dr. Car Mun Kok joined the University of California Cooperative Extension (UCCE) in January 2016 as a 4-H Youth Development advisor for Mendocino and Lake counties. Her multiple research work includes the influence of family on youths' dietary behaviors, the impact of STEM on positive youth development, the retention of youth in 4-H, and the development of 4-H volunteer capacity.

Prior to joining UCCE, Dr. Kok was a graduate research and teaching assistant since 2009 at the University of Nebraska-Lincoln, where she worked on various research projects with faculty. These included nutrition education programs in child care, the 'Seeing i2i' cultural competence curriculum, and other healthy living workshops. Her current work focuses on positive youth development via STEM, healthy living, and citizenship. She has presented various workshops and training for educators and teaching professionals, including the Region 1 Expanded Learning Conferences held in Humboldt, Mendocino and Sonoma in 2016, 2017, 2018 and 2019. Through her current work in experiential learning and STEM education, Dr. Kok has multiple collaborations with different youth organizations like the Boys and Girls Club and schools including Anderson Valley Junior High and East Lake Elementary.

Bio: Car Mun earned her B.A. in Psychology, an M.S. in Child, Youth and Family Studies and a Ph.D. in Human Sciences with specialization in Child, Youth, and Family Studies, from the University of Nebraska between the years of 2005 and 2015. Since then she has lived in Lake County, where she chairs the Lake County 4-H/UC Extension Agriculture and Natural Resources Department and leads a team that provides youth development programming throughout Lake and Mendocino Counties. Growing up in Malaysia, and making the change from there to Nebraska and then to rural Northern California has been quite an adventure for

Car Mun, but through it all, her dedication to inspiring youth to take on leadership, build responsibility and engage in curiosity has led the way.

Committed Partners

Hopland Band of Pomo Indians

The SVA Board is in dialogue with the Hopland Band of Pomo Indians Tribal Council to determine a possible future addition of an HBPI member to the SVA Board of Directors. Their letter of support can be found in Appendix 3, which reflects a future name-change for the school, supported by the HBPI council. Ramon Billi Jr.: HBPI Tribal Heritage Officer shared with the SVA team, during charter development, that the Spanish spelling of the same for the Sanel Valley, when spelled in the original Central Pomo language, should be Shanèl. One of the first steps in partnership with the HBPI will be honoring this spelling change with a community meeting to announce and educate the public about the misconception of the name of the valley where we reside.

Hopland Research and Extension Center

With over 5,000 acres of grazing lands and oak woodlands, over 100 sheep, a few very watchful dogs, HREC is a County-wide resource for thousands of students each year who come to meet the lambs, go on nature hikes or attend events like Barn to Yarn. This community resource and the only link to Higher education in Hopland is also home to a variety of research projects on local wildlife, viticulture, fire science and ecology. Local students will benefit from being able to regularly visit this amazing outdoor education center and SVA looks forward to working together to raise a new generation of innovative activists

Hopland Neighbors

Through a combination of verbal, monetary and written letters of support, Hopland neighbors have come together behind the mission, vision and core values of SVA. Parents, retired teachers, homeschoolers, educators at all stages of their career, young professionals, advocates for innovative education, ranchers, and Hopland business owners have pledged their support for Sanel Valley Academy based on an educational philosophy and instructional model that was designed for the students of Hopland by their own, parents, neighbors aunts and uncles. SVA brings together the many facets of the beautifully woven tapestry that is our small unique town, and the overwhelming support for this petition is loud and clear.

ELEMENT 1: THE EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

Education Code Section 47605(c)(5)(A)(i). Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

Overview of Sanel Valley Academy

Mission

Restoring education to the Hopland community is essential to a thriving future for Hopland students, families, and our greater community. Sanel Valley Academy is a culturally responsive, community school where all students are valued and supported. SVA students will be prepared to lead and successfully participate in our rapidly changing multicultural society, they will contribute to the community with creative solutions and a resilient, culturally competent and collaborative mindset.

Vision

SVA envisions a future in which all children are honored with equitable access to high quality education that results in success in community and career. At SVA, youth voices contribute in valued and meaningful ways to the realization of a thriving and resilient community. SVA will empower all students to become critical thinkers, innovative problem solvers, and effective leaders through a dynamic and collaborative curriculum. SVA partners with families and the community to provide a program that reflects student needs and celebrates diversity. Innovative learning opportunities for students at SVA will include access to outdoor education, blended-learning, native and community school gardens, science, agriculture, technology, engineering, art and math integration, with strong support for multilingual students. Curriculum and instructional practices will reflect the needs of the diverse student population of Hopland, promote equity and prepare culturally competent, well-rounded, lifelong learners. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE.

Innovation

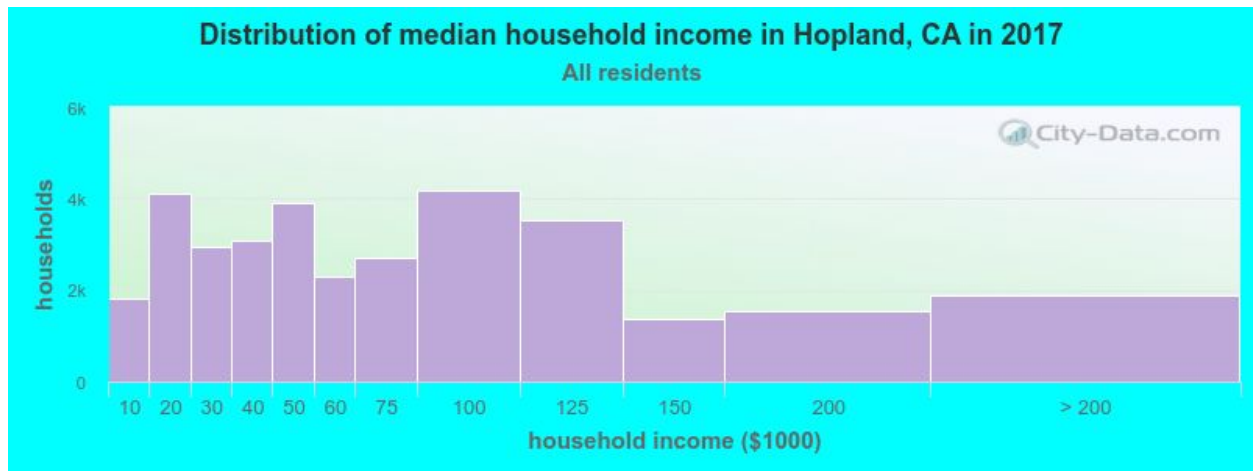
SVA is committed to innovation and continuous improvement. As a small TK-8th charter school with committed community partners, we have the flexibility and support to be responsive to student and community needs in a way that larger District schools may not: including increasing access to outdoor education, Science Technology Engineering Art and Math (STEAM)

integration, and restorative practices. We hope to contribute to the continued innovation of educational opportunities for all students in Mendocino County by being a proving ground for evidence-based best practices like designing for equity, anti-racism, social and emotional learning (SEL) and STEAM integration, trauma-responsive and community-based schools, and restorative behavior management. By continually assessing innovations and adapting as necessary, SVA can also support scaling up innovative pedagogy and practices throughout Mendocino County schools.

Diversity

Hopland is a diverse community; despite being one of the smallest towns in the county, it is both culturally and socio-economically more diverse than comparable villages in the region.

According to City Data and the most recent census data available¹, Hopland residents are employed most commonly in the agriculture, hospitality and education industries². Nearly half of the population consists of Latino, indigenous, mixed race, Asian and native Hawaiian or Pacific Islander residents. The range of income distribution in Hopland is also diverse and all of these factors combined predicate the mission and vision for SVA Charter School.



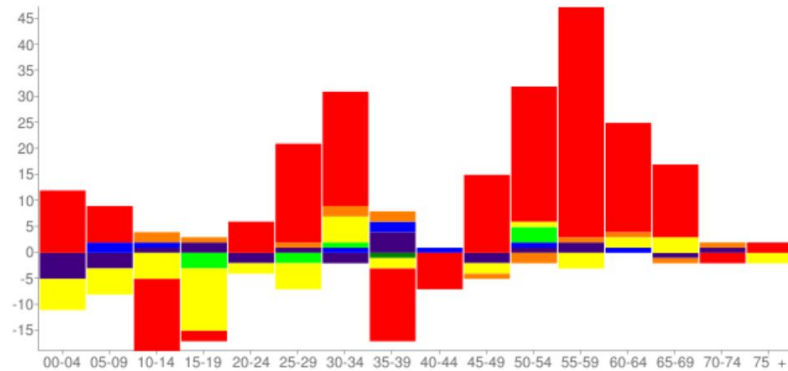
¹ <http://censusviewer.com/city/CA/Hopland>

² Towncharts.com - United States data powerfully illustrated and interactive. (2019, December 15). Retrieved September 23, 2020, from <https://www.towncharts.com/California/Demographics/Hopland-CDP-CA-Demographics-data.html> (supplemental resource for Hopland City data)

Change in Population between 2000 and 2010, by Race - Hopland, California

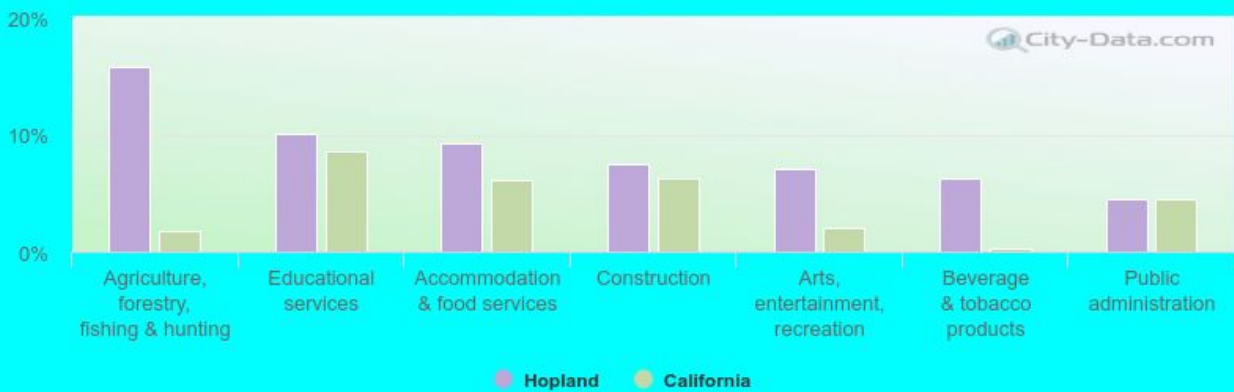
	Change	Percentages	Color
American Indian and Alaska native alone	-3	-7.32%	Dark Purple
Asian alone	9	900.00%	Blue
Black or African American alone	-1	-20.00%	Green
Native Hawaiian and Other Pacific native alone	0	0%	Dark Green
Some other race alone	-33	-18.86%	Yellow
Two or more races	7	20.59%	Orange
White alone	147	39.30%	Red

Graph: Change in Population between 2000 and 2010, by Age and Race - Hopland, California



3

Most common industries in 2000



³ <https://censusreporter.org/profiles/86000US95449-95449/> Charts and demographic data sourced from: U.S. Census Bureau (2018). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for 95449 <<http://censusreporter.org/profiles/86000US95449-95449/>>

reflects the agrarian and cultural heritage of the Sanel Valley, centers historically marginalized voices, and honors the unique characteristics of our local ecological and capital resources.

Community Based

We believe in the power of community, and the founders of SVA have secured partnership commitments with local leaders such as the Hopland Research and Extension Center, 4-H, and the Hopland Band of Pomo Indians (HBPI). We plan to also work closely with the Mendocino Childcare Planning Council, Mendocino County Office of Education, and Anderson Valley Healthcare to meet community needs related to childcare, health screenings and mental health support for the whole family. Sanel Valley Academy will form a powerful school community that will enrich and energize the greater Hopland community.

Our facilities request includes a plan for the local community to fund and take responsibility for the maintenance of the old elementary school site in Hopland. As the only public space within 50 square miles, it is a resource that should remain under the stewardship of local residents. Restoring the Hopland Elementary School site with our committed local partners will give our small town a place to gather and support the promise of our young people and families.

The Old Hopland school site was, at one time, a gathering place that brought together the entire Hopland community, from McNab Ranch, to River Road, to way up the 175 near the border of Lake County. Throughout the charter development process, Hopland Elementary alumni, former teachers, staff and members of the community have shared their memories of a thriving community school where local children were supported by the whole community. As one of our 20+ letters of support described: the school was “the heart of the community.”

SVA is a TK-8th grade parent choice school where the community is the classroom. We aim to foster the innate curiosity of our students, empower their parents, and promote a love of learning by collaboratively developing a personalized learning program for each student. SVA’s objective is to enable pupils to become self-motivated, competent, and lifelong learners.

A Community School Developed with Community Support

The decision to submit a petition UUSD to open a charter school in Hopland was a natural conclusion that arose from community organizing around wildfire preparedness and safety. Recent years have seen fires and floods visited on our small community, and one outcome was increased opportunities to organize around goals for our community; what arose was a clearly articulated desire for a more cohesive community gathering place, and a central location where families and children could receive the community support needed to build a thriving and cohesive town. Parents, neighbors, and even Ukiah residents began voicing their support for restoring the old Hopland Elementary School site.

The Hopland School Committee, a branch of the Hopland Municipal Advisory Council, was then formed to build a vision and eventually to design and write a charter school plan and petition. Despite the disruption of Covid-19, and the ensuing difficulty in holding traditional in person meetings, the SVA founding team has been able to gather a core group of committed individuals

with expertise in business, marketing, teaching, curriculum development, youth development, professional learning, grant-writing, restorative practices, and school finance who were also willing to put the time and energy into crafting the required documents to submit to the District. The Founding Team represents only a small sector of the community who contributed their ideas and efforts to return education to the Hopland community. A series of more than 10 community meetings and weekly open comment sessions were conducted throughout the process of creating the charter petition. Attendance at these stakeholder engagement events included teachers, parents, tribal council members, and residents of the Hopland community.

With commitments and support from: the Hopland Tribe of Pomo Indians, 4-H/UC Extension and the Hopland Research and Extension Center, the project gained steam and reinforced the drive to design an innovative, inclusive, and welcoming community school that can act as a gathering place and restore education and academic enrichment access for our youth. School age children in the community are currently required to travel long distances to attend schools in Ukiah, often limiting parent's ability to participate in school activities or get involved in the school community. Students living on the Hopland Reservation spend more than two hours daily to get to and from school. Furthermore, Hopland children have fewer opportunities for enrichment. Limited access to local sports teams and other community-based support for families are additional hurdles that adversely affect Hopland families.

A further motivation that cannot be understated is a desire to partner with Ukiah Unified School District and the Mendocino County Office of Education to increase access to innovative educational opportunities for students and adults in Hopland and all of Mendocino County. *MOVE2030*, Mendocino County's current initiative to support entrepreneurship, innovation and access to technology, is also well-aligned with the goals of SVA. As a community asset, we hope to maximize the use of the only public space within the 99.5 square miles of the Hopland Volunteer Fire District: we hope to establish language, art, technology and cooking classes to community members seeking a new career skill or hobby. Community members have already pledged to teach such courses free of charge. A weekly Farmer's Market onsite will also serve to provide access to fresh fruit and vegetables for local residents who have to travel 20 miles, at minimum for basic grocery staples.

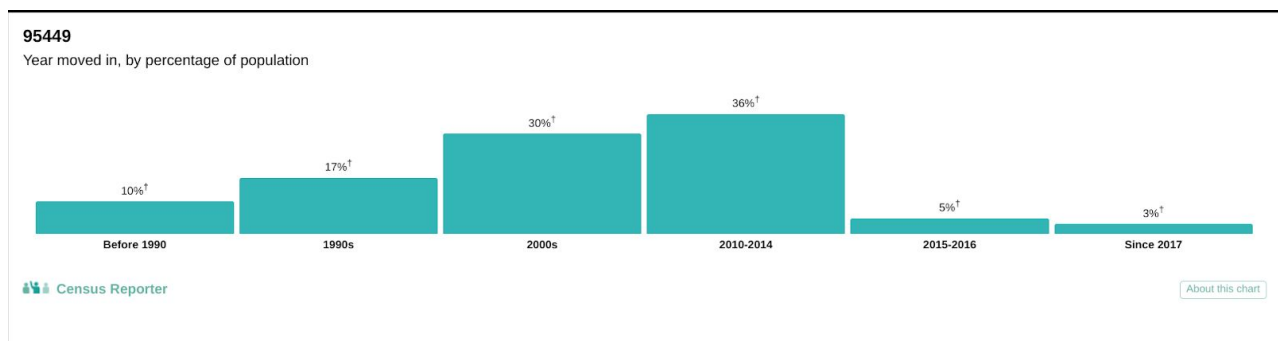
SVA is indeed more than a school, it is designed to be a community trust and network of support that is maintained in partnership with a vision for the future. A small community school implementing innovative, project-based, experiential learning opportunities will be another asset to UUSD, thus increasing the district's demonstrated commitment to seeking creative solutions for student success. Supporters of this project include parents, teachers, local business representatives and community leaders. Refer to Appendices 1, 2 and 3 for letters of support, parent and teacher signatures submitted in favor of SVA.

Sanel Valley Academy's Student Population

Based on our numbers of interested families who have expressed meaningful interest in enrolling at SVA, projections of student enrollment include nearly 100 students currently

attending private schools, other charter schools, Sonoma County schools, or are homeschooled. Additional families who have signed our petition have students currently enrolled in UUSD schools, but more than half of our projected first year enrollment will include a majority of students from a population of youth currently invisible to the district. This unexpected “meaningfully-interested” student population is reflected in demographic data that show a near doubling of the Hopland population between the years of 2010 and 2019, when more than 700 new households were established in town⁴.

UUSD has claimed in years since the closure of Hopland elementary that the population of Hopland has not warranted the need for a local school. The overwhelming support we have received tells a different story. While our town may never support a school site that serves 500 students (the average population of K-8 schools in UUSD), our small town is committed to facing the challenges of re-establishing a small school site that will serve the needs of the community, and that is both designed and supported by the community.



Of the estimated 120 TK-8th grade students currently enrolled in UUSD schools, roughly 75% have expressed interest in a more local option. Of these interested students, the student demographic data is representative of the make-up of Hopland, which includes a mixture of both high and low earning families. Our student population will reflect the diversity of Hopland and will serve to strengthen the bonds of the community. As several supporters have shared with the SVA founding team: “The old Hopland school brought everyone together, and we hope to see this kind of community hub once again.”

Hopland is home to more than 1,600 residents, according to the 2018 five-year census data. While Downtown and old Hopland cover an area of roughly four square miles, the entire Hopland Volunteer Fire Protection District is spread out over nearly 100 square miles⁵. The Hopland School site is a central location where new residents and multi-generational Hoplanders can gather and where our children can grow up together with respect for this history of the Sanel Valley and the skills to respond to any challenges they may be called to collaboratively solve in the future.

⁴ See chart below: This chart shows total population in occupied housing units. The data in this chart comes from [Table B25026](#) in the U.S. Census Bureau’s ACS 2018 5-year release. The chart is from [Census Reporter](#), a project to make Census data easier to use and understand. [See more data from 95449](#)

⁵ https://www.co.mendocino.ca.us/planning/pdf/pia_eir2019/093_LAFCo_Multi-District%20Fire%20MSR_April%202016.pdf

How Learning Best Occurs

At SVA we believe that learning best occurs when students are safe and supported both physically and emotionally. Curriculum design and instructional methods will reflect best practices in trauma-responsive, student-led, blended learning modalities and evidence-based strategies to support English Learners and diverse learning styles. Furthermore, a commitment to anti-racism, cultural competency, and community-based education drives the design of SVA.

Goals for students and parents of SVA include but shall not be limited to the following:

1. Student learning will be best achieved by encouraging parent and community involvement and support.
2. Students will be active participants in their personalized learning plan with the support of SVA staff.
3. SVA students will make at least one year of academic achievement gains each year.
4. Students will be intrinsically motivated.
5. Students will achieve competency in basic academic skills.
6. Students will explore their potential in the performing and living arts, environmental education, agriculture, Pomo language and culture, and in the use of technology.
7. Students will recognize and use their strongest skills and abilities and improve in growth areas by leveraging their interests and individuality.
8. Students and families will be supported to be responsible stewards of the local natural and human resources of the Sanel Valley.
9. Collaborative, inclusive leadership and stakeholder engagement will promote sustainability and provide relevant and innovative educational opportunities for students in Mendocino County.
10. A thriving school will contribute to the growth of a resilient and inclusive community.

Sanel Valley Academy will improve student achievement via a curriculum which:

- Recognizes the important links between science, agriculture, technology, mathematics, humanities and the arts
- Supports literacy, language development, speaking, listening, writing and interpersonal communication skill development
- Values youth voice and leadership
- Promotes higher order thinking skills – critical thinking, problem-solving, and decision-making
- Motivates students by offering a real-world context for learning
- Engages learners in investigative, hands-on/minds-on, student-centered, and cooperative activities
- Advances innovative teaching and learning throughout Mendocino County
- Correlates to state and national academic standards
- Promotes continuous lifelong learning
- Incorporates local history, cultural context, geography and natural resources to provide place-based, local, learning opportunities in a community school setting

What it means to be an educated person in the 21st Century

SVA identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around them, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which they live. This person is one who has realized their own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of SVA to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

SVA believes that learning best occurs when students are educated through a personalized learning, goal-oriented, community-based curriculum. Each personalized learning plan for student achievement may include cooperative school programs and classes, personalized learning models, internships, community-based educational programs, group seminars, distance learning via current technology, supplemental learning projects, field trips, mastery-based online learning, and progressive educational pedagogy. An evidence-based body of research indicates that personalized learning schools have helped students attain greater academic achievement than their traditional school peers, particularly those students with lower starting achievement levels.

At SVA this approach includes the following characteristics:

1. Curriculum is tailored to an individual student's learning styles.
2. One-to-one teaching is used, as appropriate.
3. Real life context-based learning is encouraged.
4. A variety of enrichment is implemented through classroom instruction, independent learning, field trips, apprenticeships, technology and integrated projects across the curriculum.
5. Schooling is viewed as only one aspect of an education
6. The entire community is the classroom
7. Learning is promoted by engaging student interests
8. Historical context and local needs are honored and explored
9. Students are respected for their strengths
10. Leadership is compassionate, collaborative, and community-based

A Day In The Life Of A Sanel Valley Academy Student

A day in the life of a Sanel Valley Academy student is filled with caring adults and a diverse group of learning companions. Quinn is a sixth-grader starting her first year at Sanel Valley Academy after years of homeschooling. She is excited to arrive on campus each day, since there is always something new to learn, or an important responsibility to fulfill.



A day in the life of Quinn looks like this:

- Quinn arrives at 7:50 am, a bit before the 8am bell, to check on the Upper School's garden patch. She waters then and picks a few weeds, depositing them in the compost bin the 8th graders built in September. Quinn then waves to her teachers and the principal as they begin to congregate in the quad for the school-wide morning meeting. She hears the sounds of laughter and joy from the preschool and little kids' play-grounds. She waves to Hector, who is her Spanish conversation partner. She helps him with math, and he helps her practice her Spanish vocabulary words. But before that, there is plenty to do!
- After a quick chat with her project team, it's 8:30 and Quinn's mom is leading the morning mindful moment today, Quinn is looking forward to having a moment of calm, it's been a busy week! After the morning meeting, she heads to the Upper School clubhouse to set up for morning classes. She is welcomed warmly by her teaching team and Ms. Soandso reminds Quinn that she has only two more objectives to go before leveling up in her math program. But before that, Quinn has a plan: she shares her plan for the morning with Ms. Soandso, then gets to work in her favorite spot next to the window. Quinn is working on a book review of *Catcher in The Rye*, but is presenting it in graphic novel style, since Quinn is a strong visual communicator. After a quick snack at 10am, she has scheduled 45 minutes to work on storyboarding, 15 minutes for a check-in and progress meeting with her lead teacher, and she still has about 30 minutes to read a couple chapters of *The Boy Who Harnessed The Wind*. Next, she has just enough time to get through two objectives on her YouCubed online Math program and check off her progress in her "I Can" portfolio. She feels proud when marking her progress each day.
- Lunch comes after that, at noon, and today it is a special one: The Farm to School club has been busy making tamales for two days, so that everyone at the school can have one. She doesn't know why they taste so good, but it could be because so many of the

ingredients were grown right there at school. After a quick informal soccer game, during recess, it's 12:40 so Quinn finds her Project-team to work on the design and marketing of their zine, which will be released at tomorrow's Hopland Farmer's Market. It is their first turn this year to represent the school at the SVA booth and they are excited to promote and share with the public a product they designed and created themselves. Quinn is nervous and a little scared, but working together with her friends helps, and her teachers and Academic Support team keep reminding her to "breeeeaaathe," which she does!

- After about an hour working on their project, the Zine Team is ready for tomorrow, and they each move on to their tutor-time with students in younger grades. Quinn has a 20-minute session scheduled with little Hector, and she hopes he can teach her the word for superhero after she helps him complete his math fact families goal for the day.
- After a quick meeting with her teacher for a progress check it's 2:30 and the day is coming to a close. During the Upper School closing meeting Quinn shares that she is tired, but excited for tomorrow. She loves hearing what her friends have learned and done that day, and their projects give her some new ideas for a character in the game she is designing for code-club, which is something else to be excited about for tomorrow.
- The end of the school day comes in a flash, and soon she is on her way to her afterschool 4-H meeting, where they will begin preparing for the "bummer" lamb from the Hopland Research Center who will arrive next week!

Proposed Population of Students to be Served by SVA

According to UUSD data of K-8 students currently living within Hopland boundaries, there are an estimated 120 UUSD enrolled students who travel 20-45 minutes one way to attend schools in Ukiah. This number does not account for young Hopland residents enrolled in Sonoma County schools, private schools, or who are homeschooled. For the purposes of our Charter petition, SVA student demographic projections are based on 2018-19 California School Dashboard data for schools where Hopland students currently attend. Our target enrollment for the first year of operations (2021-2022) is 160 students, increasing by 20 pupils each year until reaching the maximum capacity of 240 students in our fifth year of operation. As SVA is designed and informed by community needs, the school will serve the full grade-span in its first year of operation.

Recruitment strategies to ensure a balanced school population that reflects the demographic diversity of Hopland and the greater Ukiah area will include:

- Presentations to the Hopland Band of Pomo Indians Tribal Council
- Sponsoring a Maker-space booth or art projects for kids at local events like Pumpkin fest, Barn to Yarn, Lambing days, and local farmer's markets
- Maintaining a robust social media campaign to engage prospective families
- Posting flyers in pillar businesses, libraries, childcare centers, etc in Hopland, Northern Sonoma and Southern Mendocino Counties
- Bulk mailings, e-mails, frequently updated website
- Participation and collaboration with the Mendocino Childcare Planning Council

- All recruitment materials will be made available in English, Spanish and any language that represents a statistically significant population of prospective students.

From available data, Minor gains in student achievement have been made in recent years at schools where Hopland children are currently attending, but the great majority indicators place Ukiah Unified schools in the yellow or orange (mid-to-low performing) particularly for traditionally underserved student groups. SVA is designing an educational model that we are confident can help show improved results. Furthermore, to maintain authorization to operate as an independent charter, we must. Charter schools are held to higher standards in that they have to defend their school model and education philosophy every three to five years. The schools where Hopland students currently attend are not beholden to such standards and continue to operate, producing the same results each year in regards to chronic absenteeism, ELA and math achievement.

Based on projected data from the most recent California School Dashboard⁶ reports for local schools with comparable populations, we expect to have opportunities to demonstrate how a small community based school, and personalized, project-based, blended learning strategies, can promote student achievement in language development, critical thinking skills, and an area most in need in Mendocino County schools: math achievement levels. With a technology and science integrated curriculum, and access to our local environmental research center, SVA students will also build strong foundations for success on the new California Science Test⁷, which sets SVA apart from comparable district schools. The following student data represents the demographic make-up of students in surrounding schools, and demonstrates their Math and ELA proficiency.

Student Data						
School (enrollment)	Socioeconomic Disadvantage	English Learners (making progress toward reclassification)	Foster/ Homeless youth	Academic Indicator: ELA	Academic Indicator: Math	Chronic absence
Oak Manor Elementary (461)	92.4%	38.2% (47.7%)	2.4%	47.7 points below standard	70.2 points below standard	15.6%
Grace Hudson Dual Language Immersion (435)	80%	53.6% (41%)	0%	30.9 points below standard	26.3 points below standard	8.5%

⁶ <https://www.caschooldashboard.org/reports/23656150000000/2018>

⁷ <https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>

Pomolita Middle School (788)	79.9%	25.5% (59.7%)	1.1%	39.1 points below standard	90 points below standard	18.1%
Eagle Peak Middle School (517)	74.5%	18.6% (55.7%)	1.4%	26 points below standard	77.8 points below standard	18%

In addition to personalized rigorous academic programs, SVA students will have options for enrichment that are shown to contribute to a greater connection with school, increased attendance and student success⁸. One example of how this is reflected in local data is in UUSD's only language Immersion school: Grace Hudson Language Academy. Out of the four schools reflected in the table above, GHLA has the lowest absentee rates. This school also has a robust system of support for English Learners, and two Expanded Learning, or afterschool programs that maintain a waiting list for new students. SVA can provide enrichment programming through 4-H, and parent volunteers, until able to secure state and federal grants, or donations to provide the kind afterschool programming for Hopland students that is currently accessible with only limited access. Quality Expanded Learning programming is part of SVA's mission and vision, and we are confident that with established partnerships with the Hopland band of Pomo Indians, Hopland Research and Extension Center and 4-H, we can do so in a way that welcomes parent involvement, is based in youth development and culturally enriching learning opportunities, and engages youth with real-world opportunities to develop leadership and build connections with school and the community.

Sanel Valley Academy is also planning for a small Licensed Childcare preschool site on the school campus. To avoid taking State Preschool spots away from Ukiah families, SVA will pursue a licensed childcare facility and seek alternative payment through the California Department of Public health for low-income families. So families can decide which option (TK or pre-school) might work best for their 4-5 year old, without having to consider changing school locations. Expected preschool enrollment is about 20 students; this projected enrollment is supported by interested families who have signed our founding petition, which further supports our projected yearly growth of 20-30 new TK or K students each year.

Transitional Kindergarten will also be an option for SVA families, but limited enrollment is expected. Prospective families will be supported in their decision-making to enroll their students in TK through an inquiry-based approach and the appropriate assessment of student needs. TK parents will have the option to choose a half- or full-day schedule, as determined to best fit the needs of the child

By providing access to a local preschool through 8th grade school site in Hopland, SVA aims to be a resource for local families that is supportive and responsive to the whole child, the whole

⁸ [Partnership for Children and Youth. No Longer Optional: Expanded Learning Programs Role in Reopening Schools \(2020\).](#)

family, and the whole community. By providing personalized support, welcoming family engagement, and supporting both teachers and students based on their strengths, SVA will increase student achievement and reduce chronic absenteeism.

Chronic absenteeism⁹ in California is considered an indicator of school climate, the average rate of chronic absenteeism in all schools in California is 11.1%. A rate between 10-20% is considered “high” and it points to students’ feeling connected to the school and parents having the support they need to promote their child’s success. What is concerning about UUSD chronic absenteeism data is that when broken down by student group, American Indian students, students with special needs, English language learners and Latinx students are most commonly represented in this indicator¹⁰. At SVA we will do better by creating a school climate and learning environment that:

- Supports the whole child, whole family and whole community
- Provides foundational wellness and mental health support for students and families
- Offers high quality enrichment programming through community in-kind and financial donations as well as federal and state grant funded expanded learning programming
- Works collaboratively with families to restore trust and invite engagement
- Challenges students and develops their strengths through project-based learning, entrepreneurship and youth leadership opportunities
- Values youth voice and leadership in SVA governance, systems design and upholding the mission, vision and core values of the school

Core Beliefs

At Sanel Valley Academy we believe that:

- Success is possible for all students
- Learning happens best when it is grounded in care, compassion, and joyful community
- Diversity is essential to a thriving democracy
- Growth mindset, equity and inclusion are essential to an effective learning environment
- Children of any age or ability can engage in critical thinking, leadership and experiential learning opportunities
- Designing for equity and implementing restorative practices can counteract the negative effects of trauma and help build resilient communities
- Historical context matters: SVA policies and practices will take into account the historical and systemic complexities that come with globalization, innovation, and authentic collaboration with diverse stakeholders.

⁹ <https://edsources.org/2019/chronic-absenteeism-in-california-schools-up-slightly-new-data-show/607993>
(source supporting CA absenteeism data)

¹⁰ <https://www.caschooldashboard.org/reports/23656150000000/2018>

Educational Philosophy: Personalized Community-Based Education

SVA aims to support not only the whole child, but the whole family. SVA will serve as a year-round, multi-service community learning center providing high-quality, accessible services from early morning to early evening. It also eliminates the distinction between childcare and education, recognizing that learning begins at birth and occurs in all settings. Parent education, community events, high quality professional learning for teachers and staff, and authentic stakeholder engagement will serve as the foundations for student success. Children will not succeed academically or socially unless their parents, guardians and teachers have the resources they need to guide their children as they grow and learn. Children of all ages need safe and enriching environments during non-school hours. In addition, children's basic needs, such as nutrition and health, must be met in order for children to develop properly and succeed academically.

SVA will apply for the Federal School Nutrition Program to serve free or low cost healthy meals supplemented with an extensive school garden, along with social-emotional support provided by adults trained in restorative practices, and a rigorous personalized mastery-based curriculum, SVA will embody a whole-child approach that recognizes the value of both Maslow's hierarchy of needs and Bloom's Taxonomy with equal weight.

Student and family wellness is foundational to learning and this is a key factor in our educational philosophy and overall fundraising and community outreach plan. To determine community health and wellness needs, we will work closely with Anderson valley Healthcare, the Hopland Band of Pomo Indians, local mental health agencies and professionals to identify the needs of our students and families and bring resources to them, rather than asking them to travel long distances to receive services. In this way, SVA will act as a community hub and a resource that strengthens the county and statewide goals related to equity, wellness, and innovation.

Furthermore, students learn best in real-world settings, so providing our students with frequent and robust learning opportunities in real-world settings like local businesses, farms, ranches, and the Hopland Research and Extension Center will further connect SVA students to the community, and keep them close to home. By leveraging the partnerships that have developed over years and decades in the Hopland community and by designing personalized learning plans for each student, we hope to build a responsive approach to education that is sustainable even in times of disruption due to family emergencies, local conditions, or the inevitable effects of globalization and climate change, including wildfire, floods and pandemic. The ultimate goal of SVA is to help provide equitable, accessible and high-quality services for all families in Hopland via a local public charter school option that employs a rigorous, personalized, project-based, blended learning instructional model, and a restorative approach to discipline.

Instructional Strategies

SVA will uphold the four pillars of community learning centers:¹¹

1. Integrated student support
2. Expanded learning time and opportunities
3. Family and community engagement
4. Collaborative learning and leadership and practices.

These four pillars are essential support for the innovative and community-responsive instructional model designed to engage and inspire SVA students.

SVA understands that each student deserves to be valued for their inherent strengths and individuality. At SVA, teaching and learning is never standardized; SVA believes in providing a diverse set of options for parents who want to play a more active role in the public education of their children at the level that feels most comfortable for each family. Instead of providing just one model, SVA works within the local community of families and teachers to create research-based, mission-driven, comprehensive personalized learning plans for each student¹². This takes place either in the classroom or through a combination of appropriate classroom instruction and personalized or small group community learning opportunities, including overnight camping trips, sustained environmental research, landmark studies, cultural, geographical and historical field studies, micro-mini-apprenticeships, and field trips to local museums, farms, parks and cultural heritage sites.

The school adheres to an emergency distance learning support plan and parental agreement as part of its emergency preparedness planning. Recent wildfires, the Covid-19 pandemic, and public service power shut-off events have demonstrated a collective desire for well-thought-out community preparedness planning, evident in the Hopland Municipal Advisory Council meeting attendance, which has increased markedly in recent years: The February 2020 meeting had so many attendees, that for the first time, there was not enough space in the firehouse.

Adding a Learning and Continuity Plan to our school site preparedness and emergency plan, to prepare for the possibility that SVA has to shift into distance learning mode will provide for seamless continuity of learning when distance learning models may be required for student or community safety. This will be part of the task of the school safety team as they build out our site plan to meet the needs of our enrolled students and the facilities. A personalized, blended learning approach, as well as a 1:1 student/device ratio for all students (TK-8) will allow for an easy transition between school-based learning, community supported educational opportunities, and (only when necessary and supported by State legislation and District approval) distance or virtual learning.

¹¹https://www.google.com/url?q=http://www.communityschools.org/assets/1/AssetManager/Wkshpl_GregHall_Assessing4PillarDevelopment.doc&sa=D&ust=1598739524547000&usg=AFQjCNFnX_bLcZAsi4NfiW84mOrwIHk2uw

¹² Pane, John, et al. "Promising Evidence on Personalized Learning." *Continued Progress*, November 2015.

http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1365/RAND_RR1365.pdf. Accessed January 3, 2016. *The Curriculum Associates. (Source supporting SVA commitment to personalized learning)*

SVA believes that a child's attitude about learning a particular subject significantly contributes to the child's success or failure in that subject. Positive attitudes are strongly influenced by recognition of mastery and a focus on social-emotional learning. For this reason:

- SVA will use a variety of diagnostic tools such as baseline assessment, benchmarks assessments, portfolio assessments, and periodic PLP reviews to accurately assess and place each child in the appropriate course/curriculum for the child's skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on the child's initial skill set.
- SVA will focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery.
- SVA will give timely feedback to the student about the student's progress in such a way that the student will learn and grow from it.
- Students are actively involved in evaluating their own progress. They are called upon to reflect; given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas of improvement; and will be enabled to make the adjustments necessary to succeed and achieve at high levels.
- A multi-tiered system of support for all students that includes access to academic intervention, enrichment, physical and mental health support, and a community of educators and leaders committed to student success.
- SVA will align school-climate goals with the Positive Behavior Interventions and Support (PBIS) framework and a commitment to restorative practices in its discipline policies.
- To mark progress toward the goals the SVA Board of Directors (BOD) and founding team members are committed to continuous improvement and innovation to meet the needs of all SVA students, to maximize their strengths, and provide a safe and supportive culture of learning and innovation.

Mixed-age Cohorts and Blended Learning

SVA employs a mixed-age cohort grouping strategy that considers age, ability, preferred learning style and academic preparation when creating student classes and assigning teaching teams¹³. Teaching teams collaborate to design and implement blended learning strategies that engage students with a combination of personalized digital learning, project-based learning, outdoor education, 1:1 support and traditional delivery. Teaching teams are supported by the Principal and lead teacher to make data-based decisions around which instructional delivery systems work best for each cohort, small group or individual student.

In a small school setting, it would be difficult to meet each child's interest and satisfy the curiosity and ambition we value in SVA students, a blended learning model that brings in course

¹³ Stone, Sandra J., "The Multi-Age Classroom: What Research Tells the Practitioner." ACSD.org 1998

https://www.eastfordct.org/cms/lib/CT02204107/Centricity/Domain/1202/The%20Multiage%20Classroom_What%20Research%20Tells%20the%20Practitioner.pdf accessed on August 28, 2020 (source supporting evidence-based best practices in multi-age cohorts)

work from a variety of online and distance learning providers can broaden student horizons and promote achievement. This was demonstrated in a meta-analysis of distance and digital learning conducted by the US Department of Education (USDE) a decade ago¹⁴. In the years since, this approach has been refined and reimaged to respond to the gaps in equity and access that have come to light quite glaringly in the recent Covid-19 pandemic. More evidence of what programs work best with English Learners (EL) Students With Special Needs (SWSN) and younger students has also grown rapidly in recent months and in years since the USDE report was published. SVA educators will be coached, trained and supported to identify best practices in their own setting and in a way that works best for their teaching team and their students.

Our mixed-age groups and blended Learning program uses a specialization model where all students in grades TK-5: the SVA Lower School, share a team of credentialed teachers, content specialists and student support specialists. Multiple-subject lead teachers will oversee personalized learning plans and manage small academic support teams. The Humanities content specialists focus on language arts and cultural studies. STEAM teachers primarily focus on math and science with technology, engineering, art, and design woven into the curriculum as much as possible. Art, STEM, farm-to-school, agriculture, environmental education, Pomo language and culture and other subject specialists, as needed, will round out the curriculum with learning opportunities for students that engage their creativity, entrepreneurship, and community engagement. The younger cohorts, especially TK-1 will receive extensive foundational instruction to promote phonemic awareness, language acquisition, penmanship, writing and reading comprehension. Literacy, numeracy and communication skills will be integrated in project-based learning methods, and enrichment programming as well.

Students in grades 6-8, or Upper School will share an academic support team that can guide students to build mastery while gaining independence and building leadership and time-management skills, which are crucial to success in high school. The Upper School teaching team will consist of a single or multiple subject Math and ELA teacher. A combination of content specialists in Science, History, Social Science, STEAM, and Humanities will round out the team of educators who will support students in grades 6-8 do develop leadership and self-efficacy through mastery-based learning opportunities in programs like, IXL math, Kahn Academy, Aleks Math and NewsELA, Students can work at their own pace, and at a comfortable level to support foundational skill building and mastery in core subjects. A strong system meant to develop youth leadership skills includes community-based internships, and progressive responsibilities in working with younger students as student mentors, lunch buddies, conversation partners and club leaders. The 4-H “teens as teachers” model, an established framework with demonstrated success in Lake and Mendocino Counties, will help teachers manage the complexities of this dynamic learning environment. Support from community partners will also assist Upper School student learning goals and outcomes.

¹⁴ Hattie, J. A. C. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge, page 49.

For all students at SVA, TK-8th grade, teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic. Since SVA focuses on personalized learning, we use a continuum of skills for mastery (I CAN! standards), based on the Common Core State Standards in English Language Arts and Mathematics. Sample pacing guides and instructional framework can be found in Appendix 12.

Students in grades 6-8 will also have dedicated Humanities and STEAM specialists. Additionally, highly trained Student Support Specialists (paraprofessionals), ideally at a ratio of 15:1, will provide individualized support. Credentialed education specialists will contribute to instruction in the fine & performing arts, language and cultural studies, environmental studies, agriculture, and communications studies.

At SVA, we recognize that true mastery comes with teaching others, and for this reason, students in grades 6-8, or the Upper School, will be coached and supported to design learning experiences for the younger grades, which they can implement during enrichment periods, student events, board meetings, or as part of micro-mini apprenticeships in the community. Through a partnership with 4-H, employing their “Teens as Teachers” model, SVA has an opportunity in this small school setting to nurture self-efficacy and trust among a wide range of student groups and ages. Peer mentoring, tutoring, and coaching will also be a duty entrusted to Upper School students.

By taking on roles of leadership and responsibility at the school, students in 6-8 grades will be encouraged to explore their interests, deepen their strengths, and gain confidence and skills to support future success. The small projected size of our middle school cohort also contributes to the unique educational offering and potential pilot site for innovations that could later be scaled up at other middle school sites like Pomolita Middle School and Eagle Peak Middle School (a STEM school) who, according to the most recent California School Dashboard data each score 90 points below standard for math achievement.

Multi-age Cohorts for Cooperative Mastery-Based Learning ¹⁵				
Lower School	Cohort	Traditional Grade	Age Range	Academic Support TTEAM Teaching Together for Empathy, Awareness & Mastery Total FTE: 8.0 including SPED, STEAM, K-5, K-6, K-8
	Novice	TK-1st	5-7	<i>Credentialed:</i> 4.0 FTE Multi-subject 0.5 FTE (6th) 0.5 FTE STEAM 0.5 FTE SPED <i>Classified:</i> Student Support Specialists (Paraprofessionals) 3.5 FTE academic/behavioral support 0.5 SPED Para.
	Intermediate	2nd & 3rd	7-9	
	Advanced	4th & 5th	9-12	
Upper School	Student Mentors Teaching Apprentices	6th&7th 8th	12-14 13-14	<i>Credentialed:</i> 1.0 FTE Multiple subject 0.5 FTE (6th) 0.5 FTE STEAM 0.5 FTE SPED <i>Classified:</i> Student Support Specialists 0.5 SPED Para. 1.5 FTE academic/behavioral support

Each mixed age learning cohort will have a combination of academic classroom assistants, credentialed teachers, behavior specialists or enrichment specialists in their dedicated classrooms to support student success and a positive school climate. Several acres of outdoor space allows for opportunities for outdoor and agricultural learning supported by 4-H, community partners, and committed private donors (see letters of support), so teachers and enrichment educators will be valued for not only their academic and professional preparation,

¹⁵ FTE assignments are based on 2021-22 enrollment projections and could change based on actual enrollment figures.

but their strengths and interests as well. Recruitment efforts will focus on educators that reflect the ethnic and socio-economic demographics of the student population, and all staff will be supported with ongoing coaching and strengths-based collaborative leadership systems.

At SVA, we also recognize the importance of building healthy choices and behaviors during youth, for this reason, our Physical Education curriculum: Playworks¹⁶ focuses on inclusive play, building social-emotional resilience, and promoting team-work. Playworks training workshops are also fun for adults, and all teachers and paraprofessionals at SVA will be encouraged to use Playworks games and strategies throughout the day, and during community learning days as ice-breakers, body-breaks, and as ways to maximize learning during times of transition between bell periods or in between more rigorous academic work periods.

Playworks helps make the most of learning time, even at recess, and will ensure that all students receive the required Instructional minutes of PE each year. California mandates at least 200 minutes of physical education every 10 school days in grades 1-6, and also requires daily recess. The state also mandates at least 400 minutes every 10 school days of physical education in grades 7-8¹⁷. This will be accomplished in a variety of ways that are developmentally appropriate for and built upon the strengths of SVA students and staff. SVA students will regularly engage in activities such as organized yard games, field days, informal team sports, hiking at HREC, walks to and from community field trips, yoga, and dance.

A healthy body supports a healthy mind, so SVA students will be challenged at each stage of development to build upon prior knowledge and follow their curiosity. Students in grades TK -1 will be guided through this important transitional stage in early childhood with instructional practices and a classroom climate that encourages exploration, builds foundational academic skills, and promotes language development. A focus on Social Emotional Learning, productive cooperative play, and outdoor learning activities including a dedicated novice flower garden, mud kitchen and Tinkerlab. Strong support for language development, phonemic awareness, basic numeracy and the foundations for reading and scientific observation are also a focus for the TK-1 Cohort.

SVA classrooms in the Intermediate and Advanced cohorts will employ a station rotation model,¹⁸ when developmentally appropriate, to maximize staff and teacher engagement with small groups of students and to support diverse learning styles. Students aged 7-11, in grades 2-5 are grouped in mastery-based, rather than aged-based teams, and they rotate through learning stations working in small groups, both individually and teacher directed to provide a personalized approach that is differentiated for each student.¹⁹ This approach results in more student interaction and production and thus improves student engagement dramatically.

An example of our station rotation model is illustrated below:










¹⁶ <https://www.playworks.org/wp-content/uploads/2019/05/Playworks-Game-Guide.pdf>

¹⁷ <https://www.cde.ca.gov/pd/ca/pe/physeducfaq.asp>

¹⁸ <https://www.air.org/sites/default/files/Station-Rotation-Research-Brief-Final-July-2020.pdf>

¹⁹ <https://www.edutopia.org/article/optimizing-station-rotations-blended-learning>

Station Rotation Chart

Groups	9:00 - 9:30	9:30 - 10:00	10:00 - 10:30
Group 1			
Group 2			
Group 3			

Culturally Responsive Curriculum

Evidence-based strategies and methods that help in the development of reading, writing, and speaking for our English learners will be employed in all of our classrooms. The SVA hiring and recruitment process is designed to attract bi-lingual educators, members of the Hopland Band of Pomo Indians, and parents in the community for classified, certificated, and administrative roles. SVA's BOD and its site leadership team will make every effort to ensure that our staff and the BOD reflects the cultural diversity of the Hopland community.

SVA offers a rigorous, culturally relevant curriculum that challenges students to understand and affirm their roles as citizens of a nation with a complex history of cultural diversity that has led to great strengths and great conflict. Science classes are rooted in indigenous worldviews and values, such as students' relationships to land and environmental stewardship, and creative tension between progressive values and traditional beliefs. Agricultural, science, and cultural education opportunities for SVA students is supported through a committed partnership with the Hopland Research and Extension Center, 4-H, and The Hopland Band of Pomo Indian Education Center.

For further alignment with the California Governor and State Superintendent's priorities, SVA will incorporate one or more of the ethnic studies model curriculum resources recently released by the California Department of Education²⁰. One such curriculum, aligned with State standards includes primary source exploration, blended learning opportunities and project-based learning to explore the life and work of César Chávez who stated “The end of all education should surely be service to others.” His life and work will inspire our students to value the contribution of agricultural workers and the civil rights movement, and is in alignment with our mission to promote cultural competence among our students and staff.

Public schools have a responsibility to incorporate diverse worldviews and cultures into all areas of the curriculum, and SVA will do so with a demonstrated commitment to adopting textbooks and instructional materials that honor indigenous, global and egalitarian worldviews and represent a wide representation of cultures and beliefs. History and cultural studies will center traditionally marginalized voices and honor the lived experience of the wide range of human experience. Students also will participate in regular wellness classes that encompass all aspects of their health—physical, social-emotional, and academic.

At SVA, we plan to weave in Pomo language and culture in our instructional practices whenever possible and will welcome children and families of all cultures to be integral parts of the school community. UUSD Dashboard data reports a total enrollment of 5,981 students, of which 79.8 percent are Socio-economically disadvantaged and 26.8% are English Learners²¹. We expect SVA demographics to depart slightly from UUSD overall, with a higher population of both student sub-groups. With a higher population of American Indian students in Hopland,²² compared to Ukiah, we will also rely on maintaining a strong partnership with the HBPI that is grounded in respect and includes parents, guardians and the tribal council in supporting HBPI youth to succeed.

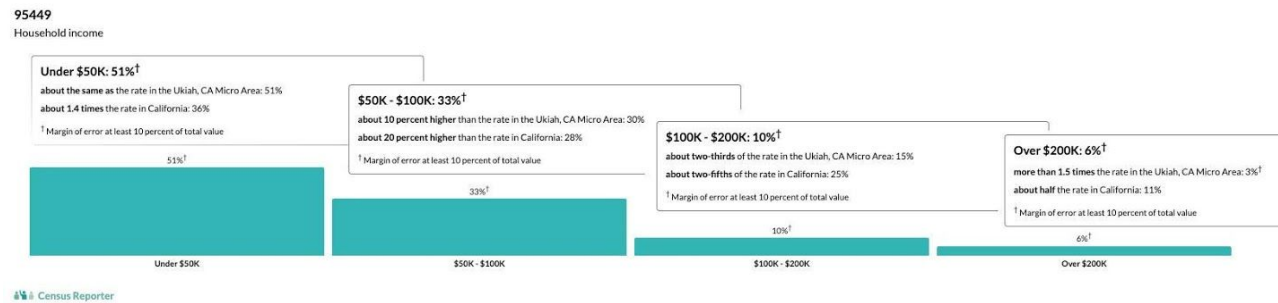
SVA projected student data is based on limited information provided by meaningfully interested families who support SVA's petition, data from schools where Hopland students currently attend and socio-economic indicators in Hopland. These show that median income in Hopland is markedly lower compared to both Ukiah and California as a whole (Figure 2), and with the HBPI reservation in our town, our projected enrollment includes a significant population of Latinx and American Indian students.

²⁰ <http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>

²¹ <https://www.caschooldashboard.org/reports/23656150000000/2019>

²² <https://censusreporter.org/profiles/86000US95449-95449/> Charts and demographic data sourced from: U.S. Census Bureau (2018). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for 95449
<<http://censusreporter.org/profiles/86000US95449-95449/>>

Figure 2.



Although SVA is not modeled on a traditional bi-lingual school model, we understand that language, culture, and identity are deeply interconnected. Children who learn their Indigenous language and who have opportunities to learn in their home, first or ancestral language, are able to maintain critical ties to their culture, affirm their identity, and preserve important connections with older generations²³. At SVA, we value exposure and exploration of world languages and we will work together with the HBPI Heritage Officer and Education Director to ensure that all Hopland youth value the opportunity to be stewards of the central Pomo language. SVA hopes to leave a legacy that confirms that future generations will continue to value the historical complexity of Hopland and the Sanel Valley. There is also an additional benefit for students who learn from a teacher who shares the same background, history, and culture, and we will take this into account in our hiring practices, as well as our operations and community outreach.

SVA educators will engage in ongoing professional development, technical assistance and support to employ a range of instructional practices that are central to our mission of providing safe and supportive learning environments that engage student agency and inspire curiosity. Central to our goal of success for all students is the need to individualize learning plans and differentiate instruction so that both high needs and high achieving students can be challenged to do their personal best. At SVA, this approach will include:

- Personalized Learning Plans (PLP)
- Inquiry-based Instruction
- Cooperative project-based learning
- Experiential learning that engages all learning styles
- Blended Learning that includes outdoor, technology-based and traditional models
- Alignment with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Framework, English Language Development Standards, and the remaining State Content Standards (collectively referred to herein as the “State Standards”)
- Student voice and leadership in designing and delivering instructional practices and school policies

²³ <https://www.teachforamerica.org/stories/preserving-native-languages-in-the-classroom>

- Relevant, mastery-based assessment practices that measure a vast spectrum of progress indicators
- PBIS and a trauma-informed restorative approach to school climate and discipline.

Building Student Mastery and Self-Efficacy

Targeted skills for student mastery are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher-level concepts, some students will begin their learning below their designated grade level. With mixed-age cohorts and mastery-based promotion, SVA students will gain self-efficacy and awareness in environments that more accurately mirror real-world relationships and work environments. Traditional age-based grades and cohorts make differentiation and personalized learning difficult for teachers and students. Our instructional model is rooted in the understanding that child development occurs at varying rates, and traditional indicators of academic success do not always translate into success in college or career. Our goal for students at SVA is to value where they are at each stage of the process, while keeping a clear focus on their goals ahead. Both high needs and high achieving students can find ways to thrive under these conditions.

SVA focuses on all students' mastery and understands the needs of qualifying students including, but not limited to significant subgroups such as: foster and homeless youth, English Learners, students with disabilities, and socio-economically disadvantaged students.

SVA educators will use a variety of instructional materials to teach the skills outlined in the CCSS for ELA and Math, the NGSS standards, and all relevant SEL and life-skills needed for success in the diverse academic opportunities available to them later in life at Ukiah High School, like Career-Tech. courses, concurrent enrollment at Mendocino College, leadership opportunities, and preparing for college and career. Instructional materials are evidence-based and selected for their promise in engaging students, promoting skill mastery, and supporting independent, student-led learning. These instructional materials will support standards-based mastery and will be used with flexibility according to individual student needs with specific attention to all significant subgroups. All applicable courses will follow the CCSS. Science skills will come from the NGSS. Bi-lingual materials will be available in all parent outreach and for direct instruction when possible.

Formal and informal as well as summative and formative assessments will be built into the curriculum. Some of the strategies we will be using to accomplish this include the mandated CAASSP tests, (which includes the California Science Test), & Physical Fitness test. We will also participate in the yearly CA Healthy Kids Survey, as well as using iReady and the "I Can standards" checklist. Rubrics for individual projects & activities will allow both students and teachers to track progress and reevaluate goals on a regular basis. This will be done in time that is accounted for regularly. Student portfolios will also include work samples collected daily that demonstrate progress toward agreed-upon goals. The details of this are meant to be established through a collaborative process between teachers, parents, and the principal, as well as specialists, when appropriate.

Aligning Assessments to the Desired Results

The SVA founding team recognizes that student achievement data among K-8 UUSD schools provides opportunities for improvement that is best achieved through innovative pedagogy, inclusive instructional methods, and best practices. Such innovations already in place in the District include dual-language immersion, accelerated learning, STEM, and independent study. SVA aims to add to the potential for innovation within the District and hopes to partner with the County Office of Education, UUSD, and other school sites to promote continuous improvement county-wide. Our small school setting, a focus on positive school culture and inclusion, and a commitment to a culture of data-based decision-making is reflected in our assessment and professional learning strategies.

Recognizing that teachers are shaping their standards-based instruction into larger projects and thematic units, it will be essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of methods including both formative and summative assessments. Methods will include quizzes or tests aligned with the style students encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding, such as informal reviews, student observation, 1:1 conferencing, performance tasks, mastery-based virtual learning experiences that produce immediate feedback, portfolio reviews and group projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

Sample Weekly Schedule of A Sanel Valley Academy Student

The weekly schedule at SVA will vary slightly depending on class cohort and current conditions (ie. special legislation resulting from pandemic or other natural or man-made disaster). On average, students in 1-8th grades will receive 313:33 instructional minutes each day, and more than the required 200 minutes for TK-1st grades. SVA will adhere to current educational codes related to instructional minutes and support teachers to maximize class time, transition periods and even nutrition to engage students in robust learning experiences and enriching new ideas. Yearly, students in 1-8th will complete more than 54,800 instructional minutes in our 175 day school year, and TK-K students will complete more than 35,000 instructional minutes.

Monday, Tuesday, Thursday Schedule		Instructional minutes
7:30am	Teachers and administrators arrive on campus for morning meeting, facilities open for outdoor supervised recreation, farm-to-school breakfast, or chores in the outdoor garden	
8:00am	Students are welcomed by their teachers and class leaders to their classroom	
8:10am	Mindful mornings: parents, community members, teachers and students will be invited to lead a 5-7 minute mindfulness practice at least once during each school year conducted via zoom, over the loudspeaker, or in person (and broadcasted to each classroom).	10
8:20am	Core 1: English, Language Arts Or Math	50
9:20am	Cultural studies, current events	50
10:00am	Nutrition/Snack: (includes SEL skills and nutrition micro-lesson)	15
10:20am	Science lab/ design lab/ makerspace/project-based learning	75
11:45am	Lunch BYO or farm-to-school community supported local meals	
12:15pm	Outdoor recreation, including garden maintenance, organized yard games, and free play	20
12:45pm *TK-K release	Core 2: Let's Play Math! Or Writers workshop	50
1:45pm	Collaborative Learning workshops: mixed age groupings, blended learning, student choice (change every 6 weeks): <i>examples include</i> : code club, art around the world, the science of cooking, farm-to-school, martial arts, animating with Scratch, think like a coder, ted-ed clubs, barn-to-yarn,	75

	lambing, oak woodlands stewardship, fire science, reader's theater, dance, drum circle, native Pomo language, games en espanol!, stories from around the world, soccer, painting & drawing, poetry workshop, film club, yearbook, music appreciation, film club, literary magazine. Includes Portfolio and PLP check-up: station rotation	
3:20pm	Closing circle	10
3:30pm	Parent pick up or transition to expanded learning (afterschool) enrichment programming provided until 6pm (21stCCLC/ASES grant funded)	Total: 355

Wednesday: minimum day to allow for Core educational leadership PLC preparation time			Instructional minutes
Optional Flex/Community Learning Day: All students required to attend morning meeting virtually or in-person for attendance credit, and for the rest of the day, engage in field trips, micro-mini apprenticeships, on-site supplemental academic supports, and specialized instruction/intervention can also take place on these days. All students must log in to Google classroom and show progress on a personal learning plan, whether on campus, or participating in community-based learning.			
May be completed virtually for students with transportation hardship.	7:30am	Teachers and administrators arrive on campus for morning meeting, facilities open for outdoor supervised recreation, farm-to-school breakfast, or chores in the outdoor garden.	
	8:00am	Students are welcomed by their teachers and class leaders to their classroom.	10
	8:10am	Mindful mornings: parents, community members, teachers and students will be invited to lead a 5-7 minute mindfulness practice at least once during each school year.	10
	8:20am	Let's Play Math!	50
	9:20am	English Language arts, reading buddies in person or breakout rooms	40
Community based learning days schedule TBD	10:00am	Nutrition/Snack (includes SEL and nutrition micro-lesson	15
	10:20am	Mixed age buddy academic support & mentoring, 1:1 student teacher support meetings, blended learning free choice (work on projects, get caught up on homework, silent sustained reading), pull-ins for academic intervention. Or community field trips such as HREC Nature discovery hike,	75

		Lambing days at the ranch, a visit to the olive press at Terra Savia, Citizen science projects at Feliz Creek, or a visit to the firehouse.	
	11:45am	Lunch BYO or farm-to-school community supported local meals	
	12:15pm	Outdoor recreation, including garden maintenance, organized yard games and free play, science observations, art projects, or quiet reading time.	15
	12:30pm	Re-group for closing circle or learning reflection	10
	12:45pm	Parent pick-up or transition to expanded learning (afterschool) enrichment programming provided until 6pm (21stCCLC/ASES grant funded), or continued community-based learning.	Total: 215
Weekly Professional learning and planning time for teaching teams	1:00pm - 2:30pm	Monthly all school staff PLC placeholder	
	2:30pm - 3:30pm	Small teaching team PLC	

Friday: Additional Flex/Community Learning Day			Instructional minutes
All students are required to attend morning meeting virtually for attendance credit, for the rest of the day students will engage in field trips, micro-mini apprenticeships, on-site supplemental academic supports, or specialized instruction/intervention takes place on these days (All students must log in to Google classroom and show progress on personal learning plan, weather on campus, or participating in community-based learning)			
7:30am	Teachers and administrators arrive on campus for morning meeting, facilities open for outdoor supervised recreation, farm-to-school breakfast, or chores in the outdoor garden.		
8:00am	Students are welcomed by their teachers and class leaders to their space in the field or auditorium for Friday all-school meetings: parents and community members are invited to attend		10
8:10am	Weekly community meeting/SVA Town-hall: parents, community members, teachers and students will be invited to lead a 5-7 minute mindfulness practice at least once during each school year conducted via zoom, over the loudspeaker, or in person (and broadcasted to each		45

	classroom), and will be invited to come present a job-talk, read a favorite story, present an area of expertise, or otherwise provide a community learning experience or presentation, sometimes this time may also be used for health screenings, community information sessions, or stakeholder input.	
9:00am	Students are escorted to classrooms by parents or teachers and come together in a brief morning circle: each class will be encouraged to develop their own motto, song or a cheer.	10
9:20am	Writer's workshop, elder's story time, or poets in the schools	45
10:00am	Nutrition/Snack	
10:20am	Science lab/ project-based Learning/ the science of cooking	75
11:45am	Lunch BYO or farm-to-school community supported local meals	
12:15pm	Outdoor recreation, including garden maintenance, organized yard games and free play	30
12:45pm *TK-K release	Let's Play Math! Or Writer's workshop	50
1:45pm	Micro-field trips: Feliz creek, Hopland Fire House, The Olive Oil press, local farms, HREC, McNab Ranch	90
3:15	15 min. Body break/ walk back from micro-field (if applicable), physical activity and closing circles/ learning reflection in classrooms	15
3:30pm	Parent pick up or transition to 4-H, or clubs	Total: 370

Instructional Materials for Standards-aligned Personalized Learning & Academic Support

Per Education Code Section 60210, SVA may choose to use instructional materials that are aligned to state standards. If SVA chooses to use instructional materials that have not been adopted by the State Board, SVA shall ensure that a majority of the participants of any review process conducted by SVA are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

At SVA, we value our educators and student support specialists as experts in their students' needs and curators of student learning. We believe that educators' time is of high value and is best spent engaging with students. SVA instructional materials and resources are intended to simplify planning, facilitate collaboration and differentiation, and streamline curriculum delivery, assessment and grading. Professional development and coaching will include training in the

tools and resources listed below in Figure 3, and will mirror the strengths-based, whole-human approach we take with our young learners.

The process of selecting and implementing new instructional materials at SVA includes thorough planning, public comment and is well documented. SVA will use the following materials aligned with the state standards, including CCSS, to deliver the curriculum. In years ahead, resource selection may change upon a thorough review of curriculum options. All curricular and instructional materials will be aligned to state content and performance standards, including CCSS. SVA respects teachers and wishes to empower them to be the most effective educators possible. Therefore, the approved list of curricular materials that follows will be a basis upon which teachers build.

In addition to the materials outlined in the table below, supplemental instructional materials to support assessment, mastery-based promotion, blended and personalized learning can be found in Appendix 11.

Figure 3.

TK-8 Curricular and Instructional Materials		
Subjects	SVA Approved Curriculum & Texts	Relationship to State Standards / Common Core / NGSS
English Language Arts	The Continuum of Literacy Learning (TK-8); Units of Study for Teaching Reading (TK-8); Foundations Phonics and Word Study (TK-3); Fountas and Pinnell Phonics and Word Study (TK-3); Words Their Way (TK-5); Comprehension Toolkit (TK-5); Units of Study in Opinion; Information and Narrative Writing (TK-8); Foundations of Grammar (TK-5); teacher-developed curricular materials,	State Board Adopted Materials, CCSS Aligned
English Language Development	Specially Designed Academic Instruction in English ("SDAIE"); Sheltered Instruction Observation Protocol ("SIOP"); Seeds of Science/Roots of Reading; Teaching for Understanding; teacher developed curricular materials	CCSS and ELD Aligned
Mathematics	Cognitively Guided Instruction, Everyday Mathematics (TK-5); Connected Mathematics Project (6-8); Illustrative Mathematics (6-8); Contexts for Learning; teacher-developed curricular materials,	CCSS Aligned
Science	Teaching for Understanding ("TFU") framework for backwards planning of project-based units; FOSS Kit + Science Resources book, FOSS Next Generation (TK-5); Mystery Science; Seeds of Science/Roots of Reading; Amplify Science and teacher-developed curricular materials	Aligned to NGSS
History / Social Science/ Environmental Science	TFU framework for backwards planning of project based units; California History-Social Science Framework; Project Learning Tree, Project Wet, teacher-developed curricular materials	Planning requires teachers to explicitly name the CCSS ELA, Math and CA State Content Standards that are integrated in each unit.
Physical Education, Health	Playworks Game Guide (TK-8); teacher-developed curricular materials	Aligned to state content and performance standards
World Languages	Teacher-developed curricular materials for Spanish, and any other languages represented in our community, access to and	Aligned to the World Language content

	support for further development of available Central Pomo language resources	standards
Visual and Performing arts	Teacher-developed curricular materials	Aligned to the Visual Arts and music standards
Electives	Teacher-developed curricular materials	Aligned to standards where appropriate

Plan for Students who are Academically High Achieving

Students who are academically high achieving are those who are working independently at a minimum of one grade level above grade-level standards.

- A. Identification: High achieving students will be identified through the following criteria:
Two or more years of scoring standards exceeded on the standardized test instrument, and/or through classroom report cards indicating excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendations.
- B. Parent Notification and Involvement: SVA assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The school shall provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboration with parents and students based on the assessment results so that strengths can be built upon and difficulties addressed. The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of SVA understand that bright students often have academic gain “sprints,” students who have mastered their grade level standards will be encouraged to study the next grade level designation, with parent involvement and notification. Great care will be taken before deciding to accelerate students, either academically or through a grade level promotion. This process is completed through the Guidance Department where a counselor assesses the situation and works with a multidisciplinary team to determine advancement. Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.
- C. Supports: SVA believes that differentiation is the key to success with high achieving students. SVA teachers will differentiate content, process, or product according to students’ academic level and learning profile. High achieving students will be provided with opportunities such as the next grade level’s coursework, high-interest independent

study projects, access to advanced online classes, and access to local educational options for enrichment, and for 8th graders: concurrent enrollment, or internships.

Plan for Students who are Academically Low Achieving

SVA believes that both the confidence and the motivation to learn are fostered by providing the student with a curriculum appropriate for the student's current proficiency level and then adjusting the pace and rigor of learning to challenge and engage the student's full potential. In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan.

Sanel Valley Academy is designed to provide a rigorous and personalized school experience within each student's familial culture and support. SVA's community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

- A. Identification: Students will be assessed through i-Ready²⁴ to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics. With the information from these formal assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a learning plan will be established to optimize the student's chance for success. Universal screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at promise" or not "at promise." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered systems of support (MTSS) (Tier I, Tier II and Tier III).
 - a. Universal screening measures for all SVA students:
 - 1. I-Ready for grades kindergarten through 8th grade
 - 2. State Tests, including CAASPP
 - 3. Curriculum-based assessments that are part of the student's instructional program
 - 4. Teacher and parent observation, student work samples
 - 5. Behavior Reports
- B. Parent Notification and Involvement:

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner. The credentialed teacher will be the main point of contact between family and school. The credentialed teacher will communicate with parents both formally and informally, in person and by telephone. Teachers examine students' grades

²⁴ i-Ready Research, 2017. <https://www.curriculumassociates.com/products/ready-research-iRdiag-why-it-works.aspx>. Accessed 27 November 2017. (demonstrated success of i-Ready as an assessment tool that supports personalized, mastery-based learning).

formally each month with the student at the regular parent-meeting or at an academy advisory meeting. Low-achieving students, in any academic class, are identified.

C. Mastery Grading:

Mastery learning and grading is designed to ensure that all students truly master each grade-level skill. Mastery learning allows for flexible pacing, re-dos and revisions, and enables teachers and parents to address the unique learning styles and needs of every student. Mastery is identified by mastery levels represented numerically as 1-4.

Evidence of learning including assessments are assigned a mastery level (1-4) rather than a letter grade based on points.

I CAN! Proficiency Scales define levels of proficiency for each grade-level and are based on Common Core State Standards. Teachers respond to student learning by matching instruction based on the Tier-level need for each student. This process of reviewing data and identifying levels of support happens through monthly SVA educational leadership team meetings. Teachers respond to the data by providing intervention and acceleration based on student need.

The credentialed teacher will remain in close contact with the family and will propose any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the individualized Learning Plan analysis, the credentialed teacher will meet with the parent(s) and student to collaborate on how to better achieve and support learning.

D. Supports:

SVA's philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or teacher observation, interventions to the curriculum and/or instructional delivery will be discussed.

E. Increase Time and Intensity:

Time spent daily in ELA and math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth through eighth grade students should spend two hours per day in ELA and one hour in math per day. Accrual of learning time in each subject may take place in the classroom, via direct instruction or independent learning at home or at school. The following strategies are used to increase time and intensity when there is a concern in academic progress:

1. Time extension (e.g. double the amount of time)

2. Time of day: schedule assignments at optimal time for the student's maximum performance (e.g. math assignments after enrichment, or outdoor learning, with peer tutoring support, etc.)
3. Breaks: specify the number and length of breaks for students, during the performance of assignments
4. Multiple days: provide an assignment in sections over two-or-more days (e.g. one section or question of the task per day)
5. Multiple time segments: provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)
6. Timelines provided to students to assist them in pacing their work

F. Supplemental Resources (available for all students):

We include supplemental resources in every discussion of the personalized learning plan. SVA has supplemental resources available for all students. These resources include, but are not limited to:

1. Aleks Math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.
2. Reading A-Z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the homeschool specialist and provided to the student.
3. Study Island is a supplemental resource available as an online workshop, and provides mastery based supplemental learning support in core subjects.
4. I CAN! statements are concept-based resources that provide a pre-test, resources to master the concept, and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress-monitoring tool.
5. i-Ready Intervention Tool systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
6. NewsELA is a leveled reading resource that provides ELA support and access to content that is current, relevant and available in a variety of subject-areas, including Science, self-care, and social studies. This program takes current events in widely circulated national news sources and translates each story based on student's Lexile Framework for Reading level: This makes assigning leveled texts easy and convenient for teachers, promotes student agency, and allows even emerging readers of any age, to participate in reflective and collaborative inquiry-based learning reflections about current events, which are an integral part in each instructional day at SVA.

G. Ongoing Evaluation Progress:

Ongoing Evaluation Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's

achievement. SVA will use i-Ready for Tier I progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN! statements will also be used as a progress monitoring tool. We believe it is essential to monitor a student's progress frequently and consistently in order to ensure the following:

1. Continuous feedback via conferences, written, and oral communication on the effectiveness of a specific instructional intervention
2. A system for accountability for student achievement
3. Data on student progress, which can assist teachers in making data-based decisions regarding the need
4. Responsive instructional strategies, which include well-developed evaluation techniques
5. Graphic displays of a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Plan for Special Education

SVA shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities.

Overview

Sanel Valley Academy Charter School is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education, in the least restrictive environment. SVA is committed to offering the full continuum of educational options to students with disabilities in the least restrictive environment that allows them to make progress in accordance with their unique circumstances. SVA Charter School follows the guidelines and procedures set forth in accordance with all State and Federal laws.

SVA 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 ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). SVA shall participate as a local educational agency ("LEA") in a special education local plan area ("SELPA") approved by the State Board of Education in accordance with Education Code Section 47641(a) and will receive state and federal revenues directly, in accordance with the SELPA's allocation plan. SVA, upon commencement of operation, will become a member of the Sonoma County SELPA, which accepts charter schools in Northwest California. SVA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms. SVA may request related services (e.g. speech, occupational

therapy, adapted P.E., nursing, and transportation) from the SELPA, subject to SELPA approval and availability. SVA may also provide related services by hiring credentialed or licensed providers through Non-Public Agencies. SVA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by SVA shall be accessible for all students with disabilities.

Services for Students under the IDEA

SVA shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. SVA provides services for special education students enrolled in SVA. SVA follows SELPA policies and procedures and utilizes SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, for responding to record requests and parent complaints, and for maintaining the confidentiality of pupil records. SVA is exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification, and implementation). All students with disabilities are fully integrated into the programs of SVA with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending SVA is properly identified, assessed, and provided with necessary services and supports.

Special Education and related services are provided to each student in accordance with the areas of need identified by each IEP. All students have the opportunity to participate with their General Education peers to the greatest extent possible based on the needs identified in the IEP. The full continuum of services is available to all students with disabilities. SVA will contract with local LEAs, the County Office of Education, and/or Non-Public schools as needed if a more restrictive placement is required than can be provided by SVA.

Staffing

All special education services at SVA will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. SVA staff shall participate in in-service training relating to special education by the SELPA or SVA. Operating within all legally mandated timelines, SVA will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and related service providers including, without limitation, speech therapists, occupational therapists, behavioral therapists, psychologists. SVA shall ensure that all special education staff hired by SVA are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

IEP Meetings

SVA shall arrange and send notice for the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SVA shall be responsible for having the following individuals in attendance at the IEP meetings: the principal and/or the SVA designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the parent/guardian; and other SVA representatives who are knowledgeable about the regular education program at SVA and/or about the student. SVA shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist, and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of State and Federal law.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's 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 reevaluation 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, SVA will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

IEP Implementation

SVA shall ensure that all progress reporting complies with state and local guidelines. SVA shall be responsible for implementation of IEPs and supervision of services. SVA shall provide the parents with timely reports on the student's progress as provided in the student's IEP, as frequently as progress reports are provided for SVA's non-special education students, which is at least once during each academic term. SVA shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations. All special education services and supports shall be developed to ensure students receive a free, appropriate education in the least restrictive environment.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if

determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public School Placements/Non-Public Agencies

SVA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SVA shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with IDEA, Education Code Sections 56365-56366, and Title 5 of the California Code of Regulations Section 3051.

Non-Discrimination

It is understood and agreed that all children will have access to SVA, and no student shall be denied admission nor counseled out of SVA due to the nature, extent, or severity of the child's disability or due to the student's request for, or actual need for, special education services.

Procedural Safeguards and Parent/Guardian Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

SVA may initiate a due process hearing or request for mediation with respect to a student enrolled in SVA if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, SVA shall defend the case. In the event that SVA determines that legal representation is needed, it shall select appropriate Representation. SVA understands that it shall represent itself at all meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

SVA recognizes its legal responsibility to ensure that no otherwise qualified individual 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 SVA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment is eligible for protections under Section 504.

A 504 team will develop a service plan based on all available information. The team will be assembled by SVA's 504 Coordinator or other designated staff and shall include the parent/guardian, the student (where appropriate), 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 but not limited to health, academic, social and behavioral records, and is responsible for making a determination in regard to eligibility for a section 504 accommodation plan as a qualified individual under section 504. 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, which will evaluate the nature of the student's disability and the impact upon the student's major life activity. 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:

1. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
2. Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient
3. 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 qualify to receive services is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their 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 accommodation needs 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 a free and appropriate public education. 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 SVA'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 staff, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will have access to a copy of each student's 504 Plan. 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 and continued eligibility.

English Learners

SVA will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

SVA complies with all applicable federal and state laws concerning services and the education of EL students. SVA has adopted policies and procedures ensuring the:

- Identification of EL students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency SVA agrees with the California Department of Education on the vision for English Learners. As such we affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for all students.

Under the management of the Principal, SVA takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers. Teachers not currently authorized but who are serving ELs shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Principal, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

A. Home Language Survey

At the time of enrollment, all SVA parents fill out a Student Application, which includes a Home Language Survey (HLS) used to determine the primary language of the student. This survey remains on file for each student in the SVA office in the cumulative folder. The application with the home language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent’s signature and date. If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the English Language Assessments for California (ELPAC). The results of these assessments enable school personnel to determine the English language proficiency level of the student. In addition, the student’s information will be reviewed in the California Longitudinal Pupil Achievement Data System (CALPADS) to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS will still be administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district. For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through CALPADS. The student's language status, as determined by the originating district, shall be honored.

B. English Language Proficiency Assessment

ELPAC will be given for annual progress monitoring. Annual progress will be scored based on four (4) proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed). The speaking portion of the ELPAC is designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually, and it is scored as the student responds to each item. The listening, reading, and writing portion of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each initial test are used to determine the designation of the student as either an English Learner or the basis for re-designation to Initially Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors. Test results are recorded on an assessment information sheet and placed in the SVA cumulative folder. The proficiency level is entered and recorded in the student information system (Powerschool) database.

As mentioned above, the ELPAC has four proficiency levels and is aligned with the California ELD Standards. SVA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing. Testing times will vary depending upon the grade level, domain, and individual student. The ELPAC consists of two separate assessments:

1. Initial Assessment: ("IA") The ELPAC IA is used to identify students as either an English Learner, or as Initially fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
2. Summative Assessment: ("SA") ELs will take the SA every year until they are reclassified as fluent English proficient (RFEP). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains (Listening, Speaking, Reading, and Writing). The results are used as one of four criteria to determine if the student is ready to be

reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

3. Testing Windows: Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window will be year-round (July 1–June 30). Any new SVA student whose primary language is other than English, as determined by the home language survey, and who has not been previously assessed using CELDT or ELPAC by a California public school, or for whom there is no record from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

C. Reclassification Procedures

SVA will follow all guidelines as outlined in the California English Learner Roadmap. Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Principal, and Lead teachers will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- a) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC
- b) Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- c) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description

of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process

- d) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English
- e) SVA will follow all recommendations from the United States department of Education's English Language reclassification Tool-kit and California's Road map for Reclassification. Teachers will receive training and Professional Learning support in these tools.

D. Parent Notification and Involvement

The school shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and Spanish (where applicable). In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood.

Before pupils are enrolled in a program for English learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. In addition, the Director of Assessment will review monthly score reports and notify school administrators and teachers of student performance levels.

E. Strategies for English Learner Instruction and Intervention

SVA uses the ELA/ELD Framework to guide administrators and staff²⁵. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

- a. Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013)

²⁵ <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp> (ELD Framework, source for element 2: EL section)

- b. California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a) These two sets of standards have wide-ranging importance: The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.

This ELA/ELD Framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level or span and, in the case of the CA ELD Standards, the English language proficiency level. This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential (footnote?).

Support for English Learners in SVA programs is guided by the CA ELA/ELD Framework in both integrated and designated instruction. SVA will create an environment in which non-English speaking families feel supported and welcomed. SVA will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English, Spanish, or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed. Teachers will engage in best practices to support ELs, with the specific strategy modified according to the need of the student and the program in which the student is enrolled.

In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. Personalized Learning Plans will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, RAZ Kids, Reading A-Z, BrainPop, LEXIA, and Reading Plus. Google Classrooms, Google Meets and Zoom are used to enable students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD instructor may occur each week.

These best practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pull out instruction with a focus on academic language acquisition, after-school support, and tutoring.

English Language Development is a part of each English Learner's instructional program. ELD is integrated into all content areas and the SVA I CAN! Standards are the focal standards for designated ELD instruction. The ELD I CAN! Standards are the CA ELD Standards written in student friendly language. In addition to each student's ELA and mathematics I CAN! goals, students are assigned ELD standards to master based on their initial or summative assessments and other multiple measures, including i-Ready diagnostic results. SVA ELD I CAN! Statements are aligned to the ELA I CAN! Statements. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings. ELD will be incorporated not only within the language arts curriculum, but also in all content areas in accordance with the CA CCSS for ELA/Literacy which includes developing reading and writing in all subjects.

ELD will also be taught daily in designated time for a minimum of 30 minutes per instructional day in grades K-8. Metacognitive skills are developed through modeling and using "think-aloud" instruction such as verbalizing the skills used when comprehending a text. Additional scaffolds include ensuring that the core instruction is comprehensible through developing prior knowledge including vocabulary and ensuring that all students have the requisite foundational skills to access the grade-level content. These classes provide students with multiple opportunities for practice in a personalized setting.

SVA teachers use strategies that are specifically intended to develop English language. Strategies are intended to target vocabulary development, reading fluency, reading comprehension, and include explicit English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include multiple opportunities for students to practice skills and strategies before applying in authentic learning experiences such as developing a project. The ELD curriculum is based on the California English Language Development Standards and may include state-adopted programs, Houghton-Mifflin, Harcourt, Reading A-Z, NewsELA and Cengage Learning, as well as supplemental English Language Development materials. In addition, the SVA instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs.

Subject area teachers, advisors, and the Principal meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels. During these meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that Silent Sustained Reading (SSR) is used to raise their reading fluency. In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC.

Additional assessments obtained from the ELA and ELD curriculum, and teacher observations are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency. In addition, a number of assessments are used to track each student's progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- ELPAC
- iReady
- Web-based, ELD-standards based assessments

SVA staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and

Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

F. Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students will be assessed on English language proficiency level in the fall and the spring annually. The Principal administers and reports ELPAC results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-ELPAC assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, administration monitors teacher qualifications for legal compliance and the availability of adequate resources. SVA's evaluation for the program effectiveness for ELs includes:

1. Adhering to SVA-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
2. Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
3. Monitoring of student identification and placement.
4. Monitoring of parental program choice options.
5. Monitoring of availability of adequate resources.

G. English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at SVA, parent/guardian ELAC shall be maintained to serve the advisory functions specified in applicable law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent the total number of pupils in the school. ELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

1. Development or revision of a master plan for English learner education for the individual school.
2. Development of the school's needs assessment.
3. Administration of the school's annual language census.
4. Ways to make parents aware of the importance of regular school attendance

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: *“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Education Code Section 47605(c)(5)(B).*

Outcomes Will Be Measured

Measurable student outcomes for students at Sanel Valley Academy will support our core educational model and principles and meet the expectations set forth in applicable California Education Code Sections and State Standards. Student outcomes will address the expectations of standardized performance assessment methodology while developing skills essential for success in their future studies and roles as citizens. At the core of SVA’s educational philosophy is the goal to foster student success as critical thinkers, intrinsically-motivated lifelong learners, informed and well-rounded citizens, and future global leaders. We believe all students, including historically and currently underserved populations, deserve the chance to prove their ability to demonstrate success according to the measurable outcomes described in this section.

SVA will base its methodology on the measurement of growth as well as achievement. The Charter sets forth to meet and exceed expectations defined by state performance targets, but with as much effort placed on improving each student’s learning and development beyond the achievement and performance levels measured upon initial enrollment at the Charter School and each year thereafter. Students meeting or achieving their grade level standard for achievement will be expected to maintain or improve their proficiency, while students who are lower-performing will be expected to minimize the gap in proficiency. SVA makes it a priority to develop academic programs that meet the varied needs of the diverse student body in our small and unique geographical area. An essential starting point for the Charter’s operation will be to assess each year the needs of the current student body in order to develop targeted goals and outcomes that best fit the needs of each and every student.

Local Control and Accountability Plan

SVA acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that the Charter shall annually submit an LCAP to its chartering authority. In accordance with Education Code sections 47604.33 and 47606.5, the Charter shall annually update its goals and annual actions to achieve those goals identified in

the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the LCAP template adopted by the State Board of Education.

SVA shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

In accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the following tables outline the Charter’s goals as of this petition submission, for all pupils (including numerically significant subgroups, defined in Education Code § 52052) for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. SVA’s stakeholders will engage in a collaborative process each year to update and prepare an annual LCAP as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions SVA anticipates at this point in time.

Charter School Outcomes to Align with State Priorities

State Priority #1 - Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Goals:

- Sanel Valley Academy will identify, recruit, train, coach and properly assign highly qualified teachers with the appropriate credentials and an understanding of the charter mission, who are culturally proficient and have demonstrated success in student achievement and a commitment to equity
- 100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
- All SVA students will have access to high quality standards-aligned instructional materials and resources that support the mission and vision of the SVA charter
- SVA will operate in facilities that are maintained in good repair
- SVA will maintain a safe and supportive environment for learning which includes considerations for both physical and mental health.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none"> • The Charter will ensure all hired instructional personnel provide evidence of all credentials, licenses and/or authorizations that allow them to teach in the areas to which they have been assigned. • The principal will oversee the obtainment and/or creation of standards-aligned instructional materials available for use. • Instructors and staff will play a critical role in the ongoing development of curricula that are both standards-aligned and tailored for each student's development and achievement levels. • The Charter will provide resources and time for teachers to actively develop new methods for delivering standards-aligned units and lesson plans. • The principal will monitor the development and implementation of units and lessons by conducting walk-throughs and follow-up conferences with teachers. • All staff will be trained in safety procedures as they apply to use of the school facilities, and the principal will ensure that the facilities and grounds are maintained and kept in good repair. • The school will maintain a Safety Plan and review it annually with key stakeholders, include staff, parents, community members, and local emergency services representatives 	<ul style="list-style-type: none"> • SVA personnel files will demonstrate that all teachers meet state requirements for credentialing and/or authorization necessary for each teacher's assignment. • Teachers will be required to provide regularly or upon request unit and lesson plans that demonstrate alignment with state standards as well as methodology for addressing the needs of ELs, low- and high-achieving students, and other students with special needs. • Teachers will receive a total of 80 hours of professional development and coaching in each school year • The principal will address in a timely manner any repairs needed to maintain a safe environment for students, teachers and staff. SVA will keep adequate and thorough records of all maintenance and repairs and will comply with any requested inspections requested by the Charter authorizing entity. • School Site Safety Plan is updated annually, all staff are trained annually in the procedures for safety it details, there is a public record of the meeting at which the Plan is reviewed by stakeholders

State Priority #2— Implementation of State Standards

Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency

Goals:

- SVA students will achieve grade level outcomes in math, English Language Arts, science and social studies, and will achieve proficiency in Common Core standards for literacy and mathematics.
- Academics will be fully aligned with CA state standards.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none">• SVA will provide professional development to instructional staff on the implementation of CCSS.• Teachers will be expected to collaborate regularly in order to refine their instructional practices, lessons, projects and units and make sure the above lessons and units are aligned with CCSS.• SVA will work with each teacher to regularly integrate ELD instruction into their instructional methodology and lesson plans.• Instructors will be expected to create lessons and unit plans that show both an alignment with CCSS along with adaptations made for English Learners and students with special needs.• SVC will forge partnerships with and/or obtain services from online curriculum providers who make digitally accessible content that is aligned with our school vision and mission as well as state standards, and whose lessons, assignments and assessments are available for alternative access in the event of additional student needs and emergency situations (i.e. mandated remote learning, temporary school closure due to emergency).	<ul style="list-style-type: none">• Evidence that every student at SVA will receive instruction in CCSS will be demonstrated by unit and lesson plans developed by instructional and paraprofessional staff• Teachers will demonstrate that alternative lesson plans and methods of instruction and assessment are available for each unit or lesson as a way to supplement in situations where alternative educational strategies are deemed necessary.• Documentation of regular classroom walkthroughs by the principal to observe unit/lesson development and implementation.• CCSS Professional development opportunities for staff• Measurable progress in language proficiency for English Learners as determined by portfolio assessment, ELPAC scores (or other applicable state-approved assessment that measures English Language Proficiency.• Rates of reclassification for English Learners.• Formal and Informal observations by instructors and paraprofessionals regarding the progress of individual students' English Language Proficiency

State Priority #3— Parental Involvement and Family Engagement

Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Goals:

- Students and families will be connected to the school, included in decision-making and partners in student achievement.
- SVA board members and school administrators will be culturally competent, and supported to maintain authentic relationships with all stakeholder groups including the Hopland Band of Pomo Indians, Hopland Research and Extension Center, Volunteers and local business owners.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none">• As a community school model, SVA will actively seek out parent and community input and involvement in the form of board membership and attendance, classroom volunteering, and/or participation in school events.• Students and parents from the local Pomo Tribe will be encouraged to provide input and feedback that ensures the Tribe's students' needs are being met and cultural perspective is incorporated into SVA's school structure and operations.• All materials relating to parent and community involvement, including digital materials on the SVA website, will be translated into Spanish in order to best serve the needs of our English Learners and their families.• SVA will work with local organizations, families and students to make the school property open for community use, and will actively seek uses of school space that bring the community together while supporting school activities and educational goals• Whenever possible or necessary, teachers, students and parents shall collaboratively develop personal Learning	<ul style="list-style-type: none">• SVA will encourage at least one parent to serve on the Charter Board of Directors.• SVA board will create a parent and youth advisory group to help inform decision-making and planning• SVA will encourage at least one representative from the Hopland Band of Pomo Indians on the Charter Board of Directors.• Parent and student attendance at school meetings and events will be tracked by our Office Manager, along with volunteer hours.• All families (including at least one parent or guardian) will be encouraged to participate in PLP meetings throughout the year.• SVA will sponsor in partnership with local families and organizations at least three community events during the school year, at which at least 75% of students and families will be encouraged to participate.• SVA will achieve at least an 80% overall satisfaction rate each time surveys are conducted.• SVA teachers will keep documentation of PLP implementation and progress, including but not limited to student

<p>Plans to drive student learning and progress and more actively involve parents in the learning path of their children.</p> <ul style="list-style-type: none"> Restorative practices will be at the core of our disciplinary procedures in order to foster a more positive and inclusive school climate. Parents and students will be encouraged to participate in the restorative process when otherwise punitive disciplinary procedures might be traditionally used. 	<p>portfolios, standardized tests, and anecdotal evidence observed and recorded by each student's instructors and parents.</p>
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State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress statewide assessment***
- B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education***
- C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California***
- D. EL reclassification rate***
- E. Percentage of pupils who have passed an AP exam with a score of 3 or higher***
- F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness***

Goals:

- 5% growth of students at every applicable grade level, including all student subgroups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
- Schoolwide and all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
- EL students will show growth per the CELDT/ELPAC each academic year.
- Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none"> • The principal will ensure that SVA meets participation rates for statewide assessments and implements testing requirements according to state regulations. • Together with the instructional staff, the principal will develop metrics to ensure SVA meets or exceeds state requirements for academic performance. • Teachers will use formal and informal assessment techniques to document EL students' progress in English language proficiency. • Information from classroom and schoolwide assessments, together with data from state-mandated assessment tools, will be used to track student progress on an individual and aggregate basis. • Data gathered from assessments outlined above will be used to inform and develop instructional methodology and practices as they pertain to each student and the school as a whole. 	<ul style="list-style-type: none"> • Teachers and the principal will track individual student performance on state standardized tests and further analyze the data based on subgroups significant to the state and our community (i.e. Pomo Tribe members, English Learners, socio-economically disadvantaged students, students with special needs). • English Learners will demonstrate measurable progress in language proficiency through consistent gains on school and state assessments. • EL reclassification rates will be expected to meet or exceed rates for similar UUSD schools (e.g. schools with similar student populations with regard to significant subgroups).

State Priority #5— Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates***
- B. Chronic absenteeism rates***
- C. Middle school dropout rates (EC §52052.1(a)(3))***
- D. High school dropout rates***
- E. High school graduation rates***

Goals:

- SVA will maintain a 93% ADA rate.
- SVA will demonstrate improvement over district schools in chronic absenteeism rates.
- SVA will promote 98% of 7th and 8th-graders.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none">● School administration will systematically monitor school attendance rates and implement strategies for maintaining as high attendance as possible.● Parents and students will be educated about the correlation between regular on-site attendance and student success.● Parents of students with significant levels of chronic absenteeism will be contacted and asked to meet and work with teachers and school administration to determine the best ways to improve student attendance. Attendance goals may be added to an individual student's PLP when chronic absenteeism becomes apparent.● SVA teachers and administration will use resources from Attendanceworks.org such as their self assessment, parent and community engagement tools.● PLPs will be designed with seamless transition to distance learning in the events of a family emergency or community conditions that may call for school closure (including air quality, public health emergency, etc.)● 7th and 8th grade students will receive leadership and community-based career-exploration opportunities to	<ul style="list-style-type: none">● SVA will work closely with parents in the community and Pomo Tribe to increase ADA rates compared with other UUSD schools with similar student populations. SVA will maintain an annual ADA of 93%.● Students will meet targets for academic participation by limiting chronic absenteeism for the overall student population to less than 10%, and limit chronic absenteeism for each statistically significant student subgroup to the following percentages:<ul style="list-style-type: none">○ American Indian (<15%)○ English Learners (<8%)○ Hispanic (<8%)○ Socioeconomically disadvantaged (<10%)○ Students with Disabilities (<10%)○ White (<8%)● The school administration, teachers and parents will work together to proactively develop and provide ways to maximize attendance and learning during periods when on-site attendance is not possible (e.g. natural disasters, PSPS events, and other unforeseen circumstances).<ul style="list-style-type: none">○ Several elements of students personalized learning plans will include online mastery-based

<p>support transition to High school.</p> <ul style="list-style-type: none"> High quality expanded learning programs are shown to support increased attendance and engagement, for this reason SVA will make every effort to seek ASES and/or 21stCCLC funding (RFP expected January 2021) to support expanded learning opportunities for all students at SVA. 	<p>curriculum resources, independent projects, and community-supported educational opportunities. These strategies will be designed to seamlessly transition to distance learning, in the event of a natural disaster, civil unrest or public health emergency.</p>
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State Priority #6— School Climate

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates***
- B. Pupil expulsion rates***
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness***

Goals:

- SVA will maintain an annual suspension rate of less than 2%.
- SVA will maintain an annual suspension rate of less than 2%
- SVA will use school climate data, parent input and other stakeholder feedback to ensure that SVA is a safe and supportive environment for students, staff and teachers.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none"> The principal will conduct regular walkthroughs while school is in session, assessing climate both inside and outside classrooms. SVA will provide instructors and paraprofessionals with onsite and online training to help all school personnel foster and maintain an environment where all students feel safe and respected. The principal, teachers and onsite staff will be expected to act as models for positive and respectful behavior, and teachers will be expected to integrate lessons about positive and respectful interactions into their curricula where appropriate. School discipline and behavioral 	<ul style="list-style-type: none"> SVA will maintain reduced suspension and expulsion rates in comparison to other UUSD schools with similar student populations. SVA will implement restorative practices in order to minimize overall pupil suspension rates to 2% or fewer, and limit suspension rates for each statistically significant student subgroup to the following percentages: <ul style="list-style-type: none"> American Indian (<2%) English Learners (<2%) Hispanic (<2%) Socioeconomically disadvantaged (<2%) Students with Disabilities (<2%) White (<2%)

<p>expectations at SVA will be derived from evidence-based restorative practices with the expectation of markedly reduced suspension and expulsion rates. Practices can include, but are not limited to: Community conferencing, peer juries, peer mediation, restorative circles, and other preventative and post-conflict resolution programs.</p> <ul style="list-style-type: none"> ● SVA will actively seek out partnerships with organizations whose services can help make the connection between SVA's academic and school climate goals. These include healthcare agencies, Tribal council, Mental health supports, and experts in restorative practices, PBIS, and MTSS. 	<ul style="list-style-type: none"> ● Community, parent, student and staff surveys will provide evidence of an overall positive and safe school climate as indicated on at least 80% of collected surveys. ● 100% of school personnel will participate in Emergency preparedness training(s). ● 100% of students will participate in fire, earthquake and other safety drills deemed necessary by the school and community. ● CA Healthy Kids survey will be conducted annually as required, and SVA's commitment to continuous improvement includes regularly collecting qualitative and quantitative data regarding student experience and engagement.
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State Priority #7— Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goal:

SVA students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none">• Teachers will be provided resources and time necessary to develop curricula that incorporate the instruction of science, mathematics, technology, English, visual and performing arts, and physical education.• Student PLPs alongside standardized testing will be used on an ongoing basis to identify and address areas of special needs, including English Language Proficiency and historically high or low achievement. Teachers will also be expected to consider the variable conditions that affect the learning of student subgroups, such as those from a low socioeconomic background as well as homeless and foster youth.• At SVA pedagogy will be driven by project- and student-based learning techniques that bring a holistic approach to each student's understanding and growth in the core subjects outlined above.	<ul style="list-style-type: none">• SVA student schedules will meet or exceed state curriculum requirements for providing study in the subject areas outlined above as part of an ongoing “broad course of study.”• Teachers will develop and implement formative means of lesson, unit and skills assessment that align with both state curriculum standards as well as each student's personal Learning Plan.• In addition to ongoing formal and informal assessments by instructors, SVA will also use the results of state standardized assessments in Math, ELA, Science, and Physical Education in order to better develop students' proficiency in those areas.• All students will have opportunities as part of inquiry- and project-based instruction to incorporate artistic expression into their projects and presentations. Curriculum at every grade level will include periodic direct instruction in visual and performing

<ul style="list-style-type: none"> • Each student's Personal Learning Plan will outline specific Goals and Objectives, Plans for meeting each Goal or Objective, the Method of study used in each Plan, and the means by which the completion of each objective will be evaluated. • For students at the middle school level (6-8th grade), career education will also be incorporated into each student's PLP, giving students the opportunity to explore career opportunities that match their demonstrated strengths and interests. 	<ul style="list-style-type: none"> arts, including digital art. • Assessments, regardless of method, will be conducted at a frequency that provides the necessary information to guide optimal student learning while avoiding testing fatigue.
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State Priority #8—Other Student Outcomes

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Goal: All students and teachers at SVA will have equitable access to high quality learning experiences that support equity and inclusion and promote student achievement to ensure that grade level standards are met or exceeded.

Actions to Achieve Goals	Methods of Assessment and Measurable Outcomes
<ul style="list-style-type: none">• Students will receive instruction in and assessment of their skills in reading, speaking, listening and writing across the curriculum.• SVA approved Curriculum resources are aligned with CCSS, NGSS, PE, World Languages and ELD standards and are chosen from UUSD and state approved learning materials.• All teachers will be responsible for implementing unit and lesson plans that include instruction in CCSS/NGSS standards in concert with the above ELA skills.• All Staff and educators at SVA will receive professional development, coaching and ongoing support to ensure that they have the tools, resources and skills needed to design and implement a rigorous, standards-aligned, innovative curriculum• Personalized learning plans and cohort placements are designed with equity and inclusion in mind. Curriculum, professional development and community events will be designed using Next Gen Learning's Equity Toolkit²⁶.• Educators, SVA BOD and staff will receive training and coaching in the use of the Next Gen Learning equity toolkit.	<ul style="list-style-type: none">• Individual performance goals will be established for each student at the beginning of each year based on benchmark assessments, past academic performance, special needs (IEP), and other available measurable data.• On CAASPP assessments, students enrolled at SVA will meet or exceed the average performance levels of students and student subgroups in schools serving comparable populations.• The principal will provide teachers with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.• Instructional staff will help build on and maintain a shared (digitally accessible) repository of unit and lesson plans designed to cover multiple CCSS/NGSS standards in tandem, including skills reading, speaking, listening and writing.• Educators and staff at SVA will conduct and participate in regular self-assessments classroom observations to mark and assess progress toward professional goals to support continuous quality improvement related to instructional delivery, design and implementation.

²⁶ <https://www.nextgenlearning.org/equity-toolkit/design-principles>

ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47065(c)(5)(C).

Standardized Testing

SVA will comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The Charter School shall submit and maintain complete, accurate, and up-to-date CALPADS data. Upon request, the Charter shall submit, in the requested format, a copy of the results of all state-mandated tests to the District.

In accordance with California state law, the Charter will conduct the following summative standardized tests as applicable:

- Smarter Balanced Summative Assessments for ELA and mathematics
- California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities, as designated in their individualized education program (IEP), for ELA, mathematics, and science
- California Science Test (CAST)
- California Physical Fitness Test (PFT)
- California Spanish Assessment (CSA) for Spanish reading/language arts (RLA), which is the primary language assessment that replaced the Standards-based Tests in Spanish (STS) in spring 2019

SVA shall comply with any new statewide assessment program adopted by the state as applicable to charter schools. SVA anticipates working closely with District staff to update this section of the Charter to reflect any new statewide assessment programs and their implementation timelines.

Non-standardized Assessments

Formal and informal, as well as summative and formative, assessments will be built into the curriculum at every grade level and in every classroom at SVA. SVA teachers will use iReady and the "I Can" standards checklists, along with rubrics for individual projects and activities so that both students and teachers can track progress and reevaluate goals on a regular basis. This will be done in time that is accounted for on a daily basis. Student portfolios will also include work samples collected regularly that demonstrate progress towards individual and school wide learner outcomes. The detailed goals of each student will be developed through a collaborative process between the student, their teachers, their parents or guardians, and the principal.

Students at SVA will also participate in the annual CA Healthy Kids Survey (CHKS), an anonymous and confidential survey of school climate and safety, and student wellness conducted at grades five and seven.

Data Analysis and Reporting

Classroom instruction, school wide and student-specific goals, and curricula for each grade level will all be data-driven by design. Multiple modes of assessment, including state mandated testing, will be used to steer how and what students are taught at every grade level. While the Principal has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive ongoing coaching, training and support on analyzing student achievement data, and implementing data-based decision-making strategies.

Each assessment in the following table will produce quantitative and qualitative data that teachers will be expected to track and use to guide their instruction and curriculum in the applicable grade level.

Evaluation Methods, Purpose, Applicable Grade Levels, and Frequency

Evaluation Method	Purpose	Grade Level(s)	Frequency
CAASPP - Smarter Balanced Assessment Consortium	Measure student achievement in Common Core subject areas (ELA and Math)	3rd - 8th	Annually
SBAC - Interim Comprehensive Assessments	Determine students' base-level mastery in Common Core subject areas	3rd - 8th	Upon student enrollment
SBAC - Interim Assessment Blocks	Assess student progress in more specific content areas	3rd - 8th	As needed to determine direction of instruction
California Science Test (CAST)	Measure student achievement in Science using state-defined criteria	5th and 8th	Annually
EL	Identify, assess and reclassify students as they progress through stages of English Language development	TK-8	As needed to align with district/state mandates, or to inform direction of instruction
Reading	Identify potential interventions needed in the area of literacy	TK-8	Annually or as needed to determine instruction

Physical Fitness Test (PFT - <i>FITNESSGRAM</i>)	Comprehensive state-mandated exam for Physical Fitness	5th and 7th	Annually (and upon student enrollment)
Charter-designed rubrics, progress reports, and report cards	Assessment of student achievement, effort, and social/behavioral development	TK - 8th	Quarterly
Teacher-created Rubrics and Assessments for performance-based tasks and projects	Determine standards mastery and progress toward goals outlined in personal Learning Plans and IEPs (as applicable)	TK - 8th	Upon completion of each unit or project
Writing Rubrics	Assess mastery of grade-level writing skills and standards	TK - 8th	Weekly, monthly, and/or quarterly (depending on student and grade level)
Intermittent online assessments through iReady	Interim reinforcement of specific subject matter and standards relative to current units/projects	TK - 8th	As needed during unit/project progression

In addition to the above measurements of subject and skill mastery, the Charter School will enter, update and submit complete and accurate student records using CALPADS.

Online Management System

SVA will implement an online management system, such as i-Ready, Power School (or a similar alternative, such as TalentLMS, Fedena or Quick School), once the board and Principal have determined which service best suits the needs of parents, teachers and students. Online tools for tracking and monitoring student progress and attendance provide an opportunity to close the gap between all stakeholders. An online portal will create an accessible space where teachers and parents can communicate and jointly monitor student progress and achievements. All teachers will receive training on effective use of the system, including reports and analysis of collected data.

Grading and Progress Reporting

SVA will implement performance-based assessments showing what students know and to what degree they are meeting state standards. Performance-based assessments will include, but are not limited to the following:

- 1) Projects, oral and written presentations and demonstrations. Each of the forms of assessment will show a culmination of each student's abilities in curricular areas and will align with State Standards. Classroom projects and presentations can employ multiple modalities, including but not limited to written, oral, and dramatic presentations and all assessments will be evaluated using an established rubric.
- 2) School-wide Assessments: School wide writing prompts and performance tasks will be administered multiple times throughout the year to determine student progress in core areas as they prepare for Smarter Balanced Assessment in ELA and mathematics.
- 3) Classroom Assessments: Teachers will create relevant units, tasks, and lessons to build and assess each student's progress in reading, writing, mathematics, science and visual and/or performing arts.
- 4) Student Self-Assessment: Students self-assessment will play a vital role in ongoing assessments and will be integrated with the use of rubrics and self-reflections. Self-assessments will consist of checklists with "can do" statements to help each student play a role in establishing goals for the future and measuring the degree to which they have achieved those goals.
- 5) Writing and Reading Comprehension: Students will be expected to exercise reading comprehension and writing across the curriculum, using written works to assess their understanding of content areas as well as their critical thinking skills.
- 6) Physical Fitness Assessments: Students in grades five and seven first participate in a baseline physical fitness measurement. Through the fitness program students will demonstrate fitness and competency in performing fitness-related tasks in order to demonstrate growth, with the ultimate goal of achieving scores in the Healthy Fitness Zone (HFZ) for all six fitness areas of the standardized physical fitness test.
- 7) Formal Progress and Assessment Reports to Parents: Parents will receive regular standards-based report cards at the end of each grading period that display levels of student achievement in all academic areas. Parents will receive quarterly progress reports and they can check their student's progress daily using a system like i-Ready or PowerSchool.
- 8) Parent/Teacher Conferences: Conferences that include the parent, student and teacher(s) will be scheduled at least twice per school year, and more frequently as needed or requested by the parents or teachers. Conferences, either by phone, video conference or in person, will allow parents to ask questions, share concerns about their child, and establish goals for student progress. Teachers will use these opportunities to specific data and examples regarding the student's academic and social skills.
- 9) Teacher/Student Conferences: Teachers will formally and informally confer with their students on a one-on-one basis and during small group instruction to discuss individual and group progress towards comprehension of subject area content. Teachers will impart feedback that students can use to take action toward their academic and social goals and will regularly provide students with positive commentary and recognition of

students' strengths and progress. Each teacher will contribute specific strategies to help groups and individual students meet their achievement goals.

Promotions and Retention

Despite SVA's model of differentiated, personalized instruction and assessment, we recognize that in some instances, a student may still be far below grade level and retention may be necessary. We believe that retention is a last resort. Parents will be informed through parent/teacher conferences and in written reports of student progress about the possibility of their child being retained. While parent input and preference will be considered, the decision to retain a student will be made jointly by the student's teachers and Principal on a case by case basis.

ELEMENT 4: GOVERNANCE STRUCTURE

[Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).]

Governance Structure

SVA's founding team consists of five individuals who will serve on the Founding Board of Directors. The team's subject matter expertise includes education, finance, facilities, community outreach, marketing, fundraising, legal and regulatory issues, previous board experience, and technology. This is a team that is equipped with the knowledge, skills, and understanding to execute a sound program that we have outlined in this charter.

The organizational structure of the Charter School is created to ensure the mission of SVA is fulfilled. The Founding Team is committed to contributing freely to supporting operations, professional development, fundraising, curriculum design, grant-writing and enrichment programming support to ensure the growth and sustainability of SVA.

Non-Profit Public Benefit Corporation

The Charter School shall be operated by Sanel Valley Academy, Inc., a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter (pursuant to Education Code Section 47604). Sanel Valley Academy, Inc. will seek tax-exempt status under Internal Revenue Code Section 501(c)(3).

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Attached, as Appendices 5, 6, and 7, respectively, please find the Charter School's Conflict of Interest Code, Bylaws, and Articles of Incorporation.

SVA will comply with all applicable state, federal and local regulations and laws applicable to its operation, and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It will purchase and maintain as necessary general liability, workers compensation, property, flood, errors and omissions and unemployment insurance.

Composition of Governing Board of Directors

The Charter School will be governed by a Board of Directors ("BOD") pursuant to its corporate bylaws, which shall be consistent with the terms of this charter. The Charter School Board is a policy-making Board which oversees the fundamental aspects of the Charter School.

The number of directors shall be no less than five (5) and no more than nine (9) unless changed by amendments to the bylaws referenced in Appendix 6. All directors shall have full voting rights. In accordance with Education Code Section 47604(c), the chartering authority may appoint a representative to serve on the Board of Directors. If the chartering authority chooses to do so, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Role of the Board

The Board is responsible for hiring and evaluating the Principal and creating policies that ensure that adequate resources are in place so the current and future fiscal, operational, and legal health of the Charter School is solid. The Board is then able to provide oversight and accountability to the Leadership Staff. The Board is also responsible for approving the annual budget, fiscal policy manual, and staff and student handbooks, which codify and communicate the Charter School's policies. The Board is responsible for ensuring the Charter School has the right resources to fulfill its mission, while management ensures that those resources fulfill the mission. The Board creates personnel policies, for which management hires and retains staff.

The Principal and the leadership staff are responsible for the day-to-day execution to ensure the Charter School's mission is fulfilled. Some of those duties include hiring school staff, selecting and executing curricula, and implementing personnel policies. Leadership communicates often and consistently with the Board President, Board Committees and any advisory councils to ensure the cohesion across the organization.

Board Responsibilities

The Board of Directors is responsible for accountability and oversight for the Charter School. Its roles and responsibilities include:

- Hiring and annually evaluating the Principal and Leadership
- Hiring and annually evaluating Teachers and Staff
- Ensuring effective planning and adequate financial resources
- Protecting assets and providing adequate financial oversight
- Maintaining and building effective capacity for the Board
- Ensuring legal and ethical integrity
- Approving key policies including, but not limited to, budget, personnel, and Board bylaws
- Complying with open meeting law in accordance with the Brown Act
- Abiding by the Board bylaws, and the Board's Conflict of Interest Code
- Conducting a regular self-evaluation according to Board's self-evaluation protocol
- Promoting the school to the community

Role of the Principal & Leadership Staff

The day-to-day management of the Charter School shall be by the Principal. The Principal will work full-time with leadership staff and communicate directly with the President and Board of Directors and the District Board of Education through its superintendent or designee as

necessary. The Principal is fully responsible for the execution of all applicable Board policy, all day-to-day operations, and all functions of the Charter School. The leadership staff shall be composed of teacher leads, the office manager, and back office support.

Board Meetings

All Board members will receive an annual training on the Brown Act and fiscal oversight responsibilities that is conducted by legal counsel or qualified consultants. Moreover, all new Board members will undergo an orientation that is in accordance with and trains them on the Brown Act and fiscal oversight responsibilities. Our Board Secretary will ensure that all meeting announcements, locations, agendas, and minutes are posted in accordance to each specific type of meeting and as required by the Brown Act and Education Code Section 47604.1.

These meetings include:

1. Regular Meetings: Agendas will be provided to the public at least 72 hours prior to the meeting.
2. Special Meetings: 24-hour notice will be provided to the Board, the public, and media outlets.
3. Emergency Meetings: One-hour notice will be provided to the public in the case of a dire emergency.

The Board will meet at least ten times annually to conduct business, and call special meetings as needed. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act.

Board Advisory Committees

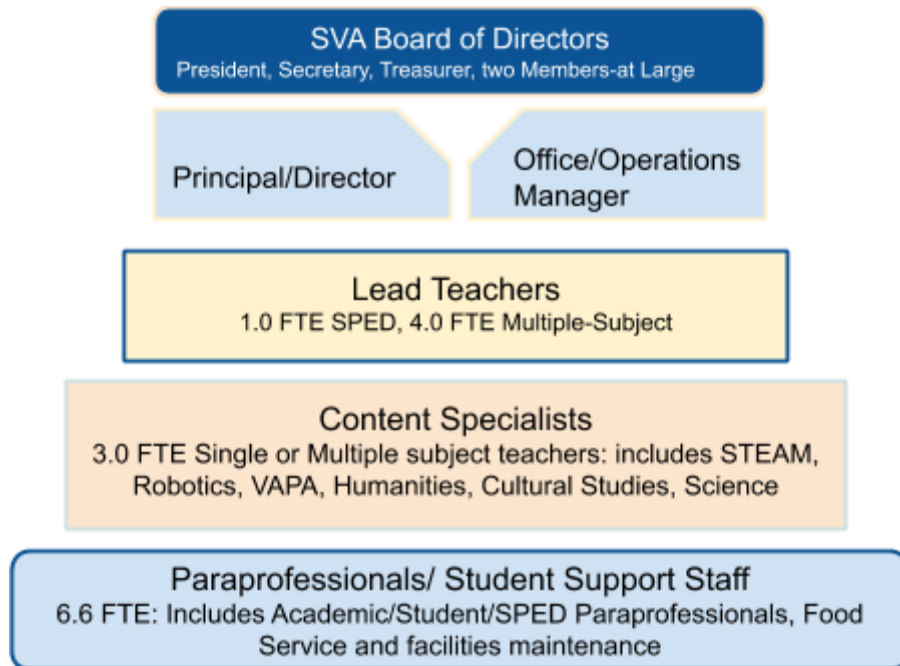
The Board may appoint one or more advisory committees composed of faculty, parents, community members, or other members of the public with varying areas of expertise. The Board of Directors has the discretion to add or remove committees as allowed by the Board's bylaws.

Parent Involvement in Governance

SVA recognizes the importance of strong partnerships with our community groups and families, especially parents of SVA students. The input of these various stakeholders will be valued by the Board as well as by the school. Parents will be encouraged to attend and participate in Board meetings, and to work with the Principal and Leadership staff to develop their own organizational needs based on the needs of the SVA community. Parents may sit as members of the Board of Directors or on Board Committees.

Organizational Chart

The following chart demonstrates the organizational structure of SVA as planned for the first year of operation. Refer to Appendix 8, Budget Narrative, Budget and Cashflow for more information about increased FTE to meet projected student enrollment.



ELEMENT 5: QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

SVA is nonsectarian in their employment practices and all other operations. SVA does not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, disability, or any other characteristic prohibited by state and federal law. All teachers at SVA will hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. All SVA employees are "at-will" employees. All at-will employees may be terminated with or without cause.

SVA is a school of choice and no person is forced to work for the organization. SVA will comply with all federal and state laws regarding employee records. SVA will meet all applicable federal/state guidelines under the ESSA.

Recruitment of Sanel Valley Academy Staff: SVA strives to recruit and hire the best-qualified candidate for each position within the organization. To that end, vacancies are advertised in various locations and formats including Teach for America Bay Area, Edjoin, local publications, and Mendocino College, Santa Rosa Junior College, and Sonoma State University Job Boards. Applications are screened for competency and suitability for the particular position. Qualified candidates are tested and interviewed, and ultimately the best-suited candidate receives an offer of employment.

Organizational Structure

The Principal will report directly to the Sanel Valley Academy Board of Directors and will contribute to a collegial and collaborative culture of leadership among BOD members, teaching and support staff, parents and all members of the SVA school and greater Hopland community. The Office/ Operations Manager will report directly to the Principal as will Teachers and content-area specialists. Student Support Specialists, enrichment providers, and expanded learning site coordinators will report to the lead teacher for the learning cohort for which they are assigned.

All employees, the leadership team, academic support personnel, and community stakeholders will collaborate across and within the SVA ecosystem to provide students with personalized academic and mental health supports and opportunities for high-quality enrichment, youth leadership and environmental stewardship projects that build critical thinking and career-readiness skills essential for success in High school, civic participation in a healthy democracy, and success in college and career.

Training and Professional Development

SVA educators will engage in ongoing professional development, technical assistance and support to employ a range of instructional practices that are central to our mission of providing safe and supportive learning environments that engage student agency and inspire curiosity. Central to our goal of success for all students is the need to individualize learning plans and differentiate instruction so that both high needs and high achieving students can be challenged to do their personal best. To support this approach we will build systems that facilitate collaboration, data-based decision-making, innovative blended learning curriculum design and the design of personalized learning plans.

At SVA, we encourage our educators to lead with their strengths, strive for continuous improvement, and support each other and their students to do and be their best. Furthermore, as we seek to build a safe and supportive environment for students, we will commit to doing so for staff as well, each member of our teaching teams will be provided work-stations and technology that promotes their comfort and professional success, for example: any teacher who wants a workstation with two monitors and an ergonomic chair, will be provided these reasonable conditions for workplace comfort and safety.

Onboarding for new teachers and staff at SVA will include the following:

- Mandated reporter, sexual harassment, bloodborne pathogens, CPR, First Aid, health screenings (TB & Covid-19), and all required training and certifications for direct-service personnel
- Clifton Strengths assessment and ongoing coaching²⁷
- Growth Heartset training and coaching²⁸
- Support and training in Trauma-responsive practices²⁹
- Building for Equity School-assessment, resources and coaching³⁰
- Training and coaching in developing Personalized Learning Plans³¹
- Training and support for ensuring good “digital citizenship” and promoting safe online practices for students using Common Sense Education³² and Netsmartz³³

²⁷ <https://www.gallup.com/cliftonstrengths/en/252137/home.aspx>

²⁸

<https://www.educarefoundation.com/new-blog/2018/2/22/heartset-transforming-teaching-learning>

²⁹ <https://www.acesconnection.com/blog/trauma-informed-care-toolkits-1>

³⁰

https://www.cce.org/uploads/files/02-CCE-BuildingforEquityTools_School-Self-Assessment-Tool.pdf

³¹

https://www.edelements.com/hubfs/Personalized_Learning_District_Framework_2015/Education-Element-s-_Personalized-Learning-District-framework-2017.pdf

- Resources describing SVA's Multi-Tiered System of Support³⁴ and Positive Behavior Interventions and Support plan for student success.

Annually, all staff members participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and content that is key to SVA's mission are provided for all staff members. Content will include trauma Responsive Practices for educators, Social emotional learning, The 5E's Model for lesson design, technology and applications tutorials, strategies for blended learning, Instructional best practices for STEAM instruction and how to successfully implement a personalized project-based curriculum. Parents, enrichment providers, and the SVA BOD are also invited to participate, or facilitate topics in their area of expertise.

General Qualifications for Key Positions

Key positions at SVA include: The Principal, Office manager, Lead teachers, Special Education Teacher/s, Content Specialists, and Student Support Specialists. Additional positions, dependent upon grant funding or targeted fundraising may include farm-to-Table coordinator, Expanded Learning Program staffing, STEAM specialists, Robots instructors, Performing arts specialists, garden educators, and support personnel to ensure successful implementation of IEP or 504 plans.

Per UUSD's minimum requirements for all SVA personnel shall have the following:

- EDUCATION/EXPERIENCE AND OTHER QUALIFICATIONS: High school diploma or equivalent and a passing score on an exam that tests for the knowledge of, and the ability to assist in, the teaching of math, reading, and writing OR 48 or more semester units of post high school education verified by a transcript.
- DESIRED: Some experience working with students, preferably those with disabilities; an A.A or A.S. degree or two years of college (49 semester units), or any combination of training and experience that would indicate possession of the skills and abilities listed on the job description.
- OTHER QUALIFICATIONS: Possession at time of hire, or within six (6) months of hire, a valid CPR certification and a First Aid certification. Periodic renewal required as a condition of continuing employment.

Additionally, SVA is seeking candidates committed to SVA's mission, vision, values and educational model, all job announcements and recruitment efforts will include communication of our mission, vision, values and educational philosophy and we will engage in a robust

³² <https://www.commonsense.org/education/>

³³

https://www.missingkids.org/intothecloud?gclid=CjwKCAjw8MD7BRArEiwAGZsrBclaWfYi8kyH2Y-hWTIdqdkwAQTTTRUPXXafAP3EgJt63Y0QSNcWeHRoCkj4QAvD_BwE

³⁴https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/mtss-what-you-need-to-know?utm_source=google&utm_medium=paid&utm_campaign=evrgn-may20-fm&gclid=CjwKCAjw8MD7BRArEiwAGZsrBdJQQgprpbyiNIBic4_YY9JHz4xxILR7R2V6ltlqzFT6rRnUIWoRTRoCp3kQAvD_BwE

recruitment effort to ensure that our students have educators who are highly qualified, emotionally intelligent, and culturally proficient. Incentives will be offered to demonstrate our preference for bilingual (English/Spanish) employees, and outreach will adhere to the following processes:

- Presentations at the HBPI Tribal Council meetings for permission to post on their job board
- Edjoin postings
- Indeed.com
- Posting on the following job-boards: Sonoma County Chapter of the Latino Service Providers (and when operational in Mendocino County), Showing Up for Racial Justice local chapters, Sonoma State University, Mendocino College, Santa Rosa Junior College, National University, California State, and University of California, and Future Farmers of America, MCOE, HCOE and SCOE
- Posting flyers in pillar businesses, libraries and childcare centers throughout Mendocino and Northern Sonoma Counties
- SVA website and social media

Listed below are positions that require additional qualifications, including the principal, Office/Operations Manager, Lead Teacher, Content Specialists, and Paraprofessionals.

Principal

The Principal/ Director supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of the charter school, its philosophies and practices. The Principal/Director is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The Principal/Director is responsible for ensuring that personalized instruction takes place for each student, each day, throughout the school year.

Person holding this position possess, at minimum:

- A Master's degree, with a minimum of 5 years of experience working with youth/adolescents, or professional preparation and experience equivalent (Minimum of 7 years experience in position of educational leadership, plus administrative credential)
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing and UUSD requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Demonstrated leadership, decision-making and managerial skills
- Knowledge and understanding of continuous Improvement, restorative and trauma responsive practices, personalized learning and progressive pedagogy
- Passionate about working with youth and their families
- Bilingual proficiency in English and Spanish

Responsibilities include:

- Providing leadership for the development of school programs and curricula on a daily basis
- Serving as the liaison between parents, teachers, and students when appropriate
- Serving as the “voice” for their students and staff and reporting to the BOD as required
- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level
- Ensuring safest and most productive measures resulting in a productive school environment
- Fostering and nurturing a positive and supportive school culture for all students, staff and parents
- Collaborating with teachers, staff, parents, and students as stakeholders in key decisions that affect the school
- Providing professional development opportunities for all staff to grow professionally
- Ensuring that vacancies are filled with the best staff possible and working closely with the Human Resources department
- Evaluating staff and ensuring supervision of volunteers
- Collaborating with community agencies
- overseeing the fiscal health of the school and providing reports to the board of directors on student achievement, facilities, student events, emergency planning, instructional materials, and continuous quality improvement data.

Teachers, including Content Specialists (all of whom are credentialed teachers)

Credentialed teachers are responsible for implementing the educational programs for all students while personalizing instruction to meet the needs of each individual student, and creating challenging activities consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instruction to the learning style of each student. Teachers will also be responsible for collaborating with other staff members, both within and outside their discipline/department.

In addition to their classroom instructional role, the duties of the teacher include, but are not limited to:

- Understanding the mission and vision of SVA and the operation of charter schools
- Overseeing student academic progress, including assessment and recommendation(s)
- Promoting a school culture/environment that maximizes student learning and critical thinking
- Engaging in ongoing professional development activities
- Collaborating with colleagues and administration
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents
- Utilizing the community as an extension of the classroom

Qualifications

All SVA teachers (TK-8) will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment (including CLAD and BCLAD if necessary).

All teachers will meet the requirements outlined in Education Code Sections 47605(l) and 47605.4(a). In SVA all Transitional Kindergarten (TK) teachers will be held to the requirements set forth in Education Code Section 48000(g). At minimum, TK teachers will have completed 24 units of early childhood education or child development, professional experience in classroom setting with preschool age children, or a child development permit issued by the CTC.

The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

All SVA teachers, staff and enrichment providers are expected to demonstrate the following abilities, experiences, and attitudes:

- Professionalism and commitment to personalized learning
- Understanding and appreciation for diversity and the contribution of each to the learning environment
- Belief that all students should be prepared for college and or career upon high school graduation
- Ability to communicate clearly and collaborate with other colleagues
- Capable of managing a well-disciplined and productive classroom environment conducive to the needs of each student
- Understanding of how to modify lessons and differentiate instruction for different learning styles
- Ability to work with parents in a friendly manner, demonstrating problem solving skills
- Ability to multitask
- Ability to empathize with students while still holding students responsible to a high level of social and academic standards
- Commitment to the development of students as young adults
- Desire to advocate on behalf of students and parents/families
- Commitment to academic rigor and utilizing data to drive instruction

Additional Considerations for Content Specialists (STEAM, Math, ELA, VAPA.etc.)

Content specialists are responsible for developing, coordinating and evaluating the assignments within their subject area. They are responsible for supporting the instructional department, teachers and student support specialists, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools.

Content Specialists must hold a valid California teaching credential, possess a valid California driver's license and be able to travel locally to participate in field trips and community learning

opportunities. Special Education Lead Teachers must possess valid SPED credential and meet the minimum qualifications of UUSD. Employees may be assigned additional related duties as required by SVA.

Essential Duties and Responsibilities:

- Support the vision and work of SVA Charter School
- Coach and support or collaborate with all single and/or multiple-subject teachers SVA including mentoring new teachers in the induction program
- Develop curriculum and pacing guides for student cohort
- Attend regularly scheduled meetings as required to develop Personalized learning Plans, academic team meeting agendas and discuss issues related to student success and experience
- Perform monthly peer-to-peer teacher support and informal observation in the classroom with the goal of continuous improvement in personalizing education within the classroom setting
- Collaborate with members of the administration and BOD regarding needs of students and parents and find solutions to meet needs, including attending IEP or 504 meetings as they are scheduled
- Support teachers in our online learning management system (Google Classroom), including setting up course syllabi, assignments, grade book usage, and resources
- Support teachers in online synchronous course environments, such as Adobe Connect, Zoom, Google Classroom, Google docs, sheets, & slides
- Provide support for TK-8 teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days
- Collaborate with the SVA Board of Directors to plan and implement quarterly parent/student workshops and community events
- Collaborate with the Principal and Office/Operations manager to maintain the annual school budget with input from academic support, enrichment and instructional personnel and support from contracted business service provider
- Collaborate with grant writer, Business consultants, BOD and curriculum consultants as necessary by providing answers to questions for grant submissions

Special Education Teacher: In our small, community school setting, our Special Education teacher/s will have close working relationships with local families. Attention to detail, cultural competency, and a demonstrated ability to work with families, teachers, paraprofessionals and the SVA principal to ensure optimal student outcomes and experience are essential skills for success in this role.

Requirements:

- Extremely organized
- Flexible
- Excellent communication skills
- Holds a CA Special Education Credential, or eligible (currently hold an out of-state special education credential)

- Excellent writing and grammar skills
- Proficiency in MS Excel, MS Word, and Outlook, and Google's suite of apps for education including experience using them in a professional capacity
- Ability to lead core teachers in meeting the needs of students with special needs (i.e. IEP's)

Job Responsibilities :Duties may include, but are not limited, to:

- Case Manager to Special Education students
- Oversee Behavior Intervention Development as needed.
- Provide direct services as needed to special needs students
- Obtain present levels/baselines
- Review progress for each student
- Follow up with providers to confirm that IEP attendance, reports, and services are being completed
- Be available for Special Education Families on an as needed basis via phone, in-person or e-mail Mail Prior Notices to parents
- Schedule IEPs and follow up on attendees
- Ensure all documents are in, prior to IEP meeting
- Mail all approved reports to parents one week before IEP
- Complete academic testing for initials and tri-annuals and writing of reports and IEPs
- Obtain signatures
- Hold transition meetings
- Follow up with parental or teacher concerns
- Work closely with General Education Teachers to report any concerns
- Update Special Education database with accommodations, dates, and other needed information
- Test students as necessary during state testing
- Attend all special education meetings
- Update caseload spreadsheet and IEP Master Calendar once a month
- Follow up on concerns with teacher and/or parent, as needed
- Complete IEP Progress Reports for each student, including DIS progress
- Maintain office hours
- Respond as soon as possible but no later than 24 hours to parent, student, teacher and admin inquiries via phone and/or e-mail during regular work week
- Attend all in person meetings as scheduled
- Other duties as required by Coordinator of Student Support Services
- Coordinate Tier Two intervention

SVA Student Support Specialists (Paraprofessionals, enrichment providers)

Student Support Specialists are integral to the design and implementation of SVA's instructional model of blended, personalized, place-based learning. SSS staff will be incorporated into the design and structure for school-wide professional learning and development, and will be valued members in the personalized learning support team for each student. Additionally, they will be

supported to develop their strengths and personal or career goals with the support of a collegial and collaborative learning community.

Student Support Specialists are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should set and reach personalized academic goals
- Understanding and appreciation of the backgrounds of our students
- Resilience and perseverance
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly
- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to all students mastering SVA’s I CAN! Standards
- Promotion of academic rigor
- Desire to collaborate with content area specialists, enrichment providers and other educators to design and implement PLPs for students
- Capable of running a well-managed and productive classroom
- Ability to work with English Learners
- Understanding of how to modify lessons and differentiate instruction for different learning styles and levels.
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to supporting student mental health and well being
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

In addition to their academic/instructional support role, the duties of Student support specialists include, but are not limited to:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Administering student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional learning activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents

Qualifications of Additional Operational Support Staff

Minimum requirements for office/operations administrative staff include but are not limited to:

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)
- Written and verbal communication in English
- Filing skills, including organizational management
- Phone etiquette and an interest/desire to promote best human resources practices
- Punctuality
- Ability to fulfill the physical requirements of the job as prescribed by the job description
- Strong work ethic
- Ability to communicate and interact with youth and adults in a positive manner

Bilingual (English/Spanish) applicants will be given priority consideration for all positions at SVA.

Specific qualifications for Classified roles are outlined below:

Office/Operations Manager

The Sanel Valley Academy Charter School Office & Operations Manager is responsible for overseeing school operations and coordinating with the BOD and Business operations contractor to ensure timely reporting and compliance with fiscal regulations and the Education Code. The Operations Manager reports directly to the Principal.

Minimum Requirements

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school, as described in the school's charter.
- Demonstrated record of leadership, charter school operations management and interpersonal skills.
- Bachelor's Degree, or higher degree, in Operations Management, Organizational Management, Business or related field.
- At least three years of demonstrated and successful record of prior employment in an operational capacity preferably in an educational environment, charter school experience a plus
- Knowledge of and experience with school facilities and relevant technologies.
- Knowledge of restorative practices, blended learning, and personalized learning a plus
- Experience in bookkeeping and the use of accounting software
- Knowledge of relevant laws, regulations and charter authorizer requirements.
- Prior experience as an assistant principal overseeing school operations or school director of operations, or reasonable equivalent.
- Commitment to continuous improvement and learning through professional development
- Bilingual English/Spanish preferred

Responsibilities:

- Assisting in the completion of the school's annual reports and in the charter renewal process.
- Overseeing site management and development.

- Ensuring that the school site is maintained as a safe and clean environment
- Developing recommendations regarding human resources policies and reporting such recommendations to the Principal.
- Developing and maintaining the school's operational plan.
- Establishing strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records).
- Supervising and supporting all compliance-related reporting.
- Overseeing operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
- Overseeing personnel administration, in coordination with the Principal
- Manage the school's food service contractors and partners providing transportation services by coordinating with service providers and overseeing deliveries
- Overseeing and implementing with the support of the contracted financial consultant and school-based operations manager, office managers, administrative assistants, the school's procurement process.
- Maintaining commitment to providing services for ELs and students with disabilities and willingness to work with families to design creative solutions that promote student success and a positive school experience.
- Overseeing and implementing, with the support of the contracted financial consultant, the fiscal solvency of the school.
- Carrying out bookkeeping functions with support from the contracted financial consultant
- Ensure the timely implementation of all items on SVA's monthly administrative calendar
- Supporting the Principal in developing, modifying and implementing the school's student recruitment/outreach plan with a strong focus on enrolling a diverse student population including requirements around targets for low income families and students eligible for free or reduced lunch program as well as HBPI members, ELs and students with disabilities.
- Leading efforts to ensure effective communication with the parents and the community – including maintaining email lists/groups, an up-to-date web site and newsletters.
- Coordinating and supporting parent/family education and community
- Attending all board meetings and working with board members and committees to implement policies.
- Overseeing the performance of contracted service providers: security and janitorial services.
- Updating and implementing the School Safety and Emergency Preparedness Plan in collaboration with the Principal, BOB, Teachers and families.
- Performing other tasks consistent with the goals and objectives of this position.

Farm-to-School Food Service Coordinator: Part time

Sanel Valley Academy is seeking a creative and dynamic individual to fulfill our opening for a Farm-to-School Food Service Coordinator. This position entails overseeing and managing the daily operations for a K-8 School Food Services program for 120+ students. Duties also include

supporting culinary clubs, school garden program and farm-to-school program in coordination with the Principal, Office/Operations manager, teachers and students.

Qualifications:

- Bilingual (English/Spanish) Preferred
- Bachelor's Degree required
- Strong culinary skills
- At least 1-2 year experience years experience in an educational setting
- Food service experience
- Agricultural, farm-to-school, or gardening experience
- Proficiency in Microsoft Office and the Google Suite of programs
- Excellent interpersonal and communication skills
- Must obtain clearances and pass criminal background checks

Responsibilities:

- Menu development in conjunction with USDA and state guidelines
- Cost and inventory controls
- Staff Management
- Accurate accounting practices
- Communications with school district officials
- Collaborative management of school gardens, culinary clubs and Farm-to-School program

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

[Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) through (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section § 47605(c)(5)(F)]*

Sanel Valley Academy will comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

In so far as SVA enters into agreement to use district facilities, the Charter shall comply with all District health, safety and emergency procedures and requirements regarding District facilities and related operations. If located on District facilities, the Charter understands it will be bound by the same expectations as other District properties and facilities and will be subject to inspection by the Office of Environmental Health and Safety and applicable District offices.

The Charter shall stock and maintain the required stock of emergency epinephrine auto-injectors onsite and provide training to employees and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414.

The Charter shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

School Safety Plan

SVA shall adopt, implement and maintain a current, comprehensive Emergency Preparedness Handbook/School Safety Plan (SSP) that is site specific and includes provisions for building and site emergency evacuation, along with procedures for acquiring and maintaining adequate onsite emergency supplies. The Plan must include requirements and procedures for protecting student health and safety during after-school and off-campus school activities, including but not limited to field trips and transportation. The Charter School shall ensure that all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

SVA will review and update once per school year, in collaboration with stakeholders, including teachers, staff, parents, community members and local emergency services representatives, its Emergency Preparedness Handbook/School Safety Plan, which will be accessible for reference and on-site use. The Charter will make itself available for collaboration with the authorizing district in drafting and implementing its SSP in coordination with district efforts and expectations.

In partnership with the district, the Charter will make its site available for use as part of the district's overall emergency response plan and will furnish an updated copy each year of the Charter's SSP for district reference.

As stated earlier regarding instructional methods, the educational model at SVA will lend itself to smooth transition to temporary distance learning as necessary, allowing students to continue meeting their personal learning objectives and continue their current unit progress. All teacher units and lessons are expected to include distance learning alternatives in the event that onsite learning is not possible.

SVA looks forward to working with UUSD to make our school site available for community needs support during wildfire evacuation, PSPS, or other conditions of civil unrest or natural disaster.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

SVA is committed to providing a school that is free from discrimination and sexual harassment, as well as any other harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SVA will develop and adopt comprehensive policies and procedures to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School, including employee to employee, employee to student, and student to employee misconduct. Misconduct of this nature is very serious and will be addressed in accordance with SVA's anti-discrimination and harassment policies. All administration staff shall be required to participate in regular training around their legal responsibilities.

Family Educational Rights and Privacy Act (FERPA)

The Charter, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Drug Free/Alcohol Free/Smoke Free Environment

SVA shall function as a drug, alcohol, and smoke-free environment. SVA will collaborate with the MCOE TUPE coordinator to provide appropriate instructional materials and training related to drug, alcohol, and tobacco use/prevention.

CPR/First Aid

At least 50% of the staff on site will be CPR and First Aid trained. Our goal is to work with the Hopland Fire Protection District to train 100% of staff to be CPR and First Aid trained.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Tuberculosis Risk Assessment and Examination

All employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Medication in School

SVA shall adhere to Education code section 49423 regarding administration of medication in school. SVA will stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto injector as required by Education Code Section 49414.

Vision, Hearing, and Scoliosis

All Students will be screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 et seq., as applicable to the grade levels served by the Charter School. SVA shall maintain student immunization, health examination, and health screening records on file.

Diabetes

SVA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

SVA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. SVA shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

SVA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products

SVA will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products pursuant to Education Code Section 35292.6

Nutritionally Adequate Free or Reduced Price Meal

SVA shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

SVA shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*)

School Safety Plan

SVA shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning

- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Blood-borne Pathogens

SVA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Procedures for Background Checks

Employees and contractors of SVA will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

SVA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Bullying Prevention

SVA shall adopt procedures for preventing acts of bullying, including cyberbullying. SVA shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Facilities Safety

SVA will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. SVA agrees to fire inspections to test sprinkler systems, fire extinguishers, and fire alarms annually at its facility, in partnership with Hopland Fire Protection District, to ensure that they are maintained in an operable condition at all times and in conjunction with the District. SVA will acquire a Certificate of Occupancy before the start of the school year if located on private facilities.

ELEMENT 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE REFLECTIVE OF THE DISTRICT

[Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G)]

Sanel Valley Academy will work with community groups to provide information about the availability of the Charter School in the area. The Charter School will actively recruit all students in the attendance area, which currently reflects a rich diversity in race, ethnicity, circumstances, and economics. SVA will actively recruit all students living in the community, including special education students and EL students.

Sanel Valley Academy is committed to the mission of providing local access to excellent public education for students in the greater Sanel Valley, residing in the territorial jurisdiction of the Ukiah Unified School District. In order to accomplish this mission, we realize the importance of strong community ties as well as the need to engage the community in partnership with the school. We believe that this comprehensive effort in support of the academic achievement of students will be an important component to our success.

Outreach and Recruitment Plan

The Principal and other staff will be tasked with conducting public presentations (with appropriate translation and interpretation services provided) to the community in an effort to gain awareness of Sanel Valley Academy as a new public school option for families. The Charter School Principal, in coordination with the BOD, will do targeted outreach throughout the community through the Hopland Band of Pomo Indians, faith based organizations, the Hopland Municipal Advisory Council, restaurants, community business and other community-based organizations. Sanel Valley Academy will make every effort to cast a wide net and meet with various community members to ensure a diverse community school.

We recognize the challenges of recruiting students and families to a new school. We recognize that charter schools are relatively unfamiliar to many families in the area and that the recruitment process will also be one of informing families about their various choices. As a result, we have thoughtfully considered and planned a strategic effort that will utilize our community and business relationships to reach any interested families outside of the District boundaries. The Board of Directors will hold the Principal responsible for implementing this plan,

and the effectiveness of the plan will be determined by using school benchmarks as to the number of applications submitted.

Sanel Valley Academy will engage in a variety of means and strategies to try and achieve racially and ethnically diverse student population, including but not limited to the following:

1. Media - This is one of the most effective strategies for garnering widespread attention to a charter school. Sanel Valley Academy will utilize the experience and relationships of its founding team members to strategically place articles in local newspapers. The topic of focus could include the innovative programs offered at the Charter School.
2. Social Media - Sanel Valley Academy will create a social media program including Facebook and other websites. Once the school opens, we will use these channels to communicate with families and the community, as well as to drive recruitment.
3. Digital Media - Sanel Valley Academy will update and maintain its website with the latest enrollment information and make all application materials available in English and Spanish.
4. Collateral Materials/Leave Behinds - Professionally designed brochures, flyers, posters, and bulk mailings will showcase the benefits and opportunities that an education from Sanel Valley Academy will provide. These collateral materials will be printed in English and Spanish, and will be designed to demonstrate the diversity and cultural appreciation that occur at the school. Targeted areas will include pillar businesses, libraries, childcare centers in Hopland, Northern Sonoma and Southern Mendocino Counties.
5. Community Meetings - Several times each year, Sanel Valley Academy will host community informational meetings, so that interested parents or community members can come and learn about the opportunities provided by the Charter School. Information for each of these community meetings will be distributed to all current families and preschools, and via online and social channels. Presentations to the Hopland Band of Pomo Indians Tribal Council, Participation and collaboration with the Mendocino Childcare Planning Council, sponsoring a maker-space booth or art projects for kids at local events like Pumpkin fest, Barn to Yarn, Lambing days, and local farmer's markets will also be included in our outreach plan.

Each year the Charter School will review its racial and ethnic, special education, and EL student balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population and will adjust accordingly.

ELEMENT 8: STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with (Education Code Section 47605) subdivision (e). Education Code Section 47605(c)(5)(H).

All students attending Sanel Valley Academy must follow the application, admission, and enrollment policies and procedures of the Charter School. SVA will maintain complete and accurate records of its annual admissions and enrollment processes. These records shall be made available to the District upon request.

Non-Discriminatory Admission Procedures

SVA is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or the pupil's parent/guardian in the State of California except as is required by Education Code Section 47605(e)(2)(B). SVA will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. SVA shall admit all pupils who wish to attend the Charter School. There will be no test, assessment, or interview as a condition for enrollment in the Charter School. The Charter School will adhere to all state and federal laws regarding the minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), SVA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Application and Enrollment Process

SVA shall require students who wish to attend the Charter School to complete an application form by the announced deadlines. SVA will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities.

SVA has a projected timeline below for application, public random drawing, and admissions. If necessary and appropriate, this timeline may be amended without any need to formally materially revise the charter petition as long as changes are communicated to the District and are posted on the Charter School's website.

As indicated, lottery rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website and posted again after the application deadline has passed.

December-February: Information sessions are held in large and small group settings with community stakeholders and partners present.

January-March: During this time, application materials are sent to students and families in their preferred language. Existing students (starting in Year 2) are given re-enrollment forms. The application deadline occurs, and the public random drawing is held, if necessary.

March-May: All acceptance letters, enrollment materials, and orientation/onboarding information is given and distributed to families of students who are accepted in the public random drawing. Waitlist letters are distributed to families of students not granted admission through the public random drawing.

Students who are offered enrollment during the public random drawing are required to provide registration information to SVA, including any student academic history, a release of records, student health, and emergency information to ensure that SVA is prepared to serve the student.

Admission Procedures

Upon admission, students will be required to submit an enrollment packet which shall include the following:

1. Completion of Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records, including authorization for the Charter School to request and receive documents from the schools the student has attended or currently attends.³⁵

³⁵ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Admission tests will not be required; however, assessments may be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing, and math skills.

Founders Designation

Sanel Valley Academy recognizes the close partnership that is needed with parents and families in order to support our Charter School's mission. During our founding stages, we have cultivated these partnerships with some residents and parents who have led and contributed to our community outreach efforts. The Founding Families will be finalized upon approval of the charter. The Founding Families admission preference is applicable to children of SVA's Founders even if the children do not begin attending the Charter School until after the first year of the Charter School's operation.

Public Random Drawing and Waitlist Procedures

If the number of students who wish to attend SVA exceeds the Charter School's capacity, admission to SVA, except for existing students, are guaranteed admission in the following school year, shall be determined by public random drawing in accordance with the admission preferences specified below.

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of applications exceeds the Charter School's capacity, a public random drawing for each grade level will be conducted. SVA shall offer admission preferences to the following students in the following order:

1. Children of current SVA teachers and staff and Founding Families
2. Siblings of students admitted to or attending SVA or graduates of SVA residing within the boundaries of the District.
3. Siblings of students admitted to or attending SVA or graduates of SVA residing outside the boundaries of the District.
4. Students who reside in the attendance boundaries of SVA
5. Students residing within the boundaries of the District
6. All other students who wish to attend the Charter School

SVA and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the currency school year. In no circumstance will a waitlist carry over to the following school year.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process, at least two weeks prior to the public random drawing date. Families do not have to be present to participate in the lottery. The lottery drawing will be held on school grounds or in a public space large enough to accommodate all who are interested. SVA will ensure that the lottery space is large enough to accommodate all who are interested. SVA will take all necessary efforts to ensure that the lottery process will be:

1. Public, transparent, and fair in its execution
2. Held in a public space large enough to accommodate all interested
3. Facilitated by an uninterested party charged with conducting the process

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Our extensive outreach and recruiting efforts will ensure that the applicants and those in the lottery will reflect the demographics of the District. Please see Element 7: Means to Achieve Student Population Balance Reflective of the District.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(l).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Principal, in coordination with the BOD, will be responsible for contracting with and overseeing an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and experience in education finance for an annual financial audit, and will be approved by the State Controller on its published list as an educational audit providers. The audit will be produced according to generally accepted accounting principles and will verify the accuracy of the Charter's financial statements, average daily attendance, enrollment accounting practices, state compliance, and will review the Charter 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 applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law:

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).*

SVA recognizes that students do not learn in isolation, but rather through interaction with teachers, peers and their school environment. It is part of SVA's mission to provide and foster positive interactions and relationships between students and their fellow students, educators and the community in general. In order to achieve this goal, SVA will implement a data-driven approach to school discipline through restorative practices ("RP") and will avoid traditional zero-tolerance discipline procedures.

Restorative Practices have been shown to address the needs of the school and surrounding community by building healthy relationships between educators, students, families and community members. Restorative practices seek to reduce, prevent and improve harmful

behavior by repairing harm caused by a student's actions and restoring positive relationships while still holding students accountable for their actions.

School Culture

Our small school setting, a focus on positive school culture and inclusion, and a commitment to a system of continuous improvement is foundational to our school culture. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE. This motto applies to our school culture, climate and discipline practices as well. Evidence-based practices that promote inclusive, trauma-informed approaches to student behavior are shown to be supportive of student achievement and engagement, which in turn contributes to a positive school climate overall. A commitment on the part of the adults working to support student success and experience at SVA to be trained in youth development, trauma-responsive approaches, cultural competency, restorative practices and PBIS is a founding principal for the school.

Discipline System

School discipline and behavioral expectations at SVA will be derived from evidence-based restorative practices with the expectation of markedly reduced suspension and expulsion rates, increased attendance and a positive school culture and climate. Practices can include, but are not limited to: Community conferencing, peer juries, peer mediation, restorative circles, and other preventative and post-conflict resolution programs.

SVA will actively seek out partnerships with organizations whose services can help make the connection between SVA's academic and school climate goals. These include healthcare agencies, Tribal council, Mental health supports, and experts in restorative practices and PBIS. Additionally, SVA's community school model includes a comprehensive multi-tiered system of support for struggling students or families in the SVA ecosystem. The Principal, Lead teachers paraprofessionals, parents the SVA BOD and enrichment providers will receive ongoing training, coaching and support to implement a restorative approach to school culture and student behavior as outlined by the resource Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools.³⁶In this resource, the authors state "Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values."

As the core mission of community, cultural competency, compassionate communication and collaboration are the foundation for SVA's vision and mission, a commitment to implementing restorative approaches to discipline is key to the school's success.

Addressing Misbehavior

SVA's discipline and school climate goals include the implementation of trauma-Informed approaches to discipline and student engagement. We will employ restorative practices through a curriculum entitled Growth Heartset: this approach includes comprehensive anti-bias, trauma-informed-practices, and RP training and coaching. The approach provides tools that can

³⁶ <http://schottfoundation.org/resources/restorative-practices-toolkit>

help students, educators and even parents shift their mindset from zero-tolerance to a less punitive approach. Evidence that zero-tolerance discipline also leads to higher rates of disengagement³⁷ is the driving force for SVA’s commitment to RP in our small community school setting. Each classroom, teaching team and club will be guided to collaboratively establish norms for behavior and conditions supportive to learning. Even the youngest students are capable of contributing in this way, and implementing these proactive approaches to classroom culture and school climate build a foundation for respectful collaboration among peers.

When students, staff or anyone in the SVA community falls out of these collaboratively established norms, Restorative Practices call for a pull-in rather than push-out approach. Restorative circles, compassionate community, empathy and active listening are all skills that students, staff and teachers will be supported to develop throughout their time in the SVA ecosystem. We hope to also serve as a learning community where staff, volunteers and enrichment providers have opportunities for personal learning that serve to develop a new generation of educators in Mendocino county, which is a workforce that both UUSD and MCOE are continually seeking to expand. Workforce projections and analysis conducted by the Bureau of Labor Statistics indicate that Millennials, those making up new and mid-career educators seek work environments that are supportive of diversity, and purpose. Restorative practices among staff and leadership are also shown to be conditions expected by this demographic and help to create positive learning environments for students as well.

RP recognizes that misbehavior, or (poor job performance) is often the symptom of an unmet human need. As schools are vehicles for human development and social justice, a humanistic, restorative approach is a natural fit for the inclusive community-based resource that SVA envisions itself to be.

Examples of how this approach can be implemented follows:

Punitive vs. Restorative Discipline	
Punitive or “Zero Tolerance”	Restorative
“Misbehavior” defined as breaking school rules or letting school down.	“Misbehavior” defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.

³⁷ <https://www.apmreports.org/episode/2016/08/25/reforming-school-discipline>

Adversarial relationship and process.	Dialogue and negotiation with everyone involved in communication and cooperation with each other.
Includes an authority figure with power to decide on penalty, in conflict with wrongdoer. Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member/s of staff dealing with situation; those directly affected, uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

Trauma Informed Practices

SVA students come from a community that is no stranger to natural disaster and complex historical inequities. For this reason a trauma informed and trauma responsive approach is appropriate to support the goals and mission of the SVA Charter. The SVA BOD will make every effort to ensure the integrity of this mission and seek to hire individuals with expertise and

interest in the areas of RP and the importance of trauma-informed approaches to student and family engagement.

This approach includes building a school culture of trust, support and collaboration. Morning begins with a mindful moment to help students and teachers adjust to the school setting and transition from home. Regular check-ins, mini wellness and emotional check-ins will be woven throughout each day to instill students with a sense of self-awareness and self-efficacy. Restorative circles and compassionate listening will be skills all educational staff are trained to facilitate, and students in youth leadership roles will also be expected to keep the integrity of our respectful culture thriving. Parent workshops on youth development, compassionate communication, health and wellness will be provided periodically as well, in this way, the whole family/whole child approach can further extend to support parents' wellness and their ability to support student success.

Teachers will also receive training in Adverse Childhood Experiences, anti-bias and anti-racism training, trauma Informed/responsive practices and Growth Heartset: a series of coaching and training sessions to support school sites to establish restorative practices and mindsets that promote trust and community. The Growth Heartset³⁸ approach was developed in a small low-income charter school environment to engage both students and families in growing their social emotional skills: what resulted was great gains in academic achievement, graduation rates, and college enrollment in student groups who employed the growth Heartset model. In Mendocino County, there are two certified Growth Heartset trainers who provide the training and certification at no cost to public schools in the county, and we plan to engage with this resource for the benefit of our school community.

Suspension and Expulsion Policy and Procedures

The SVA BOD recognizes that in extreme cases, suspension or expulsion may be required, but every attempt to avoid this outcome will be exhausted before taking this step. SVA will adhere to all district and state mandates regarding student suspension and expulsion.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

³⁸ https://el360-365.weebly.com/uploads/1/1/0/6/110631901/youth_work_fundamentals_-_building_a_positive_program_climate.pdf

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Superintendent'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 Charter School has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective

date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

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; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating,

hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication

device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site

including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the

photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) 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.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating,

hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that

involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

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 Superintendent or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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 Superintendent or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is

not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student and/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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 their discretion to remove a person from the hearing whom they believe 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 public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
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 entity 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 transcription of the proceedings can be 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of

Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of

student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, ~~the hearing officer shall determine whether the student shall remain in the interim~~ alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: COMPENSATION AND BENEFIT PROGRAM

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K)*

Compensation and benefits for SVA employees will be competitive with salary and benefit packages for comparable schools in neighboring districts, including higher paying Sonoma County schools. Additionally, initial placement on the salary schedule will include up to 15 years of related experience and each teacher will receive coaching and support to develop their own personalized professional growth plan each year.

All SVA employees who qualify for membership in the State Teachers' Retirement System (STRS) will contribute at the rate established by the STRS. All employees who are not members of STRS must make contributions to the Social Security System. SVA will make all employer contributions as required by STRS and federal social security. SVA will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer. The Principal shall be responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

Sanel Valley Academy is a “school of choice,” and the Charter School recognizes that pupil attendance is voluntary. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School will be informed on admissions forms that students shall have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

ELEMENT 13: EMPLOYEE RIGHTS TO RETURN

[Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(c)(5)(M)]

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of a school district to work at SVA shall have no automatic rights of return to the District after employment at SVA unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with SVA will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Sick or vacation leave at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between the Charter School and the District

SVA recognizes that it cannot bind UUSD to a dispute resolution procedure to which UUSD does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. SVA is willing to consider changes to this process outlined below as suggested by UUSD. Any dispute between SVA and UUSD (collectively "the Parties") shall be resolved in accordance with the following procedure.

The term "dispute" means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the Parties which does not constitute a severe and imminent threat to the health and safety of pupils. In the event of a dispute between SVA and UUSD, SVA staff, employees, and Board Directors and UUSD agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Board Director of the Charter School, or their respective designees.

In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SVA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind UUSD to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to UUSD's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Board Director and District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and the Board Director of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the Parties are unable to reach agreement, the dispute may be referred to non-binding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU.

The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be shared equally by the Parties. The cost to SVA for the dispute resolution process will be paid for through unrestricted dollars.

No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure. If the mediation result is not mutually agreeable, both Parties will have been deemed to have "exhausted their administrative remedies" and may pursue other legal options for resolution. All timelines and procedures in this section may be revised upon mutual written agreement of UUSD and SVA.

SVA is aware that the District Board of Education's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process. Additionally, SVA will ensure that parties involved will sign a privacy disclosure form agreeing that no comments will be made publicly during the dispute resolution process, adhering to state and federal laws governing mediation and conflict resolution.

Internal Disputes

SVA shall maintain a Uniform Complaint Policy and Procedure as required by law, as well as a General Complaint policy, to be used for all internal disputes related to SVA's operations. Parents, students, Board members, volunteers, and staff at SVA shall be provided with a copy of SVA's policies and internal dispute resolution process. In the event that UUSD receives a dispute not related to a possible violation of the Charter or law, UUSD will promptly refer the matter to SVA.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a. final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47604(c)(5)(O).

In the event that SVA closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education, shall be utilized to ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

Documentation of Closure Action

The decision to close the Charter School for any reason will be documented by an official action of the Sanel Valley Academy Board of Directors. The action will identify the reason for the Charter School's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

Notification

The Charter School will promptly notify parents and students of the Charter School, the District, the Mendocino County Office of Education, the retirement systems in which the Charter 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. The notification will include the following information: 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 Charter School 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 Charter School.

The Charter School 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.

In the event that any students reside outside the District, the Charter School will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

Student and School Records Transfer

As applicable, the Charter 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 Charter School will ask the District to store original records of the Charter School's students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the Mendocino 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.

Financial Audit and Reports

As soon as reasonably practical, the Charter School will prepare final financial records. Sanel Valley Academy will have an independent audit completed within six months after the closure of the Charter School. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The purpose of the audit is to determine the net assets or net liabilities of The Charter School. The final audit will include an accounting of all the Charter School's 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.

In addition to this final audit, the Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter 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.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board 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.

MISCELLANEOUS CHARTER PROVISIONS

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, as Appendix 8, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by

Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Consultants and Partnerships

Per UUSD's charter petition requirements: "A list of consultants whom the petitioners propose to engage for the development, operation, and evaluation of the charter school, together with a thorough description of the qualifications of each consultant."

EdTec

EdTec is an established back office support provider for more than 325 charter schools and charter developers, supporting over 90,000 students across 60 districts in over 40 counties and several states. It is widely used throughout California and has been recommended to our founding team by multiple charter school operators. EdTec lends its expertise in a variety of ways, including supporting the development of this charter petition, school launch and operations, board governance, strategic planning, student/school performance, and charter renewal.

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP is California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law, since the passage of California's Charter Schools Act of 1992. The firm represents more than half of the charter schools in the state, offering expertise in all aspects of charter school creation, expansion, and operation.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

The Charter School will provide or procure its own administrative services through an appropriately qualified third-party contractor. The Charter School plans to contract with EdTec, a business and development company specializing in charter schools, for administrative and

“back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Transportation

The Charter School will not provide transportation to and from school, except as required by law. The Charter School recognizes the importance of transportation and will seek additional funding and explore potential partnerships with UUSD and the Hopland Band of Pomo Indians.

Food Services

We will contract with a provider for our students eligible for Federal Free and Reduced Lunch. The Charter School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. It is SVA's goal to implement a robust Farm to School nutrition program to compliment supplemental food services.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Education Code Section 47605(h).

Pursuant to Proposition 39, Sanel Valley Academy will seek District facilities. Due to our targeted student population as described throughout the charter, the Charter School desires to be located at the Hopland Elementary School facility, determined to be surplus property by the District.

Appendices

APPENDIX 1: FAMILY SIGNATURES

APPENDIX 2: TEACHER SIGNATURES

APPENDIX 3: LETTERS OF SUPPORT

APPENDIX 4: COMMUNITY PLEDGES

APPENDIX 5: CONFLICT OF INTEREST CODE

APPENDIX 6: BOARD BYLAWS

APPENDIX 7: ARTICLES OF INCORPORATION

APPENDIX 8: BUDGET NARRATIVE, BUDGET, AND CASHFLOW

APPENDIX 9: 2021 – 2022 DRAFT CALENDAR

APPENDIX 10: FOUNDING TEAM RESUMES

APPENDIX 11: TECHNOLOGY PLATFORMS & CURRICULUM MATERIALS

APPENDIX 12: CURRICULUM & PROFESSIONAL LEARNING & DEVELOPMENT

APPENDIX 1: FAMILY SIGNATURES

Due to the challenges of collecting signatures from meaningfully interested families during Covid 19, a combination of online submissions and paper forms have been submitted. Please see the attached documents.

APPENDIX 2. TEACHER SIGNATURES

Due to the challenges of collecting signatures from meaningfully interested teachers during Covid 19, online submissions have been included.

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APPENDIX 3. LETTERS OF SUPPORT

More than 20 letters of support were submitted on behalf of Sanel Valley Academy. These letters reinforce the vision and mission described in our charter petition and demonstrate the strong, collective desire for a local, centralized community school in Hopland.

Letters of Support for Sanel Valley Academy		
Received From		
1.	Hopland Band of Pomo Indians Tribal Council	Hopland Neighbors, SVA partner in providing culturally responsive curriculum and student support for HBPI members and their families
2.	Hopland Research and Extension Center	Hopland neighbors, SVA partner in community-based, outdoor education and enrichment
3.	Hopland Fire Protection District, Fire Chief Mitch Franklin	Hopland neighbors, SVA partner in fire preparedness, CPR/First Aid, Facility Safety and Emergency Preparedness Plan
4.	Hopland Fire Protection District, Battalion Chief Ron Roysum	Hopland neighbors, SVA partner in fire preparedness, CPR/First Aid, Facility Safety and Emergency Preparedness Plan
5.	Tatiana Ashhurst	Hopland Neighbors, future parent of SVA student/s
6.	Julie and John Baguley	Hopland neighbors, parents of former Hopland Elementary students
7.	Kate Barrett	Hopland neighbor, parent
8.	John and Diane Bartlett	Hopland neighbors
9.	Andrea (Andree) Begley	Hopland neighbor former special education teacher, former principal, parent
10.	Tammy and Terri Bray	Hopland neighbors, supporters
11.	Pam Chriboga	Hopland neighbor, CSP Director MCOE
12.	Nathan Dorn	Hopland neighbor
13.	Tiffany Gibson	Hopland neighbor, parent, Hopland Municipal Advisory Council (HMAC)
14.	Cassie Gipson	Hopland Neighbor, former parent, teacher
15.	Mark Hamilton	Hopland neighbor
16.	Car Mun Kok: 4-H	SVA partner in Enrichment ag./tech. Youth development and outdoor education.

17.	Ryan Kieffer	Former Hopland Elementary student
18.	Mariah Larwood	Hopland neighbor, former UUSD student, Farm-to-Table ag. volunteer
19.	Austin and Taylor Macri	Hopland neighbors, parents
20.	Kim Poor	Hopland neighbor, parent
21.	Adilene Reyes	Hopland Neighbor, Preschool Teacher, former Hopland Elementary student
22.	Rachael Rorabaugh	Hopland neighbor, parent
23.	Rachel and Rob Timm	Hopland neighbors, MC educator/ HREC Director Emeritus
24.	Alyssa Tilley	Supporter, volunteer
25.	Cody Ashurst	Hopland resident, parent
26.	Renee Tapia	Hopland resident, supporter volunteer
27.	Megan Lawson	Hopland resident, parent

APPENDIX 4. COMMUNITY PLEDGES

With the pledge letter example seen in this section, Sanel Valley Academy has
secured over \$250,400 in community pledges.

These pledges shall remain anonymous, but can be provided to the District as needed to demonstrate financial stability.

Donor 1	\$5,000
Donor 2	\$5,000
Donor 3	\$56,000
Donor 4	\$20,000
Donor 5	\$15,000
Donor 6	\$500
Donor 7	\$10,000
Donor 8	\$100
Donor 9	\$100
Donor 10	\$350
Donor 11	\$1,000
Donor 12	\$1,000
Donor 13	\$1,000
Donor 14	\$1,000
Donor 15	\$1,000
Donor 16	\$350
Donor 17	\$30,000
Donor 18	\$100,000
Donor 19	\$1,000
Donor 20	\$1,000
Donor 21	\$1,000

APPENDIX 5. CONFLICT OF INTEREST CODE

Please see the attached documents.

APPENDIX 6. BOARD BYLAWS

Please see the attached documents.

APPENDIX 7. ARTICLES OF INCORPORATION

Please see the attached documents.

APPENDIX 8. BUDGET NARRATIVE, BUDGET, AND CASHFLOW

Please see the attached documents.

APPENDIX 9. 2021 – 2022 DRAFT CALENDAR

SVA 2021-2022 Important Dates

Ribbon Cutting Ceremony and Native Garden Reveal: August 30, 2021

Back to School PD days: August 31- September 3, 2021

First day of school: September 7, 2021

Community Harvest Festival: November 1, 2021

Fall Break: November 24-30, 2021

Winter Break: December 21, 2021-January 3, 2022

Barn to Yarn: Outdoor Education week: February 22-25

Spring Break: March 21-28, 2022

Spring STEAM Student Exhibition days: May 31 (K-5), June 1 (6-8), 2022

Commencement day for students completing 8th grade: June 8, 2022

Commencement celebrations for students promoted to upper school: June 9, 2022

Last day of school: June 10, 2022

Continuous Improvement impact celebration /Data Party days: June 11-12, 2022

Summer Learning programming (dependant on grant funding and volunteer recruiting)

June 13-July 3 (session 1): Inventor's workshop

July 11-29 (session 2): Arts and Culture of the Sanel Valley Oak Woodlands

August 1-19 (session 3): Project Wet: Learn about your water address

Hopland Farmer's Market (Including Student entrepreneurship stalls): Fridays 4-6pm

2021/22 Academic Calendar

Calendar

pedia

Your source for calendars

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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October 2021						
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November 2021						
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December 2021						
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January 2022						
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February 2022						
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March 2022						
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April 2022						
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May 2022						
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June 2022						
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26	27	28	29	30		

July 2022						
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August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Federal holidays 2021/22

Sep 6, 2021	Labor Day	Dec 24, 2021	Christmas Day (obs.)	Jan 17, 2022	Martin L. King Day
Oct 11, 2021	Columbus Day	Dec 25, 2021	Christmas Day	Feb 21, 2022	Presidents' Day
Nov 11, 2021	Veterans Day	Dec 31, 2021	New Year's Day (obs.)	May 30, 2022	Memorial Day
Nov 25, 2021	Thanksgiving Day	Jan 1, 2022	New Year's Day	Jul 4, 2022	Independence Day

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APPENDIX 10. FOUNDING TEAM RESUMES

Please see the attached documents.

APPENDIX 11. TECHNOLOGY PLATFORMS & CURRICULUM MATERIALS

Tool	Description	Link	Standards Alignment/Goal	Cost estimate
Aleks Math	"ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Through truly individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn."	https://www.aleks.com/k12	Provide CCSS standards-aligned individualized, mastery-based support to increase achievement levels in Math for students in grades 3-8 Provide resources in English and Spanish	\$45/student per year 3-8th grade
Common Sense Media	Common Sense Education's K-12 Digital Citizenship Curriculum maps to a number of national and Common Core standards. Use these charts to identify the ways in which our lessons help meet the learning objectives for your students.	https://www.commonsense.org/education/digital-citizenship-curriculum-standards-alignment	Establish healthy digital citizenship from grades TK-8. Provide a foundation for safe online practices to promote safe and supportive independent learning or distance learning environments. Provide resources in English and Spanish	Free! TK-8grades
Google Classroom	Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.	https://classroom.google.com/u/0/	Provide a platform for collaboration, blended learning and streamlined academic support for academic teams and students Establish a freely available learning management system that can work in traditional or distance learning mode.	Free
i-Ready Assessment	<i>i-Ready</i> is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting	https://www.curriculumassociates.com/products/i-ready	Simplify personalized learning for educators Streamline assessment data to promote collaboration	https://www2.curriculumassociates.com/products/ready-pricing.aspx?_ga=2.245910976.590530430.1599

	Diagnostic data and Personalized Instruction, <i>i-Ready</i> reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.		Support differentiation and inclusion	349210-6302935 99.1598739434
Khan Academy	With the trusted, evidence-based content available on Khan Academy students get personalized support in a wide variety of subject-areas. Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning.	https://www.khanacademy.org/	Provide diverse independent learning opportunities for students Simplify differentiation for teachers Provide access to quality content whether in a classroom, or during independent or distance learning	Free!
Lemelson-MIT Invention Education	SVA partner, Lemelson-MIT provides opportunities for educators and their students to learn and Creative Problem Solving Through Invention Education. With a “Hands-on Minds-on” approach to learning, Lemelson-MIT Collaborates with their “Partners in Education” school and expanded learning sites by providing resources and curriculum for K-8, and JV-InvenTeams clubs and competitions for middle school students.	https://lemelson.mit.edu/	Provide real-world STEAM learning opportunities Differentiate learning and promote diversity access and equity Provide diverse student-led learning and leadership opportunities supported by industry experts	0-\$5000, depending on level of implementation. Grants available.
Fire Science in the Oak Woodlands	This locally-developed curriculum, supported by the National Parks Services will engage students with opportunities for outdoor learning and career-exploration in the fire sciences.	Find link to curriculum preview (Melea)	Provide local place-based learning to promote environmental stewardship and expose youth to local careers in fire science	Free! Thanks Hannah! And the NPS
ICAN standards	I CAN! statements are concept-based resources that provide a pre-test, checklists, guiding students to master the concept, and a	Link to our version of I CAN checklists	Promote mastery and personalized learning Support self-efficacy for students	Free (Thanks AMY :) TK-8 grades

	post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress-monitoring tool.		Simplify and streamline academic support, differentiation and inclusion	
Reading A-Z	Reading A-Z has an extensive collection of leveled reading resources. With more than 2,000 books at 29 levels of reading difficulty to choose from, you can easily put developmentally appropriate content into each student's hands. The product also includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.	https://www.learninga-z.com/site/products/readinga-z/overview?clid=Cj0KCQjw7sz6BRDYARIsAPHZrNJ158ZQGYtY-8uvOwHxzbxNeCNdFNPeLqwxE__Uqqu6lbJaCbLATucaAiMBEALw_wcB	Promote mastery-based ELA achievement Simplify collaborative approach to student supports Differentiate ELA opportunities for all students Provide resources in English and Spanish for students in TK-8th grade.	\$100 per year for 36 students (TK-5)
Study Island	Study Island is a supplemental resource available for students to get extra practice in core subjects. Learning and quizzes on Study Island are “gamefied” and allow for student mastery and self-efficacy..	https://www.studyisland.com/	Provide individualized supports, and blended learning opportunities for all students	\$5.50/student (per year)
NewsELA	When it comes to teaching literacy, content matters. Engage students with topics they care about, while building the background knowledge and vocabulary they need to become active, engaged readers.	NewsELA	Provide relevant ELA resources for students 3-8thgrade Promote mastery-based personalized learning, differentiation and inclusion	About \$18/per student/per year
YouCubed Math	Designed by Stanford Researchers Youcubed Math's main goal is to inspire, educate and empower teachers of mathematics, transforming the latest research on math learning into accessible and practical forms. All students can learn	https://www.youcubed.org/resource/k-8-curriculum/	ProvideOptional Math program for grades 3rd-5th Provide foundational mathematic thinking curriculum for grades TK-3rd	Varies depending on package, books, professional learning and online resource available, most are free(online),

	<p>mathematics to high levels and teaching that is based upon this principle dramatically increases students' mathematics achievement.</p>		<p>Differentiate instruction, promote personalized learning and inclusion</p> <p>Support math achievement for diverse students with an evidence-based approach.</p>	<p>some not free (books) .available in English and Spanish</p>
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APPENDIX 12. PROFESSIONAL DEVELOPMENT PLAN

SVA Professional Development Plan and Resources

Through a combination of personalized online professional learning, with time allowed to complete it, and the implementation of compassionate systems tools, professional learning at SVA will mirror our goals for student experience: personalized, strengths-based leadership and capacity building for certificated and classified staff, site-based leadership and Board members.

Through periodic yearly Professional, Learning and Continuous Improvement days in August, January and June, SVA educators and leaders will receive professional learning workshops that address the following areas, and are aligned with required professional development hours and in-service days as negotiated by the Teacher's Union and UUSD.

- Mandated reporter, school safety, bloodborne pathogens and other UUSD required trainings will be offered yearly, and to all new hires
- Professional coaching and training workshops is key curriculum tools, approaches and tools will be provided at Back-to school trainings days, and periodically as needed
- A culture of inquiry and collaboration will be supported by providing daily and weekly planning time for educators in small teams, individually and with the entire SVA ecosystem
- School leaders will model a whole-human approach to management, recognizing employees strengths, employing compassionate communication and active listening and establishing a culture as outlined in the [Hero to Host model by Margaret Wheatly](#) and Collaborative planning as outlined in [this Professional learning plan toolkit](#).
- Staff and teachers will be included in designing professional learning opportunities and parents will be welcome at our yearly conferences and professional learning events.
- All staff and new hires will receive Clifton Strengths Assessment and coaching, implicit bias training, and training in PBIS, MTSS, and restorative practices.
- Employees will receive incentives for completing professional learning that results in demonstrated success or growth and will have a small professional learning budget for use to defray conference costs or the purchase of books or materials that support professional growth.
- Additional online resources will be available to staff and teachers through WestEd's [Charter School Teachers Online \(CSTO\)](#) project, which is working to advance professional development opportunities for charter school teachers. CSTO builds on an extensive online library of education resources from another WestEd project, [Doing What Works \(DWW\)](#). School districts can access the material free of charge at the [DWW website \(www.dww.ed.gov\)](#).

Onboarding for new teachers and staff at SVA will include the following:

- Mandated reporter, sexual harassment, bloodborne pathogens, CPR, First Aid, health screenings (TB & Covid-19), and all required training and certifications for direct-service personnel
- [Clifton Strengths assessment](#) and ongoing coaching
- [Growth Heartset](#) training and coaching
- Support and training in [Adverse Childhood Experiences](#) and Trauma-responsive practices
- [Building for Equity School-assessment](#), resources and coaching
- Training and coaching in developing Personalized Learning plans
- Training and support for ensuring digital citizenship and promoting safe online practices for students using [Common Sense](#) Education and [Netsmartz](#)
- Resources describing SVA's [Multi-Tiered System of Support](#) and Positive Behavior Interventions and Support plan for student success
- Coaching and training on Teacher Created materials

SVA will partner with MCOE for training and professional learning workshops in MTSS, Growth Heartset, trauma informed practices and equity through small group coaching, available for free from MCOE Education Specialists and in their yearly Trauma Informed Practices Convening Titled ReFrame The Brain, which takes place in Ukiah each February.

SVA educators, staff and enrichment providers will also be encouraged to engage in conference attendance, and other professional learning opportunities like virtual book-clubs, Professional Learning Communities and Peer Learning networks made available through the CDE's Expanded learning Division and Professional Learning and support teams at the CDE and MCOE. Presence and participation in state and county-wide committees, councils and peer Learning organizations will also be encouraged.

Other conferences SVA educators may attend, depending on interest and professional learning goals include the following

- [California STEAM Symposium](#)
- [California Charter Schools Conference](#)
- [CDE/CAN annual Expanded Learning Summit](#)
- [Bioneers](#) annual conference
- And other regional conferences and events as determined in each educator's personalized professional learning plan, which will be created in collaboration with the lead teacher and the Principal.

Once approved, we will develop a Professional Learning Google Classroom, available on our Website sanelvalleyacademy.com as a free resource for any educator seeking to implement elements of SVA educational model, instructional practices or school climate initiatives.

Sample Curriculum and Lesson Plans

Teachers will be supported to develop lesson plans that build on their strengths and areas of expertise, while aligning with grade level standards. Educators and enrichment providers will be encouraged to use the following templates and samples to align planning systems and lesson structure within and across grade levels, as appropriate. Teachers will have support and time to coordinate planning and curate resources and learning opportunities that will work best for each student.

Due to the significant amount of pages in each link below, please refer to the digital petition submission to access all links.

[CDE Common Core PDF downloads in English and Spanish](#)

[Common Core lesson planning template](#)

[Sample lesson plan: ELA 5th & 6th](#)

[Writing Skills and Strategies Downloadable Document](#)

[Sample ELA lesson plan](#)

[Math Lesson planning template](#)

[CCSS Habits of Mind framework](#)

[NGSS Sample lesson plans for grades 1-12](#)

[Invention Convention PBL curriculum for K-5](#)

[Project Learning Tree: Outdoor/environmental Education Curriculum](#)

[Project Wet Curriculum Guide](#)

[Common Core ELA & Math curriculum implementation and observation templates](#)

[I Can Standards checklists](#)

[Sample Pacing guide.](#)

PE curriculum: [Playworks](#)