Accrediting Commission for Schools
Western Association of Schools and Colleges

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PRESIDENT   **VICE PRESIDENT**

INITIAL VISIT SCHOOL DESCRIPTION — Compass Charters of Schools of Yolo

Part I: Identifying Data

Today's Date: <u>December 6, 2019</u>

School: Compass Charter Schools of Yolo

Address: 850 Hampshire Road,
                        Suite P   Thousand Oaks, CA   91361
                        Number and Street   City and State   Zip Code

Mailing Address
(if different):
                        Number and Street   City and State   Zip Code

Telephone #:   855-937-4227   Fax #:   805-590-7077

Email Address: info@compasscharters.org

Chief Administrator: J.J. Lewis

School District: Winters Joint Unified School District

Enrollment: 564   Current Grade Span
                                             to be Reviewed: K-12

County: Yolo

Check any of the following that apply to your school:

☐ Comprehensive   ☐ Community Day School   ☐ Alternative Education/Continuation

☒ Independent Study   ☒ Charter School   ☐ Home Study

☒ Online Distance Learning ☐ Other: Explain:

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online <u>100</u>%, and the percentage of students utilizing the online delivery system <u>100</u>%.

Briefly describe: For scholars enrolled in the Online program, instruction is 100% online, and

100% of scholars utilize the online delivery system. For the scholars enrolled in the Options program, *25%* of scholars utilize the online delivery system.

> **Note: If more space is needed on the following pages, please append additional sheets.**

Part II: School Profile

In 2019, CCS of Yolo began as a school of choice for families seeking a virtual, personalized, flexible, academic, educational environment. CCS of Yolo is authorized by Winters Joint Unified School District in Northern California and offers two different academic programs for families to choose from. Both programs include the support and guidance of credentialed teachers. The Online program provides scholars with rigorous and complete online curriculum as they acquire the necessary knowledge to progress to their next educational step. The Options program allows parents and scholars more choice of curriculum and mode of instruction. CCS of Yolo provides personalized learning experiences for those who are highly gifted, bullied, aspiring athletes, actors, academically-challenged, chronically ill, or others who seek an education outside traditional classroom walls.

Whatever the reason behind scholars' enrollment at CCS of Yolo, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at CCS of Yolo because they have the support of a dedicated staff and their loving families.

CCS of Yolo is a direct-funded charter school that began its operations in the fall of 2019, authorized by the Winters Joint Unified School District (WJUSD) in Yolo County, CA. The majority of Yolo County is a relatively rural agricultural area where 90% of the country's canned and processed tomato production occurs. CCS of Yolo serves over 500 scholars whose families have determined that a virtual independent study or homeschool public charter school best suits their families' needs. CCS of Yolo anticipates that the scholar population will mirror the WJUSD and consist of 66.8% socioeconomically disadvantaged (SED), 2.7% homeless, 32.9% English Learners (ELs), 0.5% foster youth, and 13.53% scholars with disabilities (SWD).

CCS of Yolo provides two academic program choices for families who reside in Yolo and its adjacent counties. The Online program provides scholars a rigorous and complete online curriculum in the core subject areas, so the scholars may acquire the necessary knowledge to progress to their next educational level. For high school scholars, courses in core subject areas and electives are offered as well as Advanced Placement (AP) courses. The Options program allows parents more involvement in

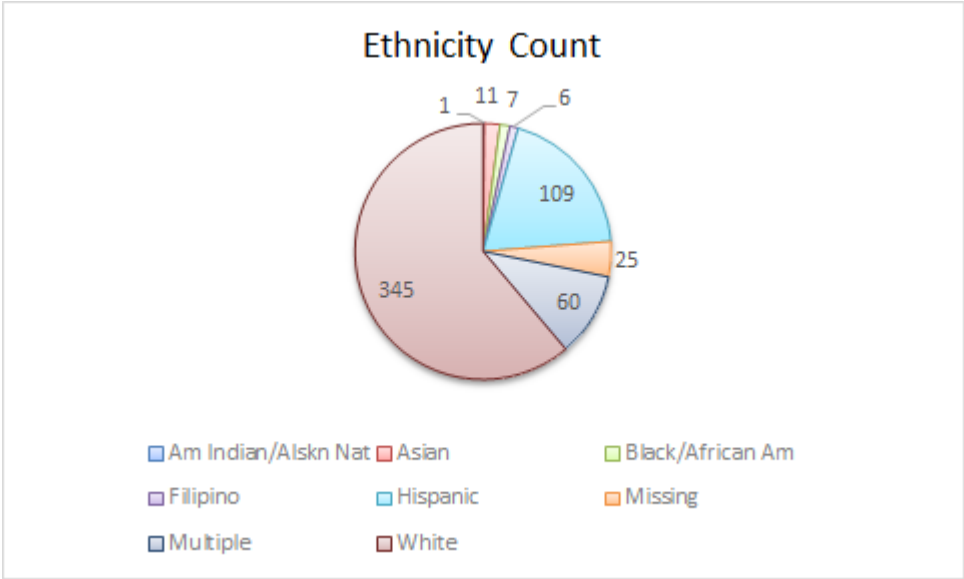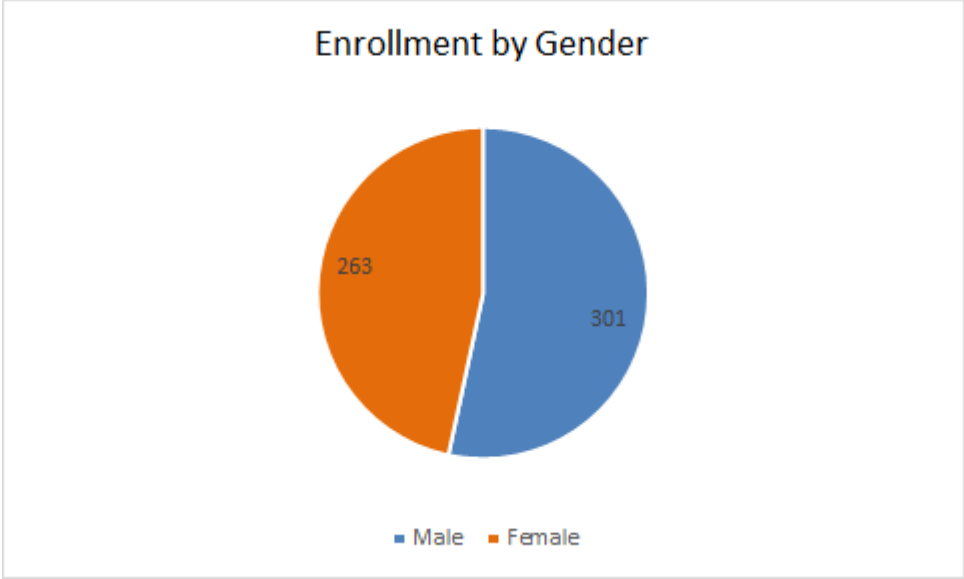the choice of curriculum and instruction for their scholars. Both programs offer courses that provide scholars the opportunity to complete CSU or US systems' entrance requirements. CCS of Yolo's vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning and prepare scholars to take responsibility for their future success. CCS of Yolo supports scholars, learning coaches, teachers, staff and community through their core values of achievement, respect, teamwork, integrity, and communication (ARTIC).

Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level
- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students

CCS of Yolo opened enrollment in the summer of 2019 and has continued to enroll scholars since then. **All data provided below was captured on Census day (10/2/2019)**

Enrollment by Gender

263

301

- Male
- Female

Ethnicity Count

1   11 7   6

109

25

345   60

- Am Indian/Alskn Nat
- Asian
- Black/African Am
- Filipino
- Hispanic
- Missing
- Multiple
- White
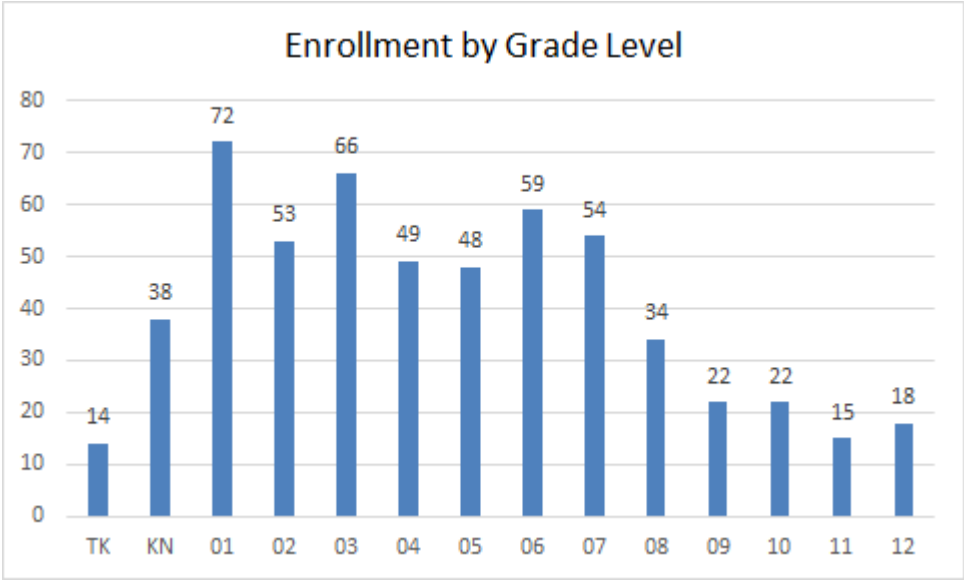
| School Name	Primary Enrollments	Transitional Kindergarten	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	Socio-Economically Disadvantaged
Compass Charter School of Yolo	564	14	7	0	0	0	8	174
Schools	564	14	7	0	0	0	8	174

Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.

CCS of Yolo does not yet have CAASPP results (state data). CCS of Yolo utilizes diagnostic benchmark testing to assess scholars and ensure they receive academic support, as needed. CCS of Yolo assesses

scholars with diagnostic benchmark testing three times a year: the first week of each semester, midyear, and the first week of June. This gives CCS of Yolo data to drive instruction and shows us growth and areas of need. CCS of Yolo uses two programs: Istation for elementary scholars and Edgenuity for middle and high school scholars. Both programs offer reading and math assessments, with additional supporting instruction assigned to the scholar based on assessment results.

Istation Diagnostic Benchmark Testing:
- Istation Reading: 164 scholars took the reading assessment in September 2019
- Istation Math: 144 scholars took the math assessment in September 2019

Grade Level (reading)
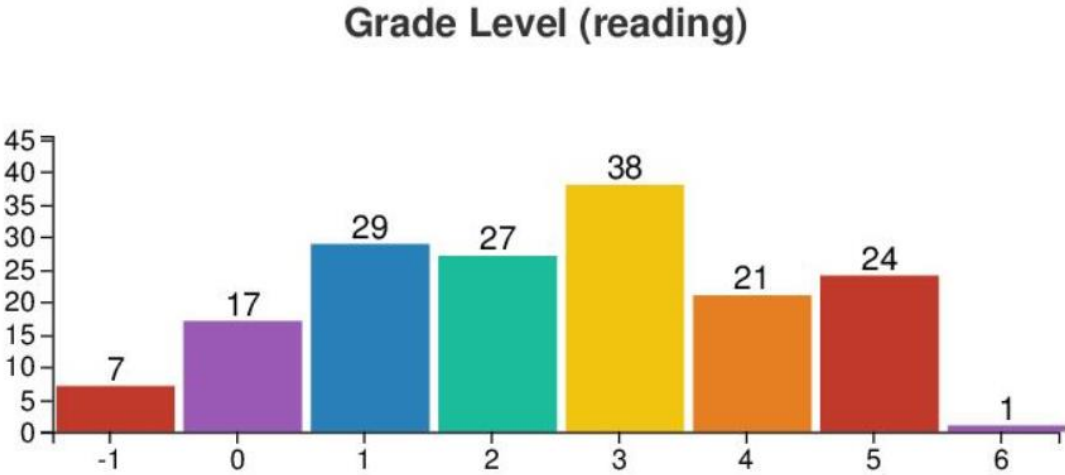
Istation Grade Level Participation for September 2019 (Reading): elementary scholars (TK-5) participate in the diagnostic reading assessment.

Grade Level (math)
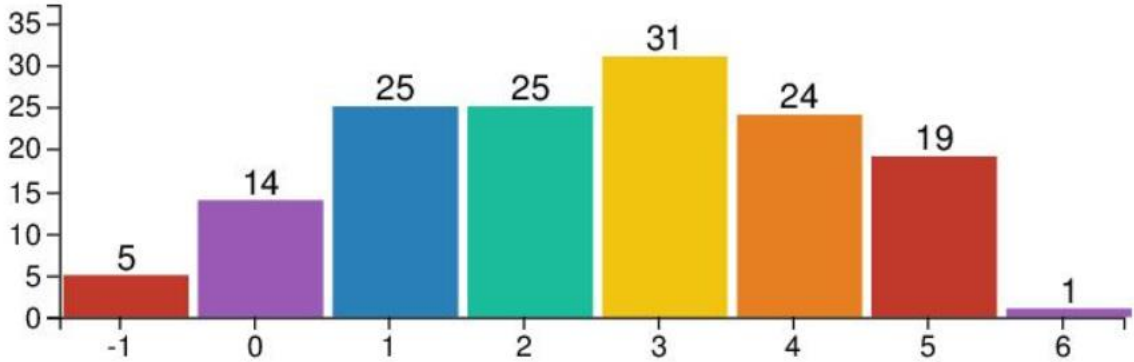
Istation Grade Level Participation for September 2019 (Math): elementary scholars (TK-6) participate in diagnostic math assessment

Reading Tiers
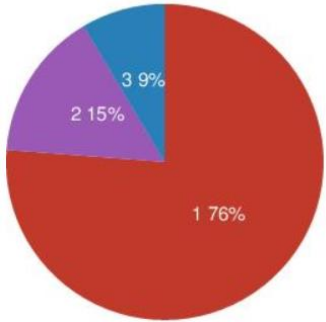
Istation Reading Tiers: Under a Multi-tiered System of Supports (MTSS), CCS of Yolo uses a tiered model to identify and support scholars with academic intervention. MTSS includes Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) built on our ARTIC core values. A tiers form is completed by each HR teacher and EF for their scholars each learning period, to identify scholars that need additional support and to reward scholars for positive behavior.

Math Tiers

3 9%

1 83%
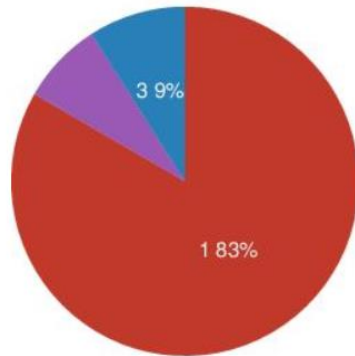
Istation Math Tiers: Under the MTSS framework, CCS of Yolo uses a tiered model to identify and support scholars with academic intervention.

Edgenuity
Middle and High School scholars participate in diagnostic
benchmark assessments (Reading and Math)

Assessment by Content
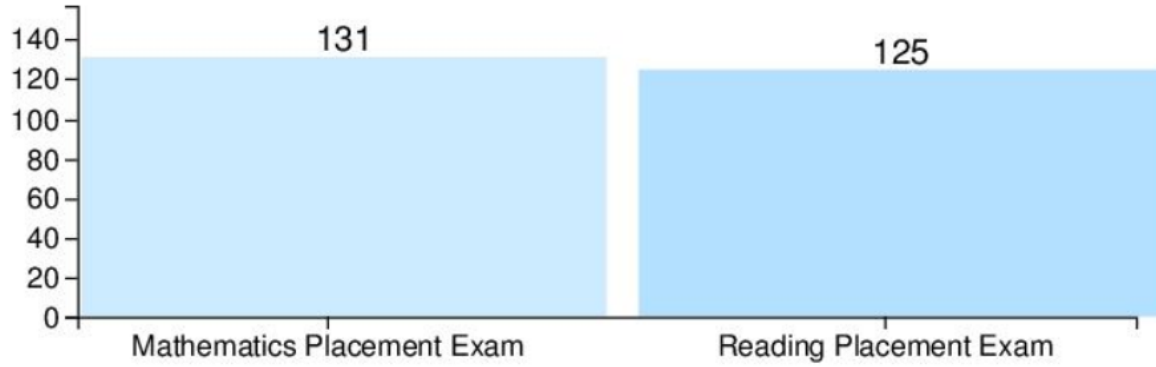
Number of Scholars Participating by Content (Sep 2019):

Grade Level
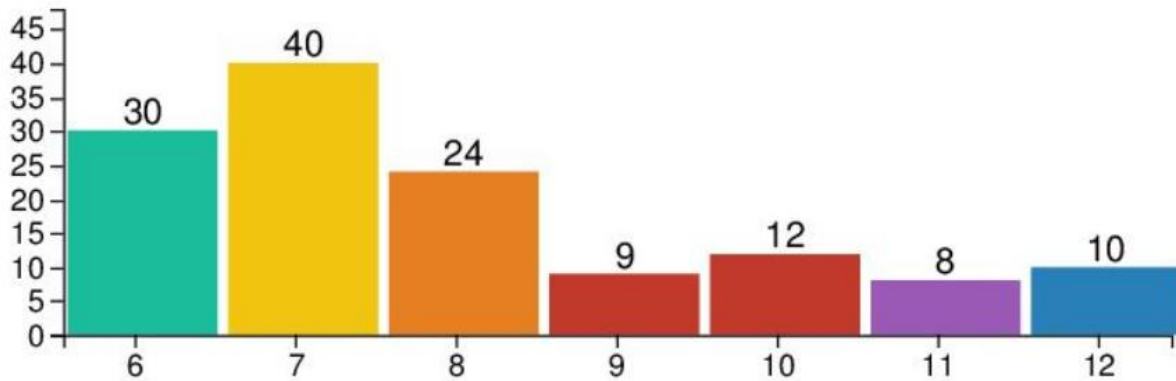
Grade Level participation by number (Sep 2019):

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

CCS of Yolo provides a challenging, scholar-centered personalized learning experience which allows scholars to maintain flexible schedules. In addition, scholars are offered myriad support and enrichment activities from the school. The entire staff, which includes credentialed teachers, school counselors, a special education team, engagement department and classified team, come together to support

scholars with parent/scholar workshops, field trips, scholar clubs, contests and more. The school is united in its commitment to provide a quality educational experience that focuses on the whole child, in a personalized learning setting.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self study. Try to answer questions briefly and succinctly. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below along with their responses to the ACS WASC/CDE criteria. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

Category A Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

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

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

On our website, Compass Charter School (CCS) of Yolo has clearly stated its Mission and Vision statements. Its mission "to inspire and develop innovative, creative, self-directed learners, one scholar at a time" is based on our scholars' needs. The desire to stay current on educational research is ongoing at CCS of Yolo. Through many Professional Development Opportunities and in-service training, the staff strives to stay current on evidence-based instructional practices at CCS of Yolo, which is addressed in our Local Control Accountability Plan (LCAP) goals. Our goal to increase academic achievement can be seen in our Vision statement: "nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success." Our intention of increasing parent involvement is reflected in our vision: "to create a collaborative virtual learning community." At CCS of Yolo "Achievement" is one of our Core Values. We believe that all scholars can achieve and be successful in all areas of their lives. Our Governing Board is responsible for

maintaining our mission, vision, and values, along with our <u>LCAP goals</u>, the <u>Academic Standards</u>, and our Scholar Learning Outcomes (SLO).

Our SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars:

- Effective Communicators
- Academically Proficient
- Collaboratively Minded
- College and Career Ready

To gain understanding and keep all stakeholders involved in the process, CCS of Yolo surveys all of its stakeholders, including its Board of Directors, to receive information, guidance, and direction. These surveys, along with discussions at Board of Director meetings, gives our CCS of Yolo leaders feedback about the school. CCS of Yolo has a Staff Advisory Committee (SAC) to oversee the suggestions and feedback received from staff through the Virtual Suggestion Box. This committee is advisory in nature and suggests positive solutions to staff suggestions. Along with employees and the Board, we have a Parent Advisory Council (PAC) and Scholar Leadership Council (SLC) that are included in the process, along with a Virtual Suggestion Box for scholars and Learning Coaches.

The school's website provides a comprehensive resource for members of the school community with information about the school, enrollment, events, and news. In addition, the Parent/Scholar portal on the website provides additional resources specific to enrolled families. CCS of Yolo also shares its purpose through the use of various communication channels including Parent Square, Parent Town Halls, virtual open houses, news releases, email, social media, and the like. These initiatives are implemented throughout the school year to engage parents and increase parental and scholar interaction, with the goal of an involved community of CCS of Yolo.

The board-approved Scholar Handbook provides a comprehensive view of the school's program as well as the Mission and Vision Statements, and Core Values. Scholars and Learning Coaches must read the handbook, sign and submit the acknowledgment page of the handbook. All families are invited to

attend our virtual Back To School Night where our mission, vision, school-wide learner outcomes, and programs are reviewed once again.

In following the requirements of the Brown Act and a strong desire for accountability and transparency, stakeholders (learning coaches, scholars, staff and community members) are regularly informed of meeting times, agendas, meeting notes, and board actions from the Board of Directors meetings. Information from the meetings are shared through the website, internal communication channels and social media, as well as in the Superintendent Town Hall for staff and Superintendent Town Halls held for Learning Coaches and Scholars. Stakeholders are also encouraged to participate through the SAC, PAC and the SLC, depending on their role.

The CCS of Yolo's Mission and Vision statements reflects the LCAP goals for scholar engagement with our desire to "inspire and develop innovative, creative, self-directed learners." The goal to increase academic achievement can be seen in our Vision statement: "nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success." Increasing learning coach involvement is reflected in our vision "to create a collaborative virtual learning community."

Using surveys, virtual suggestion boxes, meetings and discussions, CCS of Yolo frequently collects feedback from parents, scholars, staff and board stakeholders as part of our school's continuous improvement process. The feedback will help drive our shared goal of preparing our scholars to be academically successful self-directed learners.

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes

While college and career are not specifically mentioned in either the Mission or Vision Statements, other phrases such as "self-directed learners," "a curiosity for life-long learning," and "responsibility for their future success" are within the Mission and Vision Statements and meet that belief. These statements along with the modifier, "one scholar at a time," displays the commitment CCS of Yolo has to each and every scholar's future success in college or career.

The mission to inspire and develop innovative, creative, self-directed learners will not change. However, CCS of Yolo is an adaptive organization. We are ever evolving to better meet the needs of scholars and staff alike. Ways of better serving our scholars is a constant and ongoing process, which is under regular review. There is a significant relationship between the school vision, mission, schoolwide learner outcomes, the scholar's learning needs, the school program, and ongoing school improvement process.

In addition, the leadership team meets monthly to review progression towards LCAP goals which tie directly to the school's purpose and schoolwide learner outcomes. During these meetings, achievement and data is analyzed to allocate resources, acknowledge any positive outcomes, and plan interventions. CCS of Yolo has implemented a new project management system this year to help with monitoring and accountability of LCAP metrics. The plan is to continue implementation of the project

boards and review performance for the upcoming school year. The goal is to identify, plan, and take action preemptively in efforts to support our unique scholar population.

Supporting Evidence and Documentation:

- [CCS of Yolo Website](#)
- [Superintendent's Town Hall for the Options Learning Program families](#) Recordings
- [Superintendent's Town Hall for the Online Learning Program families](#) Recordings
- [Online Program Handbook](#)
- [Options Program Handbook](#)
- [Welcome to Compass Charter Schools Packet](#)

Achievements:

- Clearly stated and easy access to Mission and Vision Statements, LCAP Goals, Core Values
- Personalized education
- Professional Development Opportunities
- Goal Aligned Budgeting
- Brown Act Compliant
- Scholar Learning Outcomes
- Parent/scholar participation in Parent Town Hall meetings

Areas for Improvement:

- Continue to develop communication tools for scholars and families to understand academic standards

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

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

Provide information about the governance structure and its responsibilities.

CCS of Yolo is governed by a California nonprofit public-benefit 501 (C) (3), Compass Charter Schools, which has an independent Board of Directors. The directors meet regularly to oversee the schools management, operation, activities, and affairs. The purpose of the Corporation is to create, manage, operate, guide, direct, and promote one or more public charter schools. The Board of Directors define, compose, and revise (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations.

The policies and procedures in the Board By-Laws (Amended By-Laws in Board on Track) are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings to ensure compliance with the Brown Act and any new laws that are passed by the State of California . The Board is updated at each meeting on the status of CCS of Yolo and how we are working towards meeting SLO's, academic standards, and college- and career-readiness standards. Different departments present at meetings with relevant information to ensure the Board is up to date on information and can make policy decisions based on current data to ensure we move forward with a singular focus on our school wide action plan for this school year. Policies from the Board are shared out via social media, internal communication channels, public board meeting notes and are passed down through management for implementation throughout the organization.

Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

The CCS Board of Directors defines, composes, approves, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations. The school website lists where to find all By-Laws, Board Policy Manuals, Operating Budget, and LCAP so that they are easily accessible to the public.

The policies and procedures in the Board By-Laws are clear regarding the selection, composition and specific duties of the Governing Board, including the frequency and regularity of board meetings to ensure compliance with the Brown Act.

The board also approves the graduation requirements, curriculum, and Scholar/Parent Handbook. It also reviews the ongoing progress of the academic programs, Online and Options, aimed at supporting the success of scholars, and makes decisions based on measurable scholar outcomes

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

Members of the board are actively involved in activities and meetings at CCS of Yolo. They are regularly invited to attend enrichment activities, meetings and school celebrations. Because we are a virtual school, most of these events are recorded, and those recordings are also shared with the board for later viewing. All stakeholders, including board members, are given constant opportunities to receive information, provide input, and inquire across the spectrum of organization policies. During the summer, they participated in a Board Retreat to gain a deeper understanding of the school and to stay

current with the needs of scholars. The Superintendent provides weekly updates to the board on areas related to the day-to-day operations of the school.

In addition, monthly Superintendent "Town Hall" meetings bring all professional stakeholders together with a review of key organizational updates and provide an opportunity for individual questions. These inquiries are in turn relayed to the board, and range from questions regarding best practices in communication; to curriculum alignment; to vendor relationships; to potential software updates; to community and public policy issues; etc. CCS of Yolo also has two advisory auxiliaries, the SAC and the PAC, to facilitate communication amongst stakeholders. The SAC works to streamline information and best practices across staff, administration, and management, while the PAC works to engage Learning Coaches with the actions of the governing board. With its focus on family participation, the PAC meets to reach out to CCS of Yolo scholars and families with surveys, notification of events and relevant meetings (both virtual and in-person), as well as to solicit feedback from scholar and family stakeholders. This structure allows all stakeholders access to the Board of Directors, and maintains open lines of communication across all strata of the CCS organization.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

The board will be actively involved in the review, development, and approval of the CCS of Yolo LCAP. Board meetings regularly include updated information related to the goals in the LCAP, as well as updates on scholar data. Recommendations and information will be provided to the board by the school leadership, learning coaches and other stakeholder representatives as they all participate in making decisions that focus on all scholars achieving the schoolwide learner outcomes, the academic standards and the college-and-career readiness standards.

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

CCS of Yolo provides instruction on four different complaint procedures on our website: a comprehensive board approved Uniform Complaint Policy and Procedure, Title IX Complaints, General Complaints and Charter Complaints. Information from these are immediately directed to the Superintendent. Stakeholders are encouraged to be active in the policies that are decided. Staff members can share concerns either to their supervisors directly, during periodic school evaluations or during Superintendent Town Halls each month. Regular Options Connections Meetings and Online Parent Teacher Conferences between parents, scholars and CCS teachers allow scholars and parents to discuss any concerns they may have with regard to the scholar's education or other. CCS

of Yolo also provides a few surveys and a virtual suggestion box that are reviewed by the SAC on a monthly basis. The atmosphere of the school is very positive, open, and supportive, which is helpful when working through resolutions during conflicts or complaints.

Supporting Evidence and Documentation:

- [CCS Board packets including agenda, minutes, etc via Board on Track](#)
- [A2 - SS - Workplace - Supt post.png](#); [A2 - SS - Workplace - Supt post2.png](#)
- [Compliance page](#) of the Website, which houses 4 different complaint procedures.
- [Employee suggestion box](#), which allows employees to submit suggestions or ask questions. The Staff Advisory Committee meets monthly to discuss any submissions.

Achievements:

- Governance - continually updating policies aligning with the changing landscape of laws affecting charter schools
- Regular meetings of the Board of Directors and school leaders to ensure alignment with moving forward with school mission, vision, values, LCAPs, and SLOs
- Refining systems and procedures to maximize output, increase scholar achievement, and continue growing as a school

Areas for Improvement:

- Continuing to refine systems and procedures

A3. **Leadership: Empowerment and Continuous Planning and Monitoring Criterion**: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

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

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

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

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

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

Online teachers use assignments as formative assessments and provide scholars with valuable feedback to assist with content mastery. These formative assessments include weekly quizzes within the course content, checking for understanding during live Learning Lab sessions, and scholar work samples. Scholars are required to submit samples monthly for each subject. These samples correlate with activity logs that track educational activity for each subject. Technology is a daily part of the scholar learning process, as well as daily scheduling and organization, with the focus on achieving college and career readiness.

Options scholars, Learning Coaches and Educational Facilitators (EFs) meet bi-monthly to discuss, reflect on, and set goals for learning outcomes. Like the Online scholars, they are required to submit samples that correlate with activity logs that track academic work completed during the week. The samples are also evaluated for grade level appropriateness and continued progress. Goals involve a collaboration between all stakeholders and are viewed as a fluid, ongoing process driven by the scholars progress. Intervention needs are evaluated and implemented as part of this process.

The school uses various methods to track scholar progress. One method is the use of Google sheets to track diagnostic testing data and progress. An example of this is the MTSS. This tracker is a collaborative project amongst staff that shows scholar achievement data in a measurable way and is used to guide the specific support needed for each particular scholar.

Department, division, leadership, and cabinet teams meet weekly or biweekly to discuss needs, strategies, and progress for schoolwide progress toward our mission. All staff collaborative opportunities are also available in meetings such as the All Staff Retreat, October and March In-Service, and the midyear Mini Conference. These are some of the effective methods in which all staff come together to discuss, collaborate, and share ideas about scholar learning across all programs at CCS of Yolo. The Superintendent's Town Halls are another of the many ways that Leadership brings the CCS of Yolo staff together to share accountability updates regarding scholar learning. The Town Halls are also a time to ask questions so staff can better support scholar learning.

Within CCS of Yolo there are several existing structures for internal communication, planning, and resolving differences when necessary. For example, Workplace is an intranet platform used by all CCS of Yolo staff so that they are made aware of shared responsibilities and where all members of the staff can share updates. On a daily basis, employees are encouraged to partake in interactions with other employees over Workplace, Workplace Chat, texting, phone calls, emails, and Google Hangouts.

Stakeholders are regularly informed of both meeting times and agendas for the School Board of Directors. They are informed of any Board action through our newsletter and website as well as in the Superintendent Town Hall for staff and Superintendent Town Halls for Learning Coaches and Scholars held throughout the year. A Superintendent Town Hall is held for each program. Stakeholders are encouraged to participate through the SAC, PAC and the SLC, depending on their role, as well as through surveys, formal meetings, and informal meetings at events such as Coffee with Compass and field trips.

Staff ensures that the analysis of scholar achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP by creating performance goals that are in alignment with LCAP goals. LCAP goals are collectively created using input from the Superintendent, Assistant Superintendents, Directors, classified staff, families, and the board. The LCAP provides the framework for gathering resources as needed to support all scholars, maintain compliance for programs that support critical learners, and supports the planning and implementation of resources and supports as set forth by the LCAP. Scholar performance data and work samples are collected to assist in guiding any future decision-making processes. The school's staff continue to attend professional development to gather information on best practices.

Supporting Evidence and Documentation:

- MTSS Tracker
- MTSS Manual
- CCS Website
- *WorkPlace*
- EF Guide Site

Achievements:

- MTSS Structure, implementation, and data tracking
- Comprehensive Communication Structures
- Professional Development

Areas for Improvement:

- Involvement from all CCS Stakeholders in LCAP Development

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student's academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

CCS of Yolo only hires certificated staff for all teaching positions and Educational Facilitator (EFs) positions and has a complete job description for all positions. CCS of Yolo seeks to hire experienced online teachers and EFs. Positions are posted on EdJoin.org as well as on the website. Virtual teaching experience is preferred but when that is not possible, we look for qualities such as flexibility and openness to innovation. Once hired, new employees go through mandatory training consisting of Mandated State Reporting, Harassment training, and Blood Borne Pathogen training as assigned by Human Resources (HR) as part of a comprehensive onboarding process. New hires also meet with HR to go through essential paperwork and benefit options.

Department training takes place by having new staff participate in virtual training sessions on the systems they will be using. Some positions do allow for the shadowing of others before they start working independently. The school employs a process whereby new staff members are paired with experienced ones to provide appropriate orientation for all assignments. Additionally, there are departmental "101" trainings within our YouTube library and department guidebooks that employees can reference as well.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

The school has a process to assign staff members and provide appropriate orientation for all assignments. In orientation, all staff are given an employee handbook. Written policies are communicated through employee handbooks and guide sites. Department meetings and daily communication from administration (through email and Workplace) communicates operational practices, decision-making processes and relationships between leadership and staff. All staff has a clear understanding of written policies.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

Performance evaluations include performance factors as well as employee goal setting. Staff sets professional goals for themselves and self-evaluate throughout the school year. At least three SMART goals are created and put into the Bamboo HR software. Evidence of meeting goals is noted throughout the year using measurable documentation. Supervisors use evaluation rubrics and hold meetings to discuss goals and progress. Help with writing and tailoring goals is also available if needed. Evaluation is based on setting goals, progress made towards reaching goals, and continual growth and learning. Supervisors invite direct reports to one-on-one meetings to discuss progress, goals and other needs. These are part of a continuous process of supervision and evaluation of staff. Additionally, CCS of Yolo is supportive of staff that show interest in moving from one area to another, provided they possess the necessary qualifications.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

The Annual All Staff Retreat provides several days of training for departments, divisions, and the entire staff in August. Throughout the year, all staff have access to Alludo.com which is an online self-paced teacher professional development and staff training system. Ongoing professional development is driven by staff input, leadership recommendations, and the Instructional Leadership Committee who meet to discuss and guide professional trainings related to instruction. The Staff Advisory Committee provides input in classified staff professional development as well. Using budget resources, staff members are able and encouraged to attend professional development opportunities in their particular areas of interest and work, as well as conferences by organizations that support personalized learning.

Summarize the current process to determine the measurable effect of professional development on student achievement.

Once staff members attend professional development opportunities, they are asked to present a brief summary of their learning to the Cabinet. If leadership finds that specific topics need to be presented to appropriate divisions, departments, or smaller teams, the staff member shares his/her knowledge.

Surveys and anecdotal data will be used to determine the effect of professional development on scholar achievement.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

All CCS of Yolo academic staff are appropriately credentialed

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

(See supporting evidence below.)

Describe any regular use made of community volunteers.

CCS of Yolo does not regularly use community volunteers.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

CCS of Yolo does not currently have a need to regularly employ teaching assistants. Full-time teachers in the Online Program will occasionally step in to assist another full-time teacher in the event of leave or high roster numbers. CCS of Yolo currently has 25 active certificated staff. The student- teacher ratio is 23:1 at CCS of Yolo. The school currently has 42 active classified staff. The scholar-support staff ratio is 13:1.

Additional Supporting Evidence and Documentation:

- Online Master Schedule
- Letter for Hired Staff
- Staff Workshop YouTube Playlist
- Handbook
- Training Checklist
- EF GuideSite
- Workplace
- SMART Goals
- Counseling PD
- Alludo.com

Achievements:
- Professional Development

- Google Educator Certification
- Harvard Business School Leadership Certification
- Continuing Education Incentives

Areas for Improvement:

- Continued improvement for a more robust onboarding process.

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

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

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Using the CCS of Yolo Mission, Vision, and Values, the school's resources are allocated to meeting our LCAP Goals; increase academic achievement, scholar and learning coach engagement, achievement and engagement in special education, and college and career readiness. CCS of Yolo also offers school funded learning activities such as field trips, workshops, and subscriptions.

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

CCS of Yolo ensures that all funds are allocated equitably to ensure that the scholars have appropriate curriculum, materials, and support. In the Online Program funds are allocated to the purchase of curriculum, computers, Scholar Support Services, Special Education and Engagement. In the Options Program (Homeschool), each scholar is offered Instructional Funds annually, which is managed in partnership with the Educational Facilitator assigned to the scholar. The parent is responsible for choosing approved vendors, curricula, and other materials required for scholar learning. In addition, CCS of Yolo requires that 25% of scholar Instructional Funds are used for core subject curriculum, the remaining 75% can be used towards an array of learning materials and classes. The Vendor Relations Department manages the budget for each scholar and submits purchase orders to the Finance Department for payment after services are rendered.

In the Options Program, instructional funds are allocated to scholars' individual annual budgets. This process begins with a Family Order Agreement which simply clarifies parents' responsibilities regarding orders. Parents submit requests for services and materials that will best suit their scholars' particular needs, which are then uploaded into the school's procurement system. The orders are verified by the credentialed Educational Facilitator (EF). It is then verified again and fulfilled by the Vendor Relations Department, who submits the purchase orders to the school's Finance Department. Materials are shipped directly to the Options scholars. Non-consumable materials are returned to the CCS of Yolo Central Office and made available for other scholars to use as necessary. Additional resources are also received and distributed to scholars in the Special Education Department.

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

CCS of Yolo follows processes and best practices established by the state of California and our authorizing districts in developing the annual budget, conducting audits, and at all times, conducting CCS of Yolo school business in a transparent and compliant manner. The CCS of Yolo budget is developed using both analytical data and financial needs, while also taking into consideration year over year growth in enrollment. Audits are conducted by Christy White Associates, in partnership with Compass Charter Schools' (CCS) back office provider, Charter School Management Corporation (CSMC). The expertise of CSMC is a critical component in developing the CCS of Yolo budget, fiscal operations, and financial management.

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

CCS of Yolo is a network of free public charter schools in California serving multiple counties in and around Yolo. CCS of Yolo offers both an Online and Options (homeschool) program, in which scholars attend school in a virtual setting. Our Engagement Department focuses on planning events for all CCS of Yolo scholars to create the opportunity for peer engagement and in person interaction with CCS of Yolo Staff and fellow scholars. Events are vast, varied, and participation by all CCS of Yolo staff is strongly encouraged. With over 90 engagement events scheduled this year there is an opportunity for many CCS of Yolo families to participate.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

As a virtual school, CCS of Yolo provides curriculum to Online scholars via the Internet while also providing materials such as workbooks and computers. CCS of Yolo has a robust computer loan program for all Online scholars that wish to take advantage. The CCS of Yolo's Information Technology (IT) Department provides technical support to all staff and scholars as well an IT helpdesk support using an online ticket submission system. CCS of Yolo Options scholars have the option to use their Instructional Funds to purchase a computer. CCS of Yolo also offers Internet Service fee reimbursement for those families that request it.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

CCS of Yolo staff have regular access to professional development opportunities throughout the year. The opportunities include an annual all staff in-person retreat, virtual staff-trainings, Two In Service days per school year, opportunities for continued education and certifications (i.e. staff wide Google Educator Level 1 certification). In addition to school wide initiatives, all staff have the opportunity to request professional development by providing information to the SAC for review that includes how CCS of Yolo will benefit from their participation and how they will share what they learn with the CCS of Yolo staff.

Supporting Evidence and Documentation:

- **2019-2020 Operating Budget**
- 2019-2020 School Calendar
- Field Trips and Engagement Opportunities
- Engagement Events Calendar
- Science Wet Labs
- Website
- Computer Loan Forms
- 2019-2020 Operating Budget
- Workplace PD Notifications
- Professional Development Request Form
- Fall/Winter Retreat Agenda
- Fall In-Service Day Agenda

Achievements:

- Governance
- Goal Aligned Budgeting
- Professional Development
- Financial Accountability

Areas for Improvement:

- N/A

NOTE: Only Charter Schools should respond to the following criterion.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

CCS of Yolo regularly reviews its long-range plans of LCAP Goals with support from all departments. Our LCAP goals are created by inviting all stakeholders to participate in the process of departmental review and goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. Our 2019-20 goals are as follows: increase academic achievement, increase scholar and learning coach engagement, and increase college and career readiness. Our budget reflects these goals. For example, we have created positions such as the Scholar Engagement Coordinator and the Scholar Intervention Coordinator to help meet our LCAP goals. The budget had to allow for this. In addition to the LCAP, CCS of Yolo will provide regular opportunities for stakeholders to give input and feedback. For learning coaches, these opportunities include, but are not limited to, our Parent Advisory Committee, quarterly Parent Town Hall meetings, annual satisfaction survey, and Options bi-weekly check-ins or Online conferences with learning coaches and teachers. For staff and teachers, opportunities include monthly meetings, professional development sessions, annual satisfaction survey, and direct access to senior staff via telephone calls, emails, and in-person meetings.

Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

The Board of Directors meet quarterly, and all stakeholders are informed of the agenda as per Brown Act. Moreover, stakeholders are welcome and invited to share their comments with the Board of Directors. During these regular opportunities for engagement, CCS of Yolo encourages stakeholders to comment on the strengths they see in the school and to comment on any areas of opportunity that the CCS of Yolo could focus on in Operations, Governance, Fiscal or Educational Performance. With this in mind, budgets will be set in advance at the end of each school year for the upcoming school year based on prior years' expenses, estimated scholar enrollment, and stakeholder input as related to long range goals.

The annual external audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in government auditing standards. The audited financial statements follow all state guidelines including approval by the local board and submission to the authorizer, which is then sent to the county and state. Internal procedures and safeguards have proven to be generally accepted principles of accounting and audits. To ensure accountability by all personnel, CCS of Yolo retains the services of Christy White Associates' to provide the annual audit and assurance services, as well as the fiscal accountability and transparency. Christy White Associates' is a member of the AICPA Center for Audit Quality. The services provided to CCS of Yolo by Christy White Associates' includes: financial statement audits, compliance performance audits, and processing and submitting of all tax forms through internal audit services.

While preliminary financial operations are completed by our Finance Department, most are handled by Charter School Management Corporation (CSMC), our back office provider. This system of checks and balances will help keep everyone aligned. In addition, accountability measurements are in place for all departments of CCS of Yolo. New vendors or vendor changes are done through the Vendor Relations Department. Accounts payable data entry is double-checked for accuracy by the Finance Coordinator. Only the Finance Coordinator or the Assistant Superintendent & Chief Financial Officer (CFO) can approve checks on behalf of the schools. None of these individuals enter payables. No Vendor Relations Specialist can go beyond entering an invoice to make a claim. They also cannot change vendor information (including names and addresses). Along with the Finance Coordinator reviewing invoices, a sample review is also completed by the Assistant Superintendent & CFO on a regular basis. Each Vendor Relations Specialist is assigned specific duties within the system. When checks arrive, they are double-checked against the invoice by the Finance Coordinator. Vendor Relations personnel do not check their own work, and it ensures that any irregularities will be caught. All Accounts Payable staff, Vendor Relations Department staff and Finance Coordinator are overseen by the Assistant Superintendent & CFO. Checks are written by a Finance Coordinator but signed by the Assistant Superintendent & CFO in Financial Services only. If there were any irregularities or questions within the Finance Department, proper protocols would be followed to investigate.

The Superintendent & Chief Executive Officer (CEO) is authorized by the Board of Directors to enter into contracts up to one hundred thousand dollars ($100,000.00). Contracts valued in excess of the $100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, CCS of Yolo performs its due diligence and requires three competitive bids for all services provided.

CCS of Yolo has a total of 18 credit card (CC) policy holders for Ink Visa CC for Directors, two of which are: California Credit Union with two holders (J.J Lewis and Lisa Fishman) and Commercial Credit card with two holders (J.J Lewis and Lisa Fishman). Each employee who is issued a card must sign and read the school's Credit Card User Agreement that lists out terms and conditions for the credit card. Each card comes with a monthly limit, and CC reconciliations are reconciled on a monthly basis. Upon completion of CC reconciliation it is then forwarded to our back office provider- CSMC. All users must submit/email receipts to Finance Coordinator by the first of the month along with a CC recap listing expenses, such as travel reservations made by the Finance Department. An email reminder will be sent to users at the end of the prior month for previous CC receipts to forward to Finance Coordinator. The Superintendent & CEO receipts are emailed to the Finance Coordinator by the Executive Assistant to the Superintendent

CCS of Yolo has implemented a standing Finance Report offered to the full Board of Directors. Board meeting minutes are posted live on social media (Twitter), while links to BoardOnTrack is on our calendar, and other links can also be found on the Board of Directors page of the school website. Social media postings occur two hours prior to meetings and when packets are posted.

Financial reports include a breakdown of revenues identified by source and details regarding the amounts spent for certain expenditure categories, such as: employee salaries and benefits, books, supplies, equipment, contracted services, other operating expenses, and capital outlay. CCS of Yolo also will provide additional financial information about beginning and ending fund balances, required reserves, and amounts spent from certain state and federal funding sources. The following dates indicate report updates:
- On or before December 15: Interim report reflecting changes through October 31.

- On or before March 15: Interim report reflecting changes through January 31.
- On or before September 15: Final audited report for the prior year.

Board members and the Chief Financial Officer meet monthly to review the finances of the school as well as to report the status of the CCS of Yolo finances.

Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

CCS of Yolo staff is appropriately compensated in regards to both salary and benefits. We are competitive with other virtual public schools. CCS of Yolo meets all requirements and/or exceeds all state mandated laws on compensation for credentialed staff. CCS of Yolo staff receive health benefits paid in full including medical, dental, vision, life, accidental and long term disability insurance. CCS of Yolo offers full-time (11-month and 12-month staff) employees eighty (80) hours of accrued sick time per year, and year round employees accrue both sick time and vacation time. All staff receive one week off for fall break, one week off for spring break and two weeks off for winter break. CCS of Yolo follows a semi-monthly pay period calendar.

Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

CCS of Yolo apportions a yearly budget to implement marketing strategies to support charter growth. The school has contracted with Flip Switch Marketing to provide marketing expertise to drive awareness, increase enrollment and build communities for CCS of Yolo through strategic advertising and research. CCS of Yolo also employs an inhouse Public Relations Specialist, who is responsible for external relations and internal communications including: sponsorships, social media sharing and management, graphic production, marketing campaigns, and press releases. The school also employs an Admissions Coordinator responsible for marketing outreach as well as the onboarding of families to CCS of Yolo. The effectiveness of marketing strategies can be measured by growth in our enrollment numbers. As of Census Day 2019, CCS of Yolo has over 564 Scholars enrolled.

Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

A Budget Update Presentation is provided by the Chief Financial Officer at each Board of Director's meeting. Within this presentation are revenue and expense updates. The presentation itself can be found within each board packet, as well as the Financial Services section of our website. Throughout the course of the year, budgets, budget updates, audited financial statements, unaudited actuals, and other funding information are presented to the board during their regularly-scheduled meetings.. The information is also posted on our website as part of the board meeting packet, on our financial services page, and is shared with our authorizer.

The CCS Board of Directors has adopted a policy of maintaining the fund balance in the CMO and distributing cash to the individual charters through an automated system of Due to/Due from accounts. We will make a transfer at the end of each fiscal year to ensure each charter has a fund balance reserve of no less than 5% of Operating Expenses. This means that we do not expect a large increase or decrease in fund balance as it will always be 5% of operating expenses at the end of the year.

CCS of Yolo to ensure the allotted budget is used effectively. All spending is shared in the monthly meetings and tracked accordingly. The LCAP was developed by inviting all stakeholders to participate in the process of goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. The LCAP is scaffolded year to year, which will allow for reflection and revision in the future. Our 2019-2020 goals are as follows: increase academic achievement and increase scholar and parent engagement.

Supporting Evidence and Documentation:

- LCAP
- 2019-2020 Operating Budget
- Board Policy Manual
- Board of Directors
- Board Minutes
- Teacher Salary Schedule
- Staff Handbook

Achievements:

- Governance
- Goal Aligned Budgeting
- Financial Updates to all stakeholders
- Quarterly LCAP Progress Review
- Fiscal/Financial Accountability

Areas for Improvement:

- Improve communication efforts to share progress updates with all stakeholders

Category B Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

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

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within

CCS of Yolo has implemented multiple, school-wide initiatives to ensure scholars have access to rigorous curriculum that is delivered through an online and homeschool model. We offer a wide range of courses. EFs, teachers, and counselors collaborate with families to offer the support needed to help scholars achieve. Real world experiences and application are integrated into the curriculum through class assignments and projects.

Online elementary teachers use K12 along with Istation and Reading A-Z live fluency assessments to assess scholars and provide intervention or challenge work where needed through supplemental programs. (Istation, project based learning, one-on-one sessions) Online K-5 teachers also provide weekly live virtual learning labs that incorporate current teaching strategies for content and social-emotional learning (SEL). Scholars in online grades 6-12 benefit from StrongMind's rigorous standards based curriculum that addresses the needs of all scholars, including those with disabilities. There are multiple opportunities for expression and action, multiple presentations of content, and multiple opportunities to engage. StrongMind provides academic standards mastery and includes summative unit exams to assess standard mastery. Our online curriculum includes an AVID elective course that provides additional instruction focusing on college and career readiness. Research-based AVID strategies and focused notes along with diagnostic data is being used to collaborate on these AVID strategies and their effectiveness in scholar engagement and achievement.

The Options program EFs collaborate with scholars and learning coaches (LCs) to select a curriculum that matches each scholar's learning style. One of the goals of the EF is to guide and support LCs in creating an educational plan that is individualized and consistent with their own teaching philosophies, as well as CCS of Yolo' philosophy and policies. A variety of tools and strategies are used to meet the individualized needs of scholars and the academic goals of graduation.

Options LCs and EFs work together on report cards, using state standards and work samples to determine grades. The Options program helps develop scholars' skills of independence and creates

self-taught, lifelong learners. These skills prepare scholars for life after graduation. Scholars are also exposed to real-world learning through field trips, experiences, vendors, and hands-on curriculum opportunities tailored to individual scholar needs and passions. Additionally, through personalized learning, individual strengths are maximized and areas needing support are addressed with a focus on progression and mastery.

The Options team reviews surveys, iStation results, CAASPP results, scholar samples, information gathered from connection meetings, and report card collaboration documents to evaluate the need for educational research to support instruction and for maintenance of the Options instructional program. Collaboration to analyze data, share trends, and discuss best-practices to support instruction occurs during bi-weekly Options team meetings.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

EFs, teachers, and support staff participate in professional development throughout the school year to improve their teaching and instructional skills. To support school-wide learning outcomes, our StrongMind curriculum provides report features for teachers to track progress and grade averages to target intervention and supports both academically and behaviorally.

Online K-5 and Options TK-5 use Istation for diagnostic testing and scholar support; Istation testing and lessons are aligned with the Common Core Standards for Math and ELA. Online and Options grades 6-12 use Edgenuity as a diagnostic to gauge skill gaps and place scholars in support groups based on their diagnostic performance. Online scholars are invited to weekly 30 minute math and reading tutoring sessions provided by the online tutors to help address skill gaps. Scholars in grades 6-12 are tutored and provided support through their Edgenuity ILP (Individualized Learning Plan) and K-5 scholars are tutored and provided support through Istation Lessons.

The school has an MTSS program that encompasses an RTI program, SEL, AVID, and Positive Behavioral Intervention and Supports (PBIS). Scholars in the Online program are able to participate in live, virtual learning labs at least once per week and can also receive additional support from their teachers during Q&A sessions. Learning lab content is intended to facilitate real-world application of concepts. Under the MTSS umbrella, SEL is driven through monthly themes, including monthly presentation workshops presented by the online Scholar Success Coordinator and a counselor. The Scholar Success Coordinator provides SEL warm-up activities for the online teachers to use during learning labs in conjunction with the monthly theme.

The Online K-5 program uses a rigorous curriculum, designed by K12, that is aligned to the State Common Core Standards. In Online K-5, teachers recognize the importance of college and career readiness and support this area by implementing a rigorous curriculum with opportunities for project-based learning. Teachers also provide SBAC preparation learning labs to prepare scholars for state testing. The 6-12 grade online program uses StrongMind as the digital curriculum provider, whose curriculum is rigorous, engaging and aligned to Common Core Standards for Math and ELA, CASS for

Social Sciences, NGSS for Science instruction. CCS of Yolo Online Leadership and instructional staff also work with StrongMind curriculum specialists to review curriculum to ensure compliance with meeting California Common Core State Standards.

For the transitional kindergarten through twelfth grade Options program , CCS of Yolo uses a variety of curriculum vendors available to scholars. Curriculum used for core content areas include Pearson, Houghton Mifflin, and McGraw-Hill, which provide instructional materials aligned with CA state standards. EFs work with each of the families to ensure they are addressing the academic standards as the curricula, materials, and classes they use vary widely.

Changes to CCS of Yolo's online curriculum providers is evaluated through a committee of administrators and teachers. The process is managed through the schools's project administrator. Curriculum providers are interviewed and test accounts are made available for evaluation. Teachers and administrators examine the different programs and make recommendations. A test pilot program may be used if changes to the curriculum are being considered.

Grading policies for CCS of Yolo online scholars are outlined in the Online Scholar Handbook. Online K-5 uses a 4-point scale of Exceeds, Meets, Nearly Meets and Does Not Meet, while middle and high school uses the traditional A,B,C, D, F scale. A (90-100%), B (80-89%). C(70-79%), D (60-69%) F (59% or below). CCS graduation requirements are outlined in the online scholar handbook. The requirements are: 40 credits English, 20 credits Science, 30 credits Mathematics, 10 credits Foreign Language, 10 credits Visual & Performing Arts, 20 credits Physical Education, 5 credits Health and 55 credits Electives.

The CCS of Yolo online high school science courses; Biology, Chemistry, Physics and Physical Science have required science wet labs (synchronous and asynchronous) and are a-g approved. At least 20% of class time in high school science courses will include teacher-supervised, hands-on laboratory activities that are directly related to, and support, the other class work, and that involve inquiry, observation, analysis, and write-up of investigations consistent with the practices of the scientific field. Teacher supervision may be synchronous or asynchronous. These hands-on labs reinforce the online curriculum. Each lab is designed with the intention of developing the scientific "habits of mind" that are reflected in recent national initiatives and in keeping with the ideals of National Science Teachers Association and Next Generation Science Standards (NGSS) presentations of effective science pedagogy. The labs are ethically based and respect for life forms is observed.

CCS of Yolo, in partnership with StrongMind, an established and reputable online curriculum provider, offers a variety of skills that prepare scholars for career or college. StrongMind aligns with Common Core standards and provides tools to customize learning for individuals of different learning styles. Along with the challenging curriculum, CCS of Yolo offers the Accelerated Course Option Program (ACOP), Science Wet labs, A-G Requirements, benchmark assessments, and virtual support to scholars

in preparation for their path after high school.

High school scholars have the opportunity to enroll in courses at their local community college through our Concurrent Enrollment program. Scholars can earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression towards a college degree. All high school seniors are scheduled for an individual 'Senior Transition Meeting' with the College & Career Readiness Counselor to discuss their post high school plan and next steps. The Counseling Department presented graduation requirements and post secondary planning to scholars in grades 9-12. In these sessions, the counselors discussed the '3 E's' in which all CCS of Yolo graduates should have a plan to either Enroll, Enlist, or Employ. Post high school planning information was shared for all three options. Scholars transitioning from middle school to high school will participate in a tour of live learning lab sessions and "tour" the CCS of Yolo high school. During the tour, they will be able to ask questions and experience high school expectations.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

Options Program Course List
Online Program Course List

List the courses for which there is a written comprehensive and sequential documented curriculum.

- Options Program: Math K-12, Language Arts K-12,
- Science K-12, & Social Studies/History K-12
- *digital/online curriculum and traditional textbook curriculum
- Online High School: Math, Science and AP English.

CCS of Yolo implements AVID at the high school level to increase college and career readiness. College and career readiness curriculum is implemented through multiple modalities. The high school program will also include support programs such as California College Guidance Initiative (CCGI) and concurrent enrollment options for high school scholars.

List the graduation requirements of the school, if applicable.

CCS of Yolo HS Graduation Requirements (Total of 220 Credits):
- 3 years of History/Social Science (1 year World History, 1 year US History, 1 semester US Government, 1 semester Economics)
- 4 years of English
- 3 years of Mathematics (Algebra I, Geometry, Year 3 - Algebra II or Business Math)
- 2 years of Science (1 year Life Science/Biology, 1 year Physical Science - Physical Science/Chemistry/Physics)
- 1 year Language other than English
- 1 year Visual and Performing Arts
- 55 credits of Electives
- 2 years of Physical Education
- 1 semester of Health

UC/CSU A-G Admission Requirements:
- 2 years US History/Social Science (1 year of World History, 1 year of US History or 1 semester of US History & 1 semester of Civics or 1 semester of American Government)
- 4 years of English
- 3 years of Mathematics (but 4 years recommended: Algebra I, Geometry, Algebra II, etc.)
- 2 years of Laboratory Science (but 3 years recommended: Biology, Chemistry, Physics)
- 2 years of Language other than English (must be same language; 3 years recommended)
- 1 year of Visual & Performing Arts
- 1 year of College Preparatory Electives (year long course)

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

All seniors are scheduled an individual 'Senior Transition Meeting' with the College & Career Readiness Counselor to discuss their post high school plan and next steps. Yolo seniors have identified plans of attending 4-year universities and/or community colleges, or joining the workforce after high school. All scholars are scheduled a planning meeting with their counselor to discuss their 4-year plan and credits. During this meeting they are asked about their post-graduation plans so that the counselors can support them and ensure they are enrolled in the appropriate courses.

Additional Supporting Evidence and Documentation:

- StrongMind Universal Design
- MTSS Manual Online
- Edgenuity Dashboard Report
- AVID Resources Padlet
- Focused notes work samples
- Assessing grade level standards screenshot
- AVID 19-20
- AVID Career Research Project
- Student grade progress report

- [World History Learning Lab recording](#)
- [Learning Lab Recording](#)
- [SEL Warm Ups](#)
- [Curriculum Vendor List](#)
- [K12 State Alignment](#)
- [ILP Tutoring Recording](#)
- [Curriculum Evaluation Rubrics](#)
- [K-12 Online Scholar Handbook 2019-20](#)
- [Concurrent Enrollment Policy](#)
- [Senior Transition Meeting Discussion Points](#)
- [2019-2020 Counseling Curriculum Calendar](#)
- [High School Freshman Presentation Recording](#)
- [Welcome to High School Tour Recording](#)
- [Time 4 Learning - Preschool - 12th Grade Curriculum Overview](#)
- [A-G Options TrackerGraduation Requirements & UC/CSU Admission Requirements Document](#)
- [A-G Staff Office Hours for Options Program scholar support](#)
- [Options MTSS Tracker](#)
- [Edgenuity Progress](#)
- [Istation Reading](#)
- [Istation Math](#)
- [Constructed Response Action Plan](#)
- [McGraw Hill Website](#)
- [Teaching Textbooks Website](#)

Achievements:

- A cohesive MTSS manual provides information regarding ILP tutoring, ILP assignments, additional intervention resources, etc.
- AVID padlet provides various instructional supports to implement research-based instructional strategies.
- Live learning lab sessions provide the opportunity for teachers to implement these strategies.
- Scholars practices using this strategy in their courses for reinforcement and increased academic achievement.
- Each StrongMind course uses up-to-date standards and assesses those standards through Unit exams and projects.
- With a created AVID elective class, our online curriculum provides college and career readiness lessons and projects to increase awareness and preparation for further studies after high school.
- Online teachers use their live, virtual learning lab sessions to implement research-based instructional strategies to enhance the online curriculum, provide tier 1 intervention, and target learner needs.
- This year our Options program added A-G course offerings to ensure that all scholars at CCS of Yolo have access to rigorous curriculum that will prepare them for UC/CSU admission.

Additionally, scholar supports have been put in place to ensure that scholars have access to the support necessary to be successful in those courses.
- Career Technical Education pathways have been put in place so that scholars that are not on a university track can graduate career ready.

Areas for Improvement:

- Continue to improve the reflection and evaluation of current curriculum used with all programs, as well as assuring that meets the needs of all subgroups.
- Improve upon the current data collection and analytics sources, tools and processes currently being used.
- Provide more a-g class offerings in the Options program, especially foreign language courses, so that all requirements can be met for UC/CSU admission.
- Continue the development of a tutoring support program for the Options program.
  Continue to develop the AVID program across the school and begin implementation of an AVID elective for Options scholars.

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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

Explain how the school provides for career exploration, preparation for postsecondary education, and pre technical training for all students.

All seniors are scheduled to have an individual 'Senior Transition Meeting' with the College & Career Readiness Counselor to discuss their post high school plan and next steps. High school scholars have the opportunity to enroll in courses at their local community college through our concurrent enrollment program. Scholars earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression towards a college degree.

Counseling Core Curriculum delivered via live, recorded virtual AdobeConnect sessions. Counselors host learning labs weekly to provide lessons on various academic, college/career, and social-emotional topics. The Counseling Department delivers a virtual presentation aimed to help scholars understand the application process for the UC, CSU and common application requirements of a 4-year college application. Scholars are given access to CaliforniaColleges.edu if they are interested in furthering their college readiness and planning

The Counseling Department presented in grades 9-12 on graduation requirements and post secondary planning. In these sessions we discuss the '3 E's' in which all CCS of Yolo graduates should have a plan

to either Enroll, Enlist, or Employ. Post high school planning information was shared on the different options.

CCS of Yolo is an AVID school. We offer AVID 9 and AVID 10 classes, with plans to expand grade levels each year. AVID promotes a college-going culture and provides a curriculum that links to college and career readiness.

CCS of Yolo facilitates field trips to a variety of locations sparking interest in myriad professions. Scholars experience careers such as zookeeping, candy-making, biology, farming, museum guiding, and more.

For online grades 6-12, when creating course schedules, scholars choose courses through a coordinated effort between scholar, learning coach, and counselor. The scholar's counselor provides a course selection link to the scholar. The course selection form is tailored to each grade level. Our Strongmind courses under the online program are a-g approved, and we have approval in each of the content areas. The a-g courses are considered academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content, and developing scholars' oral and listening skills.

Scholars and their families have access to our College Career Readiness Counselor to assist with long-term planning needs. Scholars also have the option to participate in the CCS of Yolo AVID elective which provides support for College/Career exploration and preparation.

New high school scholars are provided the same information about the first week of school. They are provided the Course Catalog, Parent/Scholar Handbook and Course List to help them decide on their education plan. Graduation status and academic review meetings are scheduled throughout the school year but are typically reviewed when the scholars starts at CCS of Yolo.

Scholars in grades 6-8 are able to choose their elective for the semester based on the California standards.

Scholars with IEPs over the age of 14 are required to have transition goals and service time to work on these goals with the special education teacher.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

Online scholars have access to rigorous, relevant, and coherent curriculum through an engaging common core, standards-based curriculum with real world connections that is flexible to fit a variety of schedules. There are 23 online middle school courses and 55 online high school courses. Online high school courses are a-g approved. In the online elementary school program, families can choose from the rigorous Accelerate Ed program or the K12 online education program.

The online assessments are integrated with the planning and progress tools, making it easy to find the right pace by subject and to stay on track.

Online teachers provide additional assistance through customization of individual courses that include video tutorials and additional support materials. These videos and support materials foster context and real world application of course content. Further, teachers provide individualized pacing plans to all scholars that consider start and end dates for each cohort. This provides scholars with a plan for success.

Online teachers also create alternative assignments and assessments which provides additionally rigor to their courses. For example, the Middle School math teachers replaced their multiple choice unit exams for handwritten teacher created exams based on Common Core Standards and Smarter Balance question types.

Scholars grades 6-12 benefit from being assigned a school counselor who will assist each one in creating an individualized four year high school plan specific to their goals, to ensure they graduate in four years and are ready for college or career.

Options scholars have access to rigorous, relevant, and coherent curriculum through hands on curriculum opportunities tailored to individual scholar needs and interests. The individualized curriculum allows scholars to meet or exceed the standards.

Options scholars have access to over 844 vendors, offering materials, classes, and programs to meet the needs of every type of learner. The wide range of materials and services allows each scholar to choose subjects they are interested in and this fosters a love of learning. Service vendors are offered throughout the scholars' geographical area so that they are easily accessible. Scholars have access to curriculum that can be used in real-world applications. For example, CCS of Yolo's list of vendors includes classes in cooking, coding, aviation, music, robotics, technology, and many more. This helps prepare scholars for their academic and career goals.

Scholars have access to field trips that give real-world experiences and bring their academic content to life.

Academic goals are set for scholars and progress is evaluated during bi-monthly meetings between the EF and learning coach. Scholars in grades 6-12 benefit from having a school counselor to help them set goals, choose courses, and ensure they graduate in four years and are ready for college or career. Options scholars have access to UC Scout Courses, which are also a-g approved.

Professional development opportunities have helped our instructional staff add rigor and relevance to their lesson design and supports for our scholars in various areas. CCS of Yolo has implemented AVID strategies through professional development and ongoing coaching, English Language Development strategies, and Universal Design for Learning strategies.

CCS of Yolo has established an English Language Learning Staff Committee led by the new English Language Support Coordinator that was implemented at the state of the 2019-20 school year. We are currently providing EL Support instruction to scholars in all programs grades TK-12 identified as English Language Learners.

We have created a curriculum review team comprised of 12 members to review various curricula.This team will demo new curricula and make a choice on what will accomodate all learners needs, including ELLs and those with 504/IEPs. In early December we will make a collaborative decision on a new curriculum for the 2020-2021 school year.

Options provides teacher-led academic workshops throughout the year in a variety of subjects for scholars to hone their skills. Scholars have access to writing workshops for grades 3-5,6-8 and 9-12. Other workshops are planned throughout the year focused on reading, writing, history and math skills.

ILPs are assigned in Edgenuity based on scholars' scores. Further tutoring is provided by Online Tutors based on ILP.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

Learning Coaches and scholars are provided with the opportunity to be involved from the time their enrollment has been completed. They are encouraged to communicate their needs.

Teachers, Efs, and the counseling team reaches out to our families to answer questions regarding their course of study and their learning plan. Throughout the year teachers and EFs communicate with scholars and Learning Coaches via phone, email, and text.

When scholars are placed on an EF's roster, the EF contacts the Learning Coach to discuss curriculum options. Connection meetings with EF and families are held to discuss progress and curriculum/challenges/recommendations.

Returning scholars: In early May, returning scholars are provided with the course selection form, course catalog, course sequence chart, graduation requirements, a-g college entrance requirements, and a school calendar to help them select their courses. Scholars and learning coaches have the opportunity to submit their course selection and are encouraged to communicate their needs and make decisions that will prepare them to be productive and successful in their high school career. The college career readiness counselor works with scholars for 4-year planning.

Online teachers host parent-teacher conferences, create goals for the year, and conduct check-ins to create steps in order to reach their goals and reflect on their progress.

Teachers and EFs use a variety of tools to support scholars' academics. The team works with families to provide feedback and resources based on scholar needs. Online curriculum is editable, so online

teachers can use mastery based level data to boost the understanding of the material and provide supplemental videos and lessons. Scholars who choose the a-g course path are supported by subject area credentialed EFs during weekly Office Hours.

Counseling Core Curriculum is delivered via live, recorded virtual AdobeConnect sessions. Counselors host learning labs weekly to provide lessons on various academic, college/career, and social-emotional topics.

The Counseling Team presented a high school session on graduation requirements and post secondary planning. In these sessions, we discussed the 3 E's (Enroll, Enlist, or Employ) for all CCS of Yolo graduates. Post high school planning information was shared on the different options. All high school seniors schedule an individual 'Senior Transition Meeting' with the College & Career Readiness Counselor to discuss their post high school plan and next steps.

The Counseling Services Department delivers a virtual presentation on our concurrent enrollment program (ie. policy, eligibility and forms) designed to provide current high school scholars in grades 10 - 12 the opportunity to get an early start on their college education and/or receive high school credit. Scholars earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression towards a college degree.

The Counseling Department delivers a virtual presentation aimed to help scholars understand the application process for the UC, CSU, and common application requirements of a 4-year college application. The Counseling Services Department delivers a virtual Financial Aid Basics Presentation to help scholars understand the Free Application for Federal Student Aid.

The Counseling Services Department conducts a virtual 'Scholarships - Where do I begin?' presentation in the fall, providing scholars with how to find scholarships and how to be a competitive applicant.

The Counseling Services Department delivers a monthly workshop series: CCS Cafe, which stands for College Career Success Cafe. This virtual workshop is available to scholars during their lunch time. Some topics covered include, "How to Build A Resume" and "Career Technical Education".

The Counseling Services Department hosts a Holland Party for scholars in the spring. This presentation focuses on career exploration, interests, and strengths. Scholars learn about six different types of groups that people can be categorized into, based on personality and interests, which are then linked to career categories.

CCS' weekly Monday Morning Update (MMU) include college and career readiness information in the counseling services section.

There are a variety of different college and career resources available on the CCS website. CCS of Yolo has a college and career planning digital flyer available to scholars and learning coaches that is updated weekly in the MMU. This includes relevant information like available scholarships, SAT and ACT testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs, and more.

The Counseling Services Department hosts a virtual celebration called *Decision Day* for graduating seniors who have made the commitment to continue their education after high school and attend a university, community college, other educational institution, training program or enlist in the military.

CCS of Yolo uses an a-g review format for scholar reviews. This information is updated as scholars complete new courses and is easily accessible when determining a-g eligibility.

Each semester, scholars complete a course selection form to choose their courses. There is also a section for scholars to list their Post secondary goal. Counselors can then use this in course planning (Personalized Educational Plan) and for providing college and career resources.

CCS of Yolo participates in the California College Application and Success Campaign (CCASC). The CCASC is part of a nationwide movement led by the American Council on Education to increase the number of first-generation scholars from low-income families who pursue post secondary education.

CCS of Yolo is an AVID school. We offer AVID 9 and AVID 10 classes, with plans to expand grade levels each year. AVID promotes a college-going culture and provides curriculum that links to college and career readiness.

CCS of Yolo participates in the Race to Submit Challenge, which encourages scholars to complete their financial aid applications as soon as they are able.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

High school scholars have the opportunity to enroll in courses at their local community college through our concurrent enrollment program. Scholars earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression towards a college degree.

Counseling Core Curriculum are delivered via live, recorded, virtual AdobeConnect sessions. Counselors host learning labs weekly to provide lessons on various academic, college/career, and social-emotional topics. CCS of Yolo counselors also host a monthly workshop called the College Career Success Cafe (CCS Cafe) to discuss college and career readiness topics.

The CCS Cafe is available to scholars once a month during lunch time. Some topics that are covered include interviewing and community colleges.The counselors also host a Holland Party for scholars in the spring, which covers topics like personalities and personal interests. This presentation gives scholars the opportunity to learn more about their strengths and interests.

CCS of Yolo has effective strategies to help scholars transition to college or career. Scholars are asked to indicate their post-secondary goals. Based on this information, CCSschedules individual planning and scholar/parent conferences with both the high school counselor and the College and Career Readiness Counselor. Scholars interested in a four-year university have an academic review completed by the counselors. They can see high school graduation requirements and UC/CSU eligibility requirements that they need to meet. The counselors also schedule a parent/scholar conference to review their process and finalize a plan.

CCS of Yolo is an AVID school. We offer AVID 9 and AVID 10 classes. AVID 9 is required for all freshman 9-grade scholars. AVID promotes a college-going culture and provides a curriculum that links to college and career readiness.

CCS of Yolo offers the College-Level Examination Program® (CLEP®). This is a presentation where scholars learn about opportunities to receive college credit for what they already know by earning a qualifying score on The College-Level Examination Program® (CLEP®).

College and career planning is available to scholars and learning coaches every week in the MMU, which is updated weekly. In the MMU scholars and learning coaches receive information about the SAT, ACT, and scholarships. Other information made available includes testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs, and more.

CCS of Yolo hosts a Writer's Workshop for both Online and Options scholars about personal narrative writing. This is a three-part series, separated by grades 3-5 and 6-8.

CCS of Yolo offers office hours for high school scholars in the Options program who are taking a-g courses to help them succeed in their UC-Approved courses.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

The Counseling Department presented graduation requirements and post secondary planning to scholars in grades 9-12. During these sessions, counselors discussed the '3 E's' which explains that all CCS of Yolo graduates should have a plan to Enroll, Enlist, or Employ. Post high school planning information was shared about each option.

When scholars in grades 6-12 need to create their course schedules, they choose courses through a

coordinated effort with their learning coach and counselor. The counselor shares a course selection link with the scholar. The course selection form is tailored to each grade level. The StrongMind courses in the Online program are a-g approved and are also approved in each of the content areas. The a-g courses are considered academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content, and developing scholars' oral and listening skills.

High school scholars have the opportunity to enroll in courses at their local community college through our concurrent enrollment program. Scholars earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression towards a college degree.

The Options program now includes an a-g course path. A new position was created for a Lead High School Educational Facilitator to assist with the a-g courses. High school scholars in the Options program can participate in weekly drop-in sessions with single-subject credentialed teachers in their area of expertise to assist scholars who are taking courses for a-g credit.

CCS of Yolo provides an Options-specific MTSS program to identify Tier 2 and Tier 3 scholars and create a system of supports/interventions as needed. This information is to be communicated with counselors so that both EFs and counselors can ensure that scholars are on track to meet graduation requirements. Options EFs use bi-weekly connections meetings with families to track progress in courses.

Supporting Evidence and Documentation:

- Senior Transition Meeting Discussion Points
- 2019-2020 Counseling Curriculum Calendar
- Concurrent Enrollment Policy
- College Briefing: Navigating the College Application Process Recording
- High School Freshman Presentation Recording
- https://www.californiacolleges.edu/#/
- AVID 19-20
- November Engagement Events - Parentsquare
- Transition IEP Sample
- 7th Grade Math
- 7th Grade Math TGA
- CCS Approved Vendor List
- Field Trips
- Field Trip Example 1
- Field Trip Weekly Update
- Engagement CalendarUC Scout Courses
- Fall Inservice Presentations
- EL Committee AgendaEL Learning Committee

- [Academic Workshops](#)
- [Edgenuity ILPs](#)
- [Getting Started Guide](#)
- [Curriculum Choice/Guidance](#)
- [Curriculum Choice/Guidance](#)
- [Curriculum Choice/Guidance](#)
- [2019-20 Course Selection Form](#)
- [19/20 HS Course Catalog](#)
- [Course selection form email](#)
- [Connection Meetings](#)
- [PTC notes](#)
- [iStation scores/diagnostic tools](#)
- [iStation scores/diagnostic tools](#)
- [iStation scores/diagnostic tools](#)
- [iStation scores/diagnostic tools](#)
- [iStation scores/diagnostic tools](#)
- [Learning Style Inventory](#)
- [A-G Biology Syllabus](#)
- [Course Planner](#)
- [2019-2020 Counseling Curriculum Calendar](#)
- [Concurrent Enrollment Policy](#)
- [Senior Transition Meeting Discussion Points](#)
- [High School Freshman Presentation Recording](#)
- [Concurrent Enrollment Slides](#)
- [College Briefing: Navigating the College Application Process Recording](#)
- [Financial Aid Basics Presentation Recording](#)
- [Scholarships - Where do I begin? Recording](#)
- [How to Build A Resume Recording](#)
- [Holland Party Slides](#)
- [MMU Nov 4th](#)
- [CCS Counseling Services website](#)
- [College & Career Planning Smore](#)
- [Decision Day 2019 Recording](#)
- [Concurrent Enrollment Policy](#)
- [2019-2020 Counseling Curriculum Calendar](#)
- [https://www.avid.org/](#)
- [A-G Biology Syllabus](#)
- [Academic Outlook](#)
- [High School Freshman Presentation Recording](#)
- [2019-2020 Counseling Curriculum](#)
- [2019-2020 Counseling Curriculum](#)
- [Calendar](#)
- [2019-2020 Counseling Curriculum Calendar](#)
- [Concurrent Enrollment Policy](#)

- [Senior Transition Meeting DiscussionPoints](#)
- [High School Freshman Presentation Recording](#)
- [Concurrent Enrollment Slides](#)
- [College Briefing: Navigating the College Application Process Recording](#)
- [Financial Aid Basics Presentation Recording](#)
- [Scholarships - Where do I begin? Recording](#)
- [Scholarships - Where do I begin? Recording](#)
- [Scholarships - Where do I begin? Recording](#)
- [How to Build A Resume Recording](#)
- [Holland Party Slides](#)
- [MMU Nov 4th](#)
- [CCS Counseling Services website](#)
- [College & Career Planning Smore](#)
- [Decision Day 2019 Recording](#)
- [Graduation/Academic Review](#)

Achievements:

- All scholars have equal access to the curriculum and are provided support by a counselor to develop a personalized learning plan in meeting graduation requirements and graduating college and/or career readiness standards.

- CCS of Yolo stakeholders are dedicated to adhering to the mission and vision statements to support all English Learners (EL) scholars' academic success. CCS utilizes effective and flexible academic instruction that meets the needs of EL scholars with synchronous and asynchronous lessons, multimedia, and learning lab virtual lessons. CCS of Yolo has increased learning lab opportunities that provide direct, explicit instruction to EL scholars with engaging platform interactions. CCS of Yolo additional personal one-on-one and small group guided tiered instruction for scholars includes special populations, AVID, peer mentoring, EL support and mentoring (new EL enlightenment lab), and tutoring programs offered to the scholars so that they may attain their goals. CCS of Yolo uses multimedia technology to instruct EL scholars at grade level and create break out classrooms for targeted small group instruction and group discussions to improve academic proficiency.

Areas for Improvement:

- CCS of Yolo is currently in need of a comprehensive plan to support English Learners (EL) through designated and integrated curriculum that would lead to increased academic performance and reclassification.

Category C Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

CCS of Yolo combines high expectations with the experience of personalized learning.
In the Options program, Educational Facilitators (EFs), Learning Coaches, and scholars work together to choose appropriately rigorous, standards-aligned curriculum and to monitor the scholars' progress and pacing throughout the year. They do this through bi-weekly connections, review of the scholar's work, and assessment with Istation or Edgenuity.

In the Online program, scholars use an award-winning, standards-based curriculum: (K-5), AccelerateEducation (K-5) and StrongMind (6-12). The curriculum, along with scholar progress and needs, are used to drive instruction through strategic lesson design delivered in synchronous online classes. Learning Coaches and scholars are provided with weekly progress reports to monitor the scholar progress.

In both programs, teachers are able to differentiate lessons and assignments to offer additional support or to increase rigor as needed. Work samples demonstrate scholars' understanding of the material as well as the differentiation provided in our assignments.

Middle and High school scholars also work in conjunction with the Counseling Department to ensure they are meeting graduation requirements and are prepared for life after high school. Counselors map out a four-year plan for high schoolers and connect with each scholar to review and discuss the scholar's plan for meeting graduation and college- and career-readiness standards. Our College and Career Readiness Counselor regularly holds live sessions on topics such as concurrent enrollment, building a resume, and post-graduation options.

All high school scholars are given the A-G path option. The Online StrongMind curriculum is A-G approved. Options scholars may also choose to take A-G approved courses using curriculum from one of our approved vendors. Live support is given to scholars participating in the A-G path via synchronous online learning labs and/or tutoring sessions by appropriately-credentialed teachers.

A Multi-tiered System of Supports (MTSS) is in place to support all scholars. Tier 1 includes all general education instruction held in various subjects for all grade levels. These can include regularly scheduled grade level subject specific synchronous learning labs, or specialized workshops offered to support a range of skills necessary for scholar success. Scholars qualified for receiving Tier 2 and Tier 3 supports are offered additional interventions using synchronous online small group or one-on-one tutoring sessions. Scholars qualify for Tier 2 and 3 supports based on data gathered through diagnostic

assessments and observations by their instructional staff and Learning Coaches. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed.

Scholars with Individual Education Plans (IEPS) or 504 Plans are supported through the Special Education Department. The supports vary depending on scholar needs, but they may include Specialized Academic Instruction (SAI), IEP/504 meetings, and provision of services.

 Scholars identified as English Learners are supported in various ways, including appropriate assessments such as the ELPAC, strategic lesson design including research based English Language Learning strategies, differentiated instruction, English learner focused synchronous online learning labs, and surveys to teachers and EFs for additional support needs.

CCS of Yolo is also proud to be an AVID Certified Site with a goal to implement the program school-wide during the 2019-20 school year. AVID instructional strategies focus on WICOR or Writing, Inquiry, Collaboration, Organization and Reading support to increase scholar achievement in all of their courses. The AVID Elective course focuses on fundamental learning, organization, and collaboration strategies. Our AVID Engagement course focuses on college and career readiness opportunities and activities to explore post-secondary pathways.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

In both our Options and Online programs, scholars are required to integrate reading, writing, exploration, and practice on a regular basis. Scholars in the Options program work with their credentialed EF and their Learning Coach (depending upon the age and ability of the scholar) to craft a program that is both authentic and challenging, while being personalized for the scholar's own abilities, passions, and future aspirations. During their connection meetings, scholar's current levels, achievement, and performance are discussed. In the Online program, both formative and summative assessments are used to determine the level of mastery the scholars are achieving when working to attain the standards. During Learning Labs, scholars are prompted in various ways to show understanding of concepts. Learning Labs also present standard-based objectives and/or essential questions. Learning Lab notes are an example of a teacher-created item used to articulate standards and objectives and review their details in preparation for a series of assessments.

In both programs, timely and constructive feedback is provided on work submitted.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

CCS scholars have access to a variety of online resources and applications at varying levels. Options scholars' EFs assist in differentiating instruction by selecting appropriate curricula. Online Learning Labs utilize a variety of technology tools and strategies to reinforce the curriculum lessons. EFs and teachers

also create activities, projects, and lessons that provide scholars opportunities to choose and direct their learning based on their own backgrounds, cognitive abilities, and interests. EFs and teachers also use web-based surveys to ask about scholar interests, nicknames, hobbies, etc. in order to better build relationships with them and understand their preferences, interests, and struggles. This gives us the ability to connect scholars' choices to the content and allow the scholars to share their input using a variety of online applications.

Supporting Evidence and Documentation:

- [Concurrent Enrollment Presentation Slides](#)
- [Sample CCS Academic Outlook - 4 year plan](#)
- [Link to A-G office hours](#)
- [A-G class syllabi](#)
- [Standards at a Glance](#)
- [Online Learning Lab Schedule](#)
- [Curriculum Reference Guide](#)
- [Approved Vendor list](#)
- [MTSS sample page](#)
- [ELPAC Staff Training](#)
- [Various SPED Providers and Vendors](#)
- [Concurrent enrollment available](#)
- [Example of Counseling Services and Updates](#)
- [Scholar Meeting Notes Template](#)
- [Options Work Samples on Padlet](#)
- [Avid Newsletter](#)
- [AVID Site Team Plan](#)
- [Focused Notes Exp](#)
- [AVID Tutorial Recording](#)
- [AVID Elective Career Exploration project](#)
- [AVID Elective College "Tour" Project](#)
- [Scholar Leadership Conference at LBSU](#)
- [College and Career Readiness Plan](#)
- [Get to Know You survey](#)
- [Making Cultural Connections](#)

Achievements:

- With implementing both Online and Options programs, we provide many options within our independent study model. Options incorporate rigorous curriculum and differentiation.
- Additional support offered, including technology tools, EL, AVID, and MTSS.

Areas for Improvement:

- Fully implement the AVID program school-wide

- Continue to expand offerings of support to EL scholars
- Build a survey that is the same for all scholars, so we have a spectrum of information about our scholars that is exactly the same.

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

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

While our EFs and teachers are highly trained in their profession, CCS of Yolo believes in the continuing education of our staff and has allocated funds for this. Teachers and staff can request professional development focusing on instructional methodology or on educational technology. Some staff have been certified in SDCOE Leading Edge Certification for the Online & Blended Teacher, and all staff are earning Google Level 1 Educators certification. Staff are provided with consistent updates on professional development opportunities (both live and virtual). Our teachers and EFs share and incorporate research-based best practices in their instruction and communication with learning coaches.

Whether chosen from one of our Options approved vendors or provided by our Online curriculum providers, our courses are considered academically challenging and involve substantial reading, writing, and problem solving. Scholars are also expected to demonstrate analytical thinking skills, knowledge of factual content, and developing oral and listening skills. Learning lab content delivered is intended to facilitate real-world applications of concepts.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

Teachers keep current with many web 2.0 tools to make live learning lessons interactive as well as making offline lessons interactive and connected to other classmates. Teachers and EFs offer synchronous online sessions and meet with colleagues to collaborate about new technological ideas. Teachers utilize a variety of strategies including video integration, peer collaboration, gradual release, guided instruction, flipped classroom, and breakout rooms (cooperative learning groups in virtual instruction). Many teachers choose to use platforms such as Peardeck, Nearpod, Padlet, Flipgrid, Kahoot and Quizziz to create and assess their integrated multimedia lessons. Teachers will continually update their knowledge of research-based trends and developments in technology, curriculum and subject-matter instruction through collaboration, professional development opportunities and independent study.

CCS of Yolo offers staff in-services a few times per year to share best practices. During our recent Fall In-Service 2019, Google Hacks, Linoit, and Google Sheets were some of the included presentations. CCS of Yolo also sends delegations of teachers to outside professional development conferences including CUE, APUS, and in the future, AVID, CCSA, and others.

Both Online Teachers and Options EFs use various coaching strategies to facilitate learning for all scholars. Teachers meet with Learning Coaches and scholars during conferences (Online), weekly learning labs (Online), and bi-monthly connection meetings (Options) to discuss goals, progress, areas of need, and areas of growth for each scholar. In order to best communicate during these live meetings, teachers and EFs establish an open line of communication built on trust and support during initial conversations and meetings by phone and/or video conferencing or in person at the start of the child's enrollment with Compass of Yolo.

In addition, one resource used by both Online and Options program is the benchmark assessments completed by scholars using iStation (grades TK-5) and Edgenuity (grades 6-12). Benchmark assessment data is analyzed by teachers and EFs to better facilitate the achievement of learning goals for scholars. Also, the data from these exams is used to place scholars in Online tutoring sessions based on their intervention tier level and to suggest resources to support under-achieving and over-achieving scholars. The Options program uses the data from these assessments to suggest enrichment resources, such as the Writer's Workshop or other CCS of Yolo intervention programs, to scholars who may need additional help.

CCS of Yolo has a wealth of resources that can be utilized to better coach and facilitate learning for all scholars. Some of the resources available to scholars are teacher led question and answer sessions for one-on-one support. In addition, scholars are supported by our MTSS that provides intervention coaching strategies for at home and in the online learning environment. We also provide scholars with supplemental resources, such as Brainpop, Reading A-Z, iStation instructional lessons , Adventures in Learning, and other subscriptions as a way to assist scholars in reaching their learning goals.

Lastly, both Options and Online educators provide timely and specific feedback to scholars. Feedback is individualized to fit the needs of each scholar. It is targeted at helping scholars to grow in their academic goals and learning. Feedback is given live during weekly learning labs as well as monthly when work samples are submitted to EFs in the Seesaw app. Scholars and Learning Coaches have access to content standards and "grade levels" at a glance in Options in order to clearly establish expectations and achievement goals.   All of the methods mentioned above are utilized to provide the CCS of Yolo Learning Coaches and scholars with resources, strategies, and support in order to facilitate learning.

In our online program, scholars learn through their designated online curriculum. They can then attend synchronous Online Learning Labs taught by the teachers where they apply this knowledge, skills, and use higher order thinking skills to show mastery of the material. They are able to extend these learning opportunities by working on interactive projects that allow them to be creative and incorporate important information they acquired through the online curriculum such as the list below. Work Samples are also collected each learning period which demonstrate the application of their acquired knowledge during that time. Listed below are examples of scholars applying their acquired knowledge.

- Create a persuasive brochure, slideshow, or poster convincing British residents to move to the 13 Colonies
- Create your own barometer and anemometer STEM project
- Go on a cell "field trip" to see how cells function and answer questions
- Create your own Cell using items from your home that represent each part and their function
- Explore why the Earth has day, night, and seasons and create a video using spheres, a flashlight, and film how it works
- Demonstrate how craters are made in planets by conducting an experiment and dropping marbles into sand and measuring the diameter and depth of the crater. Record the measurements and draw conclusions

In the Options program, learning coaches facilitate their scholars' learning and lead them through curriculum and projects at home. They are able to extend and connect these lessons to activities, field trips, and resources in their communities. Work submitted can depict both samples of core curriculum as well as artifacts of the extensions.

Scholars who are traveling do not need to miss a single day of schooling when they are enrolled at CCS; studies can continue in a traditional manner using subscriptions online or paper/pencil. Additionally, learning can be extended and higher order thinking is amplified through real-life extensions and encounters during travel. In our options program, as new interests and questions arise, Learning Coaches, with input from their EF, can adapt and expand opportunities to extend critical thinking during 1:1 Connection Meetings held two times per month, and communication in SeeSaw around samples.

All scholars have a variety of field trip opportunities that allow them to extend learning by experiencing hands-on learning. Field trips offer our scholars educational experiences to expand their knowledge of the world around them and discover their passions, within a safe environment where they can explore the real life options available to them. By seeing real-life applications of concepts they study, scholars are more apt to gain a deeper understanding of what they are learning. Whether in person or virtual, CCS of Yolo Field Trips personally connect scholars with peers and staff within our CCS of Yolo community. Field Trips are scheduled regularly throughout the year.

CCS of Yolo Scholar Clubs are scholar-driven, guided by an experienced staff member, and meet virtually on a regular basis. The purpose of CCS of Yolo Clubs is to create a safe scholar-driven community of like-minded individuals to explore a particular topic of focus together, primarily in the online forum. Some clubs also offer outings or in-person meet-ups. Taking part in organized clubs can

not only equip scholars with new physical skills but also gives scholars an opportunity to meet new people and form new friendships, which often leads to an increase in confidence and thus, independence.

The Options scholars demonstrate higher-level thinking and problem solving skills in a wide variety of ways and in myriad settings. Options scholars can choose, from the approved vendors list, opportunities that provide higher-level thinking and problem solving skills curriculum or projects. Scholars and Learning Coaches work collaboratively with their credentialed teacher/Educational Facilitator to use instructional funds to purchase materials and/or services that extend their learning. Scholars have the opportunity, through approved vendors, to attend in-person classes with peers of the same age/grade, participate in group activities, engage in online courses, or challenge their learning by working through higher-level materials - just to name a few. Scholars demonstrate higher level thinking skills and problem solving throughout their learning opportunities. For example, a scholar may participate in a live, asynchronous online courses in which they discuss literature to film while analyzing the roles of women in society or social injustices or a scholar may participate in a course in which they learn coding to develop projects and troubleshoot errors in code.

Teachers use a variety of teaching practices within our online program learning labs, including many AVID strategies, when designing and implementing weekly learning labs. Scholars demonstrate higher level thinking skills and problem solving throughout the learning labs, while interacting with their teacher and classmates. In our online elementary learning labs, scholars may use the scientific process in science learning labs and use higher level thinking skills to apply concepts about area and perimeter to design and build Tiny Homes in engineering challenges, for example. In our online middle school learning Labs, scholars take notes in math to explain concepts. In our online high school learning labs, scholars use AVID inquiry and collaboration strategies in breakout rooms to analyze and solve tasks in collaborative groups. During learning labs, online high school scholars debate topics related to class content using the AVID discussion and debate strategies. Online high school scholars participate in wet lab sessions that require individual and group problem solving and inquiry. In our online curriculum, lessons are designed for scholars to use critical thinking and problem solving skills. This is built into the instruction, practice, and assessments of specific assignments. Scholars demonstrate this by completing assessments and projects in course work.

The AVID Program supports higher-level thinking in the Elective course by engaging scholars in weekly tutorial sessions, teaching inquiry strategies such as Costa's and Socratic Questioning along with lessons that include philosophical chairs. AVID teaching strategies employed in classrooms schoolwide include focused note-taking, which teaches scholars fundamental academic skills that deepen learning by leading scholars through the focused note-taking process. This technique facilitates processing of new information, making connections, and posing questions on academic topics.

CCS of Yolo offers two different program options to meet the diverse needs of all scholars. The Online program offers a teacher-led structured virtual classroom by providing content, instruction, and personalized projects and activities designed to increase scholar engagement. Scholars and their learning coaches can select different curriculum to fit each scholar's needs and tailor their education in a way that they learn best. This allows the scholars to be more engaged in their learning because it is chosen with that one scholar in mind. The Options program offers a variety of standards-based curriculum options, access to vendors that enrich core and elective instruction, virtual subscriptions, and field trips to tailor the scholars' educational experiences to their learning styles and interests. All scholars have access to opportunities for social interaction and group learning experiences in the form of staff-led workshops and school-sponsored field trips. The school also provides additional instructional resources to further enrich scholar learning. Examples include:

- AVID resources and elective
- Benchmark Assessments (iStation and Edgenuity)
- Academic Workshops led by CCS of Yolo staff
- Engagement Department Opportunities
- Online Subscriptions (ABC Mouse, Enchanted Learning, BrainPop, etc)

Options (Materials/Services) - Scholars can use their funds to purchase a variety of curriculum and materials that fit their own particular needs and preferences including:

- Online courses (Edgenuity, BYU Online, Strong mind, UC Scout On-Demand, Rosetta Stone, Middlebury, etc.)
- Online course supplements - (ALEKS, Time4Learning, Outschool, etc)
- Curriculum that is secular and standards aligned
- Hands-On Activity Kits (History Unboxed, Kiwi Crate, Mel Science, etc.)
- Experiences - Field Trip Kits that enhance learning in core subject areas like museum visits, classes, zoo trips, etc.
- Classes - provide opportunities for learning and socialization and are led by a variety of vendors that have different specialties

Options (Resources) - Scholars can choose to use a variety of resources that are provided by the school without having to use scholar funds:

- Subscription services: Adventures in Learning, ABC Mouse, BrainPop, Spelling City, CTC Math, Enchanted Learning, and Tales to Go
- Engagement Activities: Field trips that allow scholars to engage with their peers and learn through experiences with resources, businesses, and events in their community that are organized and chaperoned by CCS of Yolo staff
- Academic Workshops: Virtual workshops hosted by CCS of Yolo staff are focused on specific content standards and grade levels with the goal of enhancing teaching and learning at home.

Online Elementary and Middle School

- Scholars have a choice of K12 curriculum and Accelerate curriculum.
- Additional resources used include IStation, Reading A-Z, BrainPop, KhanAcademy, Live Learning Labs and clubs, Educational YouTube videos, one on one tutoring sessions and group tutoring sessions.

Online High School

- Edgenuity learning path courses to fill in learning gaps
- ILP tutoring sessions
- Thinking storm for on demand support
- Asynchronous office hours using Miro (aka real time board) for additional support
- The AVID Elective 9/10 (A-G) follows the AVID Career and College Readiness curriculum. Scholars have access to the course curriculum materials via the CCS of Yolo Canvas platform which facilitates lessons, resources, discussion forums, debate prep, and project guidelines
- Scholars have access to resources to support direct instruction and live collaboration are demonstrated via Adobe Connect accounts
- Scholars are provided a school Gmail account which includes access to the Google Suite set of resources and Google Drive which are used to create and maintain their AVID Binder

All CCS of Yolo Scholars
- Scholars submit work samples that demonstrate learning and reflect the variety of materials/resources that they are using to achieve their goals
- Discussions between teachers, EFs, learning coaches, scholars and additional CCS of Yolo staff focus on what resources are working, what needs to be adjusted, and what opportunities scholars can take advantage of to enhance learning
- Scholars demonstrate growth through a variety of formal and informal assessments that take place throughout the year
- Have access to AVID Center resources and lessons via individual accounts for Online K-12 Teachers, SPED instructors, College and Career Counselor
- Have access to AVID engagement opportunities resources such as college campus tours, leadership conferences, and round table discussion panels

Explain the degree to which students have access to and are engaged in career preparation activities.

The delivery of counseling curriculum is being held in a weekly Counseling Learning Lab. In these virtual weekly sessions, counselors will be presenting lessons on various topics in the areas of academic achievement, social-emotional development, and college and career readiness to provide all scholars with the knowledge, attitudes, and skills appropriate for their developmental level. These learning labs are open to all scholars and learning coaches and the topics are posted weekly in the Monday Morning

Update (MMU). The topics contribute to the scholar's overall preparedness for their future careers.

Academic sessions include grade level presentations (graduation requirements, A-G, college/career, resources), testing anxiety, and test prep boot camp (ACT/SAT). Social Emotional Development sessions include growth mindset, mindfulness/gratitude, self-care, compassion/empathy, emotions and responsibility. College and career sessions include monthly CCS of Yolo Cafe - College Career Success Cafe (resume building, community service, guest speakers exploring college career sectors/pathways, SAT and ACT), High School College Briefing: "Navigating the College Application Process"High School "Financial Aid FAFSA Basics", Scholarships - Where to Begin, Concurrent Enrollment for Winter and Spring Sessions - Next Steps and Decision Day Virtual Celebration. Small Group Sessions include ability to focus, time management, commitment fears, fear of failure, expectations, uncertainty, procrastination, habits and support from others.

Additional Programs which support career preparation are AVID, A-G approval, counseling services and concurrent enrollment. All of these programs further contribute to a well rounded scholar ready for future success in their careers. AVID for our 9th-12th Graders provides guests speakers sharing experience with college and career pathways along with a leadership conference. Support is also provided for Teachers and EFs to implement AVID instructional strategies along with Weekly support sessions and Instructional Strategy suggestions. AVID also offers opportunities for K-12 Scholars. Our A-G approval offers A-G class in each subject area. The Options program added A-G curriculum through UC Scout. Each scholar has access to weekly office hours by a qualified, credentialed teacher in each of their subject areas. Concurrent enrollment has been very beneficial for our scholars to get a headstart on their college plans. There were 11 scholars with 22 concurrent enrollment completions from 2018-2019. Currently there are 22 scholars enrolled in 39 college courses. Lastly, our Counseling Services provides resume help, career interest inventories, career information resources, application assistance and community resources.

Supporting Evidence and Documentation:

- CCS Talent Show
- Compass "Engagement" on The Compass Website
- List of Scholar Clubs
- Calendar of Field Trips
- Monday Morning Update (Online)
- Monday Morning Update (Options)
- Travel Request details & form
- Examples of Professional Development Opportunities Posted in Workplace
- Fall 19 Staff In Service Presentation Slides
- Fall 2019 CUE Conference
- On Demand Library in WorkPlace
- MonthlyTown Halls for Staff
- iStation/Edgenuity results
- Writers Workshop announcement
- Progress monitoring/ Goal Setting

- [List of Vendor options](#)
- [Nearpod Lesson on DNA in 6th grade Science](#)
- [Example of lesson aide tools presented to scholars](#)
- [Sample of teaching strategies suggestion to Options family](#)
- [4th/5th Learning Lab PowerPoint - Density](#)
- [Tiny Homes Project](#)
- [MS Math WS #1, MS Math WS #2, MS Math WS #3](#)
- [Learning Lab Screenshots](#)
- [Learning Lab Screenshots](#)
- [Wet Lab Evidence](#)
- [K- 5 Online Critical Skills Assessment from K12](#)
- [Costas Online Lesson](#)
- [Reciprocal Teaching](#)
- [Instructional Support Resources](#)
- [Web 2.0 Sample using Real Time Board](#)
- [Web 2.0 Sample using Nearpod Lesson on Ratios in 6th grade math](#)
- [Interactive tool embedded in Math courses Graphing Tool using GeoGebra](#)
- [Interactive tool embedded in Math courses Zero Tool for Polynomials using GeoGebra](#)
- [Web 2.0 Sample using Quizlet](#)
- [Web 2.0 Sample using interactive web tool in US History](#)
- [Book of Math Challenges using Mars Math.](#)
- [Live Lesson Sample using Mars Math](#)
- [Lesson plan with Nearpod & Live Video Lab on WebCam](#)
- [Sample Lesson using Round Robin in English](#)
- [Sample Lesson using Virtual Carousel](#)
- [Class discussion using Padlet](#)
- [Flipped Classroom Sample Recording (Lit Circles)](#)
- [7th Grade Resources Page created by teachers, first page has live session schedule](#)
- [High School Learning Lab Schedule](#)
- [High school Collaboration Padlet](#)
- [Grade levels at a glance](#)
- [Options Work Samples](#)
- [Math U See Work Sample](#)
- [Computer Based Work Sample](#)
- [ES and MS Work Samples](#)
- [ES and MS Check-in responses](#)
- [Padlet for Sharing AVID Strategies in Math](#)
- [Sample of AVID Elective Live Class focusing on Note Taking and Learning Logs](#)
- [Sample of AVID Cornell Notes modeled in HS English Class](#)
- [Screenshot of AVID elective Modules including evaluating learning styles and binder checks](#)
- [Weekly AVID Coach's Corner support sessions](#)
- [AVID Poly Challenge for K-12 Scholars](#)
- [Example AVID Elective Lesson with resources](#)
- Example AVID Lesson [article](#) & [lessons](#)

- [AVID Scholar Leadership Conference LBSU](#)
- [AVID Newsletter](#)
- [Example Binder AVID](#)
- [Counseling Learning Lab Sessions](#)
- [Scholar Handbook](#)
- [College Planning Timeline](#)
- [CA Career Zone Assessment Walk-through](#)
- [Family Communication Log](#)
- [High School Graduation Requirements and A-G College Entrance Requirements](#)
- [High School Course Catalog](#)
- [UC Scout A-G Approved High School Courses](#)
- [A-G High School Office Hours](#)
- [Counseling Resources](#)
- [Sample of regularly scheduled Connection Meetings in Options](#)
- [K12 Curriculum](#)
- [Accelerate Ed](#)
- [Scholar Collaboration via Adobe Connect](#)

Achievements:

- Teacher/Educational Facilitator and Counselor collaboration
- MTSS/RTI implementation to support scholars
- Q & A sessions in our online program to support scholars
- Learning Labs in our online program to provide instruction and peer to peer group work
- Use of technology to meet with families and scholars
- Various curriculum options available to online scholars along with plethora of vendors for our options program scholars to use
- Engagement Department offerings such as a variety of field trips, scholar clubs and virtual scholar workshops
- Working with families to ensure that scholars are exposed to all subject areas throughout the year. Families can work at a pace that works for their scholars.

Areas for Improvement:

- Streamline resources and suggestions for strategies that Learning Coaches can try at home, such as possibly having a folder of resources to pull from in order to give access to all teachers.
- School-wide documentation system so that teachers can see what coaching strategies have been offered in the past.
- Continued professional development for all staff

Category D Standards-based Student Learning: Assessment and Accountability

D1. **Using Assessment to Analyze Monitoring and Report Student Progress** ***Criterion****:* The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

CCS of Yolo uses a variety of effective assessment systems to collect, disaggregate and report scholar performance. These include the state assessments: CAASPP, ELPAC, and Physical Fitness Test (PFT), as well as internal standards-aligned diagnostic/benchmark assessments: Istation (TK-5) and Edgenuity (6-12). State assessment results are compiled and shared with all staff , including disaggregation of data by subgroups using Midas to create dynamic graphs. Internal assessment results are tracked, as well as the assessment program reports provided by Istation and Edgenuity. These results are utilized to create formative assessment lessons to remove standardized gaps by teachers and tutors. Though this process is ongoing, these analytical trends build an important connection to effectively promote an individual and unique outcome for all of our scholars' learning needs.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Scholar Achievement is shared through multiple communication channels: MMU, quarterly Newsletter, CCS website, CCS Facebook page and Parent Square for high-level information; and Parent-Teacher Conferences (PTC) and Options Connection Meetings for scholar-specific information. Scholar Score Reports are shared directly with learning coaches via email or electronic score reporting portal for state testing. Understanding Score Reports guides are available on our website and are shared through MMUs and email. The Starting Smarter websites are also shared in emails, MMU and parent communication. Data, charts and growth analysis are shared with Board of Directors, disaggregated by subgroups. Istation hosts a Parent Portal for learning coaches to access scores, along with targeted resources for their scholars and links to search books in their scholar's Lexile Level.

Additionally, CCS of Yolo hosts an annual Back-to-School Night and CEO Town Hall virtual meetings to inform parents about expectations, achievement and updates. Virtual Board of Directors meeting

links are available for parents, staff and stakeholders so they can attend. Agenda and minutes are provided through the Board on Track portal.

School-level data is shared through the California School Dashboard, which disaggregates performance and demographic data to identify subgroups. Common indicators include English Learner progress, Graduation Rate, College and Career Readiness and CAASPP scores for ELA and math. Schoolwide data is disaggregated to analyze trends, strengths, and weaknesses.

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Academic growth is determined by using a variety of assessments to examine, analyze, and monitor scholar progress. At the elementary level, Istation math and reading diagnostics are determined by three testing dates (initial, mid-year, final). Additionally, every first of the month, Istation directs the scholar to a monthly Istation's Indicators of Progress (ISIP) assessment to measure growth and address skill gaps. Online elementary teachers administer an initial live reading assessment for scholars. Unit checkpoints for each subject in the K12 curriculum are monitored to indicate mastery. Options elementary EFs use work samples to identify performance levels (mastery) of grade level and content area skills.

Middle and high school scholars are assessed through Edgenuity math and reading diagnostics, which determines the scholar's Individual Learning Path (ILP). ILPs are standards-aligned courses, which supplement the scholar's core courses, to support their foundational learning. Online tutors administer weekly tutoring support groups for all scholars that require extra support in English and/or math. Tutors' open office hours are also provided weekly.

CCS of Yolo assesses and analyzes school-wide data to determine scholar progress and achievement, and additional resources and support are designated to our scholars. Teachers and EFs use the Tiers Form each Learning Period (LP) to report under the MTSS framework. The Tiers Form is a form in which all EFs and HRs complete every LP for scholars whom they feel are at-risk or struggling socially-emotionally, academically and/or behaviorally. The data collected from the Tiers Form ultimately identifies scholars that need additional support.

CCS of Yolo Counselors use Edgenuity score data and an Academic 4-year plan to track and monitor high school scholars' progress in courses and assessments, to ensure they are prepared and ready for College/Career.

Each program and department may take different approaches to performance levels, but courses and grades are aligned to content standards. Teachers and EFs assess growth and progress towards mastery of standards, using Common Core State Standards (CCSS) and I CAN statements to evaluate individual scholars.

Supporting Evidence and Documentation:

- [Edgenuity](#)- added redacted group progress jpeg
- Istation - added redacted reports to folder ([Reading](#) and [Math](#))
- [Tiers Form](#)
- [Tutor Support Group Sessions](#)
- [CAASPP Sample SSR](#) & [CAASPP Starting Smarter website](#)
- [ELPAC Summative Sample SSR](#) & [ELPAC Initial Sample SSR](#)
- [MMU Online](#) & [MMU Options](#)
- [ELPAC Starting Smarter website](#)
- [CCS MTSS Manual](#)

Achievements:

- Multiple measures to track scholar achievement
- Improved training for test examiners, and accelerated schedule for test prep for state assessments
  - Begin test prep in the fall for spring testing, prepare scholars for testing through targeted lessons each week, practice and training tests, and familiarity with the state testing system.
- Effective MTSS framework to identify and support scholars' academic, behavioral and social-emotional needs
- Testing Task Force collaborated to compare and contrast several assessment programs for middle and high school scholars. The goal was to find an assessment that included supporting instruction for scholars as well as tools and resources embedded in the courses to assist EL and SPED scholars.

Areas for Improvement:

- Facilitate the use of data to target and drive instruction

D*2*. Using Assessment to Monitor and Modify Learning in the Classroom *Criterion*: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

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

Using Istation for TK-5-grade scholars and Edgenuity for scholars in grades 6-12 as a starting point, we can assess reading and math at the beginning, middle, and end of the school year to track scholars' growth. EFs/Teachers discuss results with learning coaches to make them aware of the scholar's progress. With these scores, the Scholar Success Coordinator can determine what academic support(s) each scholar needs through the MTSS framework and provide resources and interventions based on their individualized needs.

Istation also houses resources for teachers and learning coaches to use to support scholars' needs to close academic gaps. Teachers utilize resources from Istation for a specific standard, and use it in a Learning Lab or Connection Meeting, to reteach a standard through the formative assessment process.

Edgenuity has standards-based ILPs scholars are assigned to based on assessment results. These ILPs are set to allow scholars to move freely, so they can access a specific lesson at any given time. Tutors use the Edgenuity bank of quiz questions in tutoring sessions, as a formative assessment, to familiarize scholars with a content standard before assessing independently.

Teachers/EFs use assignments, tests/quizzes, projects, performance tasks, collaborative learning activities,and personalized-instruction models to obtain formative data on scholars. In addition, Learning Labs for Online use formative assessments, such as Kahoot!, Socrative, Quizlet, Desmos, Discussions, polls, and adjust lessons accordingly. Adobe Classroom allows for small groups to be broken into pods, so scholars can work in peer groups.

EFs conduct bimonthly connection meetings which consist of one in-person review and one virtual interaction. Online teachers host PTCs each semester with both the Learning Coach and scholar to partner in academic growth. Work samples are reviewed by the EF/teacher and academic strengths, weaknesses, and progress towards learning goals are discussed. This is an opportunity for EFs/teachers to provide resources and recommendations based on the scholars' current learning level.

Special education case managers monitor progress through weekly specialized academic instruction sessions. Scholars are assessed based on content mastery standards to establish a baseline and re-

evaluate monthly or bimonthly to chart growth metrics. These metrics measure growth between the initial evaluation and current progress. Scholars also receive ongoing intervention and support in order to access the general curriculum. Special education case managers' feedback is provided to the scholars directly in real-time through the specialized academic instruction sessions and also through ongoing communication with families via email, phone and progress reports. Feedback is also gathered by the special education team from the general education teachers for upcoming IEP meetings to discuss present levels of performance. In general, communications are streamlined and fluid between families and the special education teacher. The scholar, gen-ed staff and special education staff work collaboratively to meet the needs of scholars through meaningful co-planning and consultation based on the scholar's unique learning needs.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Teachers prompt scholars to discuss their future goals regarding college and career in Learning Labs (LLs), and during connection meetings. During IEP meetings for scholars grade 8-12, teachers discuss the scholars' Individual Transition Plan details with the scholar and/or learning coach.

Supporting Evidence and Documentation:

- [Learning Lab Lesson Plan from HS Spanish #1 with Kahoot & Essential Questions](#)
- [Padlet assessing readiness and brainstorming ideas for paper in Grade 7 English](#)
- *[Scholar Benchmarks](#)*
- *[SST template form](#)*

Achievements:

- Implementation of Testing Task Force to determine if assessment data is actionable to drive instruction and personalize learning.

Areas for Improvement:

- Provide professional development to teachers for targeting CAASPP claims to better inform and direct standards-based instructional practices.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations

typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

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

Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum embedded as well as other standardized assessments.

CCS of Yolo examines and analyzes curriculum and assessments in a variety of ways to determine effectiveness. Scholars take a number of assessments throughout the school year to determine their understanding of state standards. These include, but are not limited to: Istation and Edgenuity benchmark exams, CAASPP and ELPAC standardized tests, unit and final exams embedded in curriculum, as well as course projects and scholar work samples. Teachers view scholar data in detail to determine scholar understanding and academic achievement. The data is used to guide instruction and provide remediation to scholars where additional support is necessary.

Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.

School wide assessments and data informs educators to examine what the scholars are learning and their progress towards meeting statewide standards and benchmarks. Based on the results of schoolwide assessments, instructional methods are examined and refined as needed. If deemed appropriate, additional curriculum is adapted based on the results and the unique needs of the scholar population.

Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

CCS of Yolo has a curriculum review team comprised of six K-12 teachers to regularly evaluate curriculum . The curriculum review team examines any disconnects with the standards-based content in alignment with state standards. The team consults with learning coaches, scholars and staff to address concerns.

Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

All stakeholders play a role in the assessment and monitoring process. This process helps teachers understand what standards have been mastered and allows the teacher to know when to reteach a lesson or build upon a standard. All stakeholders review assessment data to determine schoolwide achievement trends and areas of need.

Describe the school's security systems that maintain the integrity of the assessment process.

All teachers are provided appropriate training to be a test administrator and receive secure logins for TOMS. Testing procedures are in place to ensure staff have the appropriate materials to keep the testing facility secure and within state regulations. Chromebooks are distributed in advance to each region based on the number of scholars testing. Istation and Edgenuity logins and passwords are sent directly to the LCs in a private email. Scores are communicated directly to the scholars and LCs.

State Testing:

- Yearly PD and training for state testing for teachers/EFs/proctors
- Authorized personnel and scholars only in the testing room
- All electronics shut off and collected at check in to be securely stored
- One student at a time for bathroom breaks with a supervising teacher
- Chromebooks/laptops/desktops with downloaded secure browsers
- TOMS logins for all test administrators
- All scratch paper collected and destroyed appropriately

Internal diagnostic Assessments:

- Annual PD and training for assessments
- Secure individual logins and password protected
- Results stored in secure database
- Results accessible only to those with a Compass email address

Supporting Evidence and Documentation:

- Istation Reading and Math, and Edgenuity assessment results
- CAASPP, CAST, and ELPAC Initial and Summative sample assessment results
- StrongMind Unit and Final Exams
- Scholar work including projects and writing samples
- MTSS Tiers Forms
- Board minutes
- Login in screens for all interfaces we use: Edgenuity, Istation, Strongmind
- CAASPP security section of the 2018–19 CAASPP Online Test Administration Manual

Achievements:

- Teachers examine data each LP
- A Developed MTSS Annual training/PD for testing
- Increased Learning Lab attendance
- Testing Preparedness Month- including additional Virtual Workshops on Test Prep and Text Anxiety

.

Areas for Improvement:

- Create individualized learning plans based on assessment data
- Consistent communication regarding state testing to all stakeholders

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

E1. **Parental and Community Engagement Criterion**: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

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

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

The PAC at CCS meets monthly to give input and perspective about the school's mission, vision, core values, school processes, policies and initiatives, and scholar needs. The PAC is an active governing body at CCS that impacts change and improvements for the school. This year, CCS launched a new peer mentoring program based on a request and recommendation from the PAC.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

CCS of Yolo proudly hosts community speakers to engage scholars. The Engagement Department has plans for enrichment events with speakers from the community as well as service opportunities to benefit others.The counseling team at CCS of Yolo also compiles resources regarding career days, college events, and scholarships to support scholars. These resources are shared weekly in the

counseling section of CCS of Yolo MMU. The counseling team also hosts virtual workshops as a way to provide professional services to scholars to support their development.

CCS of Yolo publishes a weekly digital notice, the MMU, that serves to educate parents and other stakeholders about school news, events and activities. The MMU is a place where the school shares schoolwide learner outcomes and academic standards with parents and its other internal audiences.

CCS of Yolo also publishes a quarterly newsletter, the Compass Chronicle, to inform the scholars, learning coaches, staff and the local community about the programs and offerings at CCS of Yolo. This newsletter is shared with external audiences and serves to educate the stakeholders about scholar work samples, engagement activities, family experiences and academic accomplishments.

CCS of Yolo hosts in-person events for learning coaches called Coffee with Compass. These casual gatherings help connect parents to staff and keep parents involved with the school.   actively updates its website to educate learning coaches and the community about the school's programs, policies and offerings.

Parents/Learning coaches are an important part of CCS of Yolo and are invited to get involved with the school in a number of ways including the Parent Advisory Council (PAC). The PAC is a governing body led by parents whose children are enrolled in the school. The PAC meets on a quarterly basis to share ideas, suggestions and recommendations in an effort to grow the offerings and programs at CCS of Yolo and improve the overall learning experience for scholars.

CCS of Yolo is a proud member of the El Dorado Special Education Plan Area (SELPA). This year, a learning coach from CCS of Yolo was appointed by the CCS Board of Directors to serve on the SELPA's Community Advisory Committee and play an active, leading role in learning experience for the special education scholar.

CCS of Yolo makes every effort to ensure that learning coaches have access to the school personnel regarding all concerns by having our "Meet the Team" with all staff email addresses on our school website as well as the instant "Contact Us" link, so if a need arises, they can reach out through the school's easily accessible website.

The school also actively maintains social media channels, which includes monitoring Facebook, Twitter, Instagram and LinkedIn to answer questions from the community. Parents can use social media to communicate with the school personnel. The staff member that oversees the school social media accounts, contacts the applicable department to receive an immediate response and then reply to the comment or question shared by the parent on social media.

CCS of Yolo encourages parents to use the "Virtual Suggestion Box" as a tool to communicate with school personnel and give anonymous feedback and suggestions. These suggestions are reviewed during the monthly Staff Advisory Committee (SAC) meeting, the monthly Scholar Leadership Council meeting, and the quarterly Parent Advisory Council (PAC) meeting.

Our Superintendent & CEO hosts a quarterly Superintendent Town Hall for each CCS of Yolo Program (Options and Online) and holds a Q&A session at the end to answer any questions or concerns. These quarterly sessions give parents easy, direct access to communicate with school leadership.

The CCS of Yolo marketing team holds monthly Virtual Information Sessions to share the school with the community and help answer questions from prospective (and enrolled) families. There is a recorded English and Spanish version of these virtual information sessions on the school YouTube channel.

CCS of Yolo offers live, virtual workshops and roundtable discussions for itslearning coaches to help connect parents with other families and staff. Together, they discuss important, relevant topics, they brainstorm and help answer questions and concerns that might arise. These sessions are also recorded and posted to the school's YouTube channel..

And lastly, all CCS of Yolo staff pledges to a 24-hour return call/email policy to ensure that scholars and parents receive a timely response from school staff.

Describe how the school regularly communicates to parents and other stakeholders.

CCS of Yolo regularly communicates to parents and other stakeholders through several virtual notifications. The staff at CCS of Yolo host virtual workshops and round table discussions for learning coaches. These sessions are used to help learning coaches connect with other families and staff. They cover important and relevant topics and provide answers to questions and concerns that might arise. These sessions are also recorded and posted to the CCS of Yolo YouTube channel..

CCS of Yolo also sends a weekly digital notice called the Monday Morning Update (MMU) to inform learning coaches and other stakeholders about the school's news, updates, purpose, workshops, engagement opportunities, lessons, learner outcomes and academic standards. In addition to the MMU, the school also publishes and shares a quarterly newsletter, the Compass Chronicle, which highlights the great work scholars have been completing, the field trips they've attended and the wonderful staff that have been supporting their learning.

Lastly, CCS of Yolo utilizes other digital tools to communicate with scholars, parents and other stakeholders including ParentSquare, email, phone calls, and social media updates.

Supporting Evidence and Documentation:

- [CCS Newletter](#)
- [Counseling Master Curriculum Calendar](#)
- [College and Career Resources](#)
- [LC Workshops](#)
- [Meet Our Team Link with all staff emails on the school website](#)
- [PAC Meeting Agenda](#)
- [Peer Mentoring](#)
- [Press Release: Community Advisory Committee](#)

Achievements:

- Development of Learning Coach Workshops and Roundtable Discussions
- Superintendent's Town Hall for Online Program grade spans and Options Program
- http://bit.ly/2D0Yk3f

Areas for Improvement:

- Continue to develop the school's learning coach engagement and training workshops

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

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

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

CCS of Yolo implements several policies to ensure a safe, clean, and orderly learning environment. CCS of Yolo is proudly affiliated with a number of organizations that promote and support safe learning environments including the Energy Bus for Schools program, which is a framework designed to support school leaders, educators and scholars to ensure a positive, safe and memorable learning experience for everyone. CCS of Yolo is also a proud affiliate of the National Standards for Quality (NSQ) Online Learning and APLUS+, which supports quality personalized learning schools and services.

CCS of Yolo also organizes internal, staff-led committees to ensure an orderly learning environment that nurtures learning. A select group of staff at CCS of Yolo are members of the Instructional Leadership Committee, which reviews school policies, procedures and programs to ensure a quality, effective, and nurturing learning experience is being provided. A separate group of staff also participate in the Staff Advisory Committee, which encourages cross-departmental communication, brainstorming and problem-solving to create an orderly and professional school environment that continues to focus on improvement.

CCS of Yolo abides by a number of policies to ensure a safe learning environment for scholars. At the staff of the school year, all school staff must complete a Safe Schools training to ensure they have current training on handling emergency situations with scholars. CCS of Yolo also has policies to ensure that it's vendors and partners that may work closely with scholars and their families are safe. For example, all approved vendors that support families in the Options program at CCS of Yolo must submit and pass a background check. CCS of Yolo puts a ban on outside vendors who offer activities or services that could cause harm or put scholars in unsafe situations.

The counseling department also plays an important role in ensuring a safe learning environment. The experienced counselors at CCS of Yolo are committed to keeping scholars safe. They partner with teachers and school staff to monitor scholar behavior and development, and collaborate to ensure scholars' well being in all facets: social, emotional, educational, and environmental.

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

The School Safety Plan and school handbooks outline responsibilities of the school, staff, parents, and scholars with regard to school safety. In addition, CCS of Yolo counseling department holds several workshops throughout the year based on student safety. Prior sessions have focused on topics such as suicide prevention and coping skills. As a virtual school, all CCS scholar computers are configured with the most up to date version of Windows Defender with popup blocker. Updates are configured to install automatically to protect from any new online threats. As an added benefit, the BlockSite add-in for browsers is also pre-installed and available for families to configure to prevent scholars from accessing inappropriate websites. Support in configuring any of these is provided to parents though our HelpDesk. .

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

CCS of Yolo is an independent study, personalized learning school that provides scholars control of their individual schedules in a flexible, educational setting. The mission of the school, which is "to inspire and develop innovative, creative, self-directed learners," has created a caring and trusting school atmosphere. The school abides by a number of policies and procedures to honor scholars'

differences. The programs at CCS of Yolo are designed to engage all scholars regardless of personal circumstances or beliefs. For example, virtual scholar workshops are held on a monthly basis to encourage learning, development and socialization among scholars. CCS of Yolo also schedules local field trips for scholars and their parents to attend and extend learning beyond class time. In addition to engagement activities, the counseling department hosts virtual workshops, which are shared with families via the Monday Morning Update (MMU) and ParentSquare calendar, that encourage scholars' academic and social-emotional development and support their college and/or career readiness.

Lastly, CCS of Yolo has created an environment with high educational expectations for scholars and has programs and challenging curriculum in place to help scholars develop academically and social-emotionally in order to reach these high expectations. CCS of Yolo invites all scholars to join its Scholar Leadership Council, which promotes leadership, problem-solving and school spirit, it also encourages scholars to join a variety of school clubs that are designed to help scholars further explore their passions and hobbies and celebrate their unique creativity and differences.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

CCS of Yolo enjoys regular communication and involvement between all stakeholders with weekly updates (MMU, teacher emails,Parent Square announcements), monthly events (Coffee with Compass, field trips), quarterly communications (newsletters, Superintendent Town Halls, Board of Director meetings). Regularly scheduled communication between parents and teachers occur monthly for Online families and bi-monthly for Options families with impromptu communication occurring between. Department and division staff collaborate regularly with weekly or biweekly team meetings and one-on-one meetings with supervisors.

Supporting Evidence and Documentation:

- *Communication and Collaboration Methods*
- School Safety Plan
- Technology Safety Information

Achievements:

- Developed School Safety plans and procedures

Areas for Improvement:

- None under this category at this time.

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

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

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

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

The CCS counseling department holds several workshops throughout the year based on student safety. Prior sessions have focused on topics such as suicide prevention and coping skills. A menu of the counseling core curriculum is published in the MMU on a monthly basis and includes counseling presentations/webinars/workshops in the areas of academic, social emotional and college career readiness.

Throughout the school year, all members of the Counseling team complete and submit a time task analysis on a weekly basis to the Director of Counseling Services. This data is compiled each week, and reported at the end of each quarter to demonstrate that we are reaching our target of allocating 80% of our time each week to direct and indirect scholar services, and 20% toward program management.

Scholars have access to both physical and mental health counseling referrals as well as to College & Career Preparation Support that is available through our Counseling Services Department tab on the CCS of Yolo Webpage, as well as individually by contacting a counselor.

The Special Education Department provides various services internally and through the use of independent contractor service providers. The Special Education staff, counseling team and the academic staff work closely together to make sure each of our scholars receive all the necessary support needed for success.

CCS of Yolo hosts specific orientation presentations for online scholars to get them familiar with the course navigation. This informs families of the upcoming learning labs and allows the teacher to effectively orient them to their courses.

This year, we are starting the process of charting who is at risk by using a point system. Scholars are given a certain number of points based on a set of criteria. Teachers fill out a form at the end of every learning period.

The instructional staff for the online program has incorporated weekly online labs and Q&A sessions for scholars. These labs incorporate relevant information related to the lessons in the online curriculum, along with additional visuals to stimulate learning. During these labs, scholars are involved in online discussions about the online content, which helps with their communication skills, which is part of ELA standards. During Q&A sessions offered, scholars get one on one support with online curriculum.

Also, the scholars are given online assessments, through Edgenuity, in both programs (Online and Options), in reading and math. Based on these assessments, the scholars are given additional courses in the Edgenuity system to help them with skills they need more support with. In the system, they are given practice lessons that address the specific areas of growth. They are reevaluated every learning period in the online program and given tutoring support, as a result of growth from working in these ILP courses and grades in the online curriculum.

There is a new program for online K-5th grade, in which they use Thrively to go over goals and how to achieve them. They also have a program that shows what standards they need help with, so they can use that information during lessons.

In the Exceptional Services Department, they have Special Education instructors that conduct SAI sessions to meet the goals of scholars that have IEPs. These scholars also have access to online tutoring sessions through MTSS services.

CCS of Yolo uses a MTSS to provide intervention to scholars which target behavioral, social, emotional, and academic support for scholars. There is also MTSS small group support for scholars that are placed at tier 2 and tier 3 as well as having the ability to incorporate iStation curriculum and staff supports.

CCS of Yolo's online scholars have access to challenging curriculum on a learning management system. Strongmind's award-winning curriculum was selected as the curriculum for middle and high school online scholars. The majority of courses meet a-g requirements. The K12 and AccelerateEd curriculum are used by the online elementary scholars. Options scholars have various challenging curricular options so they have access to coursework that aligns with state standards and scholar goals. CCS of Yolo scholars have access to challenging curriculum and AVID strategies that provide support for all scholars through instructional supports for teachers and EFs through instructional coaching sessions, EL and Special Education resources, and collaboration.

Comment on the availability and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

Supporting Evidence and Documentation:

- *MTSS Small Group*
- *Physical and Mental Health Counseling referrals / College & Career Preparation Support*
- *Intervention based on iReady scores lack of progress, or truancy for the 2017-2018 school year.*

Achievements:

- In terms of achievement, the scholars overall are actively engaged in online sessions, along with MTSS and Special Education, and ELL support through different departments serving the scholars. They are attending, and therefore are more equipped for their online curriculum. Unfortunately, we do not have the data to support the effectiveness of Yolo since this is the first year that we have had this scholar population in our school, so the data provided is for the same services that have been used in the other schools we serve.

Areas for Improvement:

- Areas of improvement are scholar attendance at online sessions. They need to engage in in-depth and meaningful discussions and by not attending, they are logging into the system independently and trying to navigate without guidance

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- Annual training/PD for testing
- AVID Implementation and scholar experience with AVID strategies
- Compass Charter Schools (CCS) is proud of its scholars and uses its Scholar of the Month award program to recognize their accomplishments.
  - September
  - October
- Superintendent & CEO Received the Inaugural San Diego State University Rising Aztec Award
- Superintendent & CEO Received the 2019 APLUS+ Pioneer Award for Leadership
- Compass Charter Schools (CCS Names Community Advisory Committee Members Appointed by its Board of Directors
- Compass Charter Schools' (CCS) Superintendent & CEO Named to the Valley 200 by the San Fernando Valley Business Journal
- Compass Charter Schools Recognizes Employees of the Year
- Compass Charter Schools Receives Award for Exceptional School Leadership
- Continuing Education Incentives
- Engagement Department offerings such as a variety of field trips, scholar clubs and virtual scholar workshops.
- Financial Updates to all stakeholders
- Fiscal/Financial Accountability
- Goal Aligned Budgeting
- Google Educator Level 1 Certification goal for staff
- Harvard Business School Leadership Certification goal for leadership
- Leading Edge National Education Technology Certification goal for staff
- Learning Labs in our online program to provide instruction and peer to peer group work
- Multimedia approach to engage all scholars.
- Online teachers use their live "learning lab" sessions to implement research based instructional strategies to enhance the online curriculum, provide tier 1 intervention, and target learner needs
- Q&A sessions in our online program to support scholars
- Quarterly LCAP Progress Review
- MTSS Framework implementation, and data tracking
- Scholars have equal access to the curriculum and are provided support by a counselor to develop a personalized learning plan in meeting graduation requirements and graduating college career ready.
- Teachers examine data each Learning Period
- Teachers monitoring progress regularly and providing specific feedback to scholars.
- Testing Preparedness Month- including additional Virtual Workshops on Test Prep and Text Anxiety.
- Testing Task Force collaborated to compare and contrast several assessment programs for middle and high school scholars..

- This year our Options (Homeschool) program added A-G course offerings to ensure that all scholars at CCS have access to rigorous curriculum that will prepare them for UC/CSU admission. Additionally, scholar supports have been put in place to ensure that scholars have access to the support necessary to be successful in those courses.

- Utilizes effective and flexible academic instruction that meets the needs of EL scholars with synchronous and asynchronous lessons, multimedia, and Learning Lab virtual lessons.
- Various curriculum options available to online scholars along with plethora of vendors for our options program scholars to use
- With a created AVID elective class, our online curriculum provides college and career readiness lessons and projects to increase awareness and preparation for further studies after high school.
- Working with families to ensure that scholars are exposed to all subject areas throughout the year. Families can work at a pace that works for their scholars.

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

- Develop systems to increase engagement of scholars and parents/Learning Coaches with more consistency:
    - Scholar attendance at learning labs
    - Scholar engagement at Q&A sessions
    - Scholar participation in clubs, workshops, contests
    - Parent/Learning Coach participation in workshops
    - Parent/Learning Coach attendance at Superintendent Town Halls & other events
- Improve upon the current data collection and analytics sources, tools and processes currently being used
- Continued development and improvement of a comprehensive plan to support English Learners (EL) through designated and integrated curriculum that would lead to increased academic performance and reclassification
- Continue to develop the school's learning coach engagement and training workshops
- Continue to develop the AVID program across the school and begin implementation of an AVID elective for Options scholars

Name: Oscar De Jesus   *Position:* Project Administrator/WASC Chair

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