



## Board Meeting Agenda

Jan 25th 2024 5:15pm - 7:15pm

3610 E. Ashlan Avenue, Fresno, CA 93726

Regularly Scheduled Board Meeting - January 2024

Join Virtually: <https://zoom.us/j/99162534048>

Meeting ID: 991 6253 4048

Join by Phone: (669) 444-9171

### I. Opening Items

5:15pm

- A. Record Attendance
- B. Call the Meeting to Order
- C. Flag Salute
- D. Discussion & Potential Action on the Approval of the Agenda
- E. Public Comment
- F. Discussion & Potential Action to Approve the December 7, 2023 Board Meeting Minutes



[12-07-2023 - Board Meeting Minutes - YV - Draft.pdf](#)

### II. Finance

5:25pm


- A. Discussion & Potential Action on the December 2023 Financial Report

Christopher Williams

5:25pm

<div> <div>Cover Sheet - December 2023 Financials.pdf</div> <div>December Financial Report - YV.pdf</div> </div>			
B. Discussion & Potential Action on the Superintendent Divvy Expenses	Steph Johnson	5:35pm	
<div>Cover Sheet - Divvy.pdf</div>			
III. Academic Excellence		5:45pm	
A. Discussion & Potential Action on the School Accountability Report Card (SARC)	Steph Johnson	5:45pm	
<div>Cover Sheet - SARC.pdf</div> <div>2022-2023 SARC - YV.pdf</div>			
B. Discussion & Potential Action on the Mid-Year LCAP Update & Budget Overview for Parents	Steph Johnson	5:55pm	
<div>Cover Sheet - LCAP &amp; BOP Mid Year Update.pdf</div> <div>2024 - LCAP Mid-Year Monitoring Report for the_2023-24 - YV.pdf</div> <div>2023 - LCFF Budget Overview for Parents - YV.pdf</div>			
C. Discussion & Potential Action on the Extended School Year (ESY) for 2024	Steph Johnson	6:05pm	
<div>Cover Sheet - ESY.pdf</div> <div>Extended School Year (ESY) - Yosemite Valley.pdf</div>			
D. Discussion & Potential Action on the Annual Review of the Homeless Education Policy Board Policy No. 6173	Steph Johnson	6:10pm	

<div> <div>Cover Sheet - Homeless.pdf</div> <div>6173 - Homeless Education Policy - 2024 Annual Review.pdf</div> </div>			
<p><b>E. Discussion &amp; Potential Action on the Annual Review &amp; Revised Immigration Enforcement Policy</b></p> <p>Board Policy No. 5145.13</p> <div> <div>Cover Sheet - Immigration.pdf</div> <div>5145.13 - Immigration Enforcement Policy - 1-25-2024.pdf</div> </div>	Steph Johnson	6:20pm	
<p><b>IV. Operations</b></p>			6:25pm
<p><b>A. Discussion &amp; Potential Action on the 2024-2025 Enrollment &amp; Staffing Proposal</b></p> <div> <div>Cover Sheet - Enrollment &amp; Staffing Proposal.pdf</div> <div>Enrollment &amp; Staffing Proposal - 2024-2025 - YV.pdf</div> </div>	Steph Johnson	6:25pm	
<p><b>B. Discussion &amp; Potential Action on 2024-2025 School Calendar</b></p> <div> <div>Cover Sheet - School Calendars.pdf</div> <div>School Calendar 24-25 - YV.pdf</div> <div>School Calendar 25-26 - YV.pdf</div> </div>	Steph Johnson	6:35pm	
<p><b>C. Discussion &amp; Potential Action on the Independent Auditor Selection</b></p> <div> <div>Cover Sheet - Auditor Selection.pdf</div> </div>	Steph Johnson	6:40pm	
<p><b>V. Governance</b></p>			6:45pm
<p><b>A. Presentation &amp; Discussion of the Board Metrics Report - January 2024</b></p>	Steph Johnson	6:45pm	

 [Cover Sheet - Board Metrics.pdf](#)

 [Board Metrics Report - January 2024 - YV.pdf](#)

**B. Discussion & Potential Action on the Administrator Review Process**

6:50pm

 [Cover Sheet - Admin Review Process.pdf](#)

 [YV Administrator Review - Steph Johnson.pdf](#)

**C. Presentation & Potential Discussion of the Annual Form 700 Filings**

7:00pm

 [Cover Sheet - Form 700.pdf](#)

**D. Discussion & Potential Action on the 2023-2024 Board Meeting Calendar**

7:05pm

June 2024 Board Meeting Date/Time

 [Cover Sheet - Board Meeting Calendar.pdf](#)

 [Board Calendar 2023-2024 - Updated 12-2023.pdf](#)

**VI. Closing Items**

7:10pm

**A. Board of Director Comments & Request**

**B. Announcement of the Next Scheduled Board Meeting**

Regular: February 22, 2024 at 5:15 PM

**C. Adjourn Meeting**

**VII. Meeting Notes**

- A. Public Comment Rules:** Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an

account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

- B. **Note:** The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 758-0511 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 1213))
- C. **Note:** Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

END  
7:15pm

## **I. Opening Items**

### **A. Record Attendance**

Directors Present In Person:

Dr. Larry Jarocki, Jonna Durst, Carrie Stumpfhauser, Jennifer McQueen, Aaron Morgan, & Dr. Anne Sharp.

School Staff in Person:

Steph Johnson, Jenny Plumb, Dr. Damien Phillips, Dr. Steven James, & Rhonda Duerksen.

School Staff Remote:

Maria Thoeni, Anna Wilkinson, Denise Voth, Natalie Douty, Amy Friesen, & Lorraine Sewell.

Guests:

Paul Minney (Remote) Christopher Williams (Remote), Kimmi Buzzard (Remote)

### **B. Call the Meeting to Order**

Dr. Larry Jarocki called the meeting of the board of directors of Yosemite Valley Charter School to order on Thursday, December 7, 2023 at 5:16 PM.

### **C. Flag Salute**

Dr. Larry Jarocki led the Flag Salute.

### **D. Discussion & Potential Action on the Approval of the Agenda**

Jonna Durst made a motion to approve the agenda.

Carrie Stumpfhauser seconded the motion.

The Board VOTED unanimously to approve the motion.

### **E. Public Comment**

Kevin Otto, Fresno County Office of Education made public comment regarding AB130 Extraordinary Audit with Inspire Charter Schools. County Office of Education has to report to the Board within 45 days. Audit found no misuse of public funds.

### **F. Discussion & Potential Action to Approve the September 28, 2024 Board Meeting Minutes**

Carrie Stumpfhauser made a motion to approve the September 28, 2023 Regular Board Meeting Minutes.

Jonna Durst seconded the motion.

Dr. Larry Jarocki - Aye  
Carrie Stumpfhauser - Aye  
Jonna Durst - Aye  
Jennifer McQueen - Aye  
Aaron Morgan - Aye  
Dr. Anne Sharp - Abstained

The Board VOTED to approve the motion.

## **II. CLOSED SESSION: CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

Paragraph (1) of subdivision (d) of Gov. Code § 54956.9 Name of Case: Granite Mountain Charter School v. Yosemite Valley Charter School, et al., Case No: 22CECG01468

Jonna Durst made a motion to enter into Closed Session at 5:21 PM.  
Carrie Stumpfhauser seconded the motion.

Legal Counsel, Paul Minney from Young, Minney, & Corr entered into Closed Session with the Board.

Carrie Stumpfhauser made a motion to enter into Closed Session at 5:35 PM.  
Jonna Durst seconded the motion.

Report out of Closed Session:

Dr. Larry Jarocki reported the Board VOTED unanimously to accept a settlement agreement in the matter of with Granite Mountain and authorized the Superintendent to sign the settlement.

## **III. Finance**

### **A. Discussion & Potential Action on the July-October 2023 Financial Report**

Christopher Williams from Absolute Charter Group presented the school's financial report. The report began with a financial outlook report impacted by AB 1505, potential impacts on LCFF Funding formulas and requirements, and potential looming state budget deficit and low Cost of Living increases. Overview and explanation of each part of the report was provided to the Board.

Jennifer McQueen made a motion to approve the July-October 2023 Financial Report.

Jonna Durst seconded the motion.

The Board VOTED unanimously to approve the motion.

**B. Discussion & Potential Action on the Frist Interim Report**

Christopher Williams presented the school's First Interim Report.

Jennifer McQueen made a motion to approve the 2023-2024 First Interim Report.

Jonna Durst seconded the motion.

The Board VOTED unanimously to approve the motion.

**C. Discussion & Potential Action on the Fiscal Policies & Procedures Manual**

Board Policy No. 1300

Christopher Williams outlined the changes to the Fiscal Policies & Procedures. The document will also include changing Deputy to Assistant Superintendent.

Jonna Durst made a motion to approve the updated Fiscal Policies & Procedures Manual.

Carrie Stumpfhauser seconded the motion.

The Board VOTED unanimously to approve the motion.

**D. Discussion & Potential Action on the Superintendent Divvy Expenses**

No Divvy transactions to report.

**IV. Academic Excellence**

**A. Presentation & Potential Discussion of the Winter Superintendent Report**

Steph Johnson highlighted the following:

- FCMAT
- Enrollment Numbers and plan with the waitlisted students and Second Semester enrollments
- New office space to ensure there is adequate space to serve students in Special Education.
- Special Education: The school is receiving positive feedback from SPED supports this year.
- CSDC Conference: Leadership development, strategic planning
- New Mission & Vision Statements: In addition, school programs/departments are in the process of developing their own statements as well.
- CDE SPED Audits: Dr. Steven James reported the school had no findings.
- Testing: Dr. Steven James shared participation rate has increased significantly to 97%. Comparison data: Yosemite outscored 8 out of 14 schools in ELA.



**B. Presentation & Potential Discussion on the Annual Submission of the Local Indicators**

Steph Johnson shared that the Local Indicators were successfully, submitted prior to the September 30th due date.

**V. Operations**

**A. Discussion & Potential Action on the 2022-2023 Audit Report**

Steph Johnson shared the school 2022-2023 Audit Report draft noting one type and incorrect job titles for Dr. Goodman and Steph Johnson that will be corrected. She also noted there was a correction to the 2021-2022 Audit Report as the auditor mistakenly marked "Yes" for classroom based attendance, which the school does not have.

Carrie Stumpfhauser made a motion to approve the 2022-2023 Audit Report.

Jennifer McQueen seconded the motion.

The Board VOTED unanimously to approve the motion.

**B. Discussion & Potential Action on the Updated Comprehensive Safety Plan**

Dr. Damien Phillips presented the updates to the updated Comprehensive Safety Policy in line with Senate Bill 10, Melanie's Law to have a plan to address the opioid epidemic.

Jennifer McQueen made a motion to approve the updated Comprehensive Safety Plan

Jonna Durst seconded the motion.

The Board VOTED unanimously to approve the motion.

**C. Discussion & Potential Action on the Updated Employee Handbook (Daily/Hourly Rate Changes)**

Jonna Durst made a motion to table this item until January meeting.

Jennifer McQueen seconded the motion.

The Board VOTED unanimously to approve the motion.

**VI. Governance**

**A. Presentation & Potential Discussion on the December Board Metrics Report**

Jenny Plumb presented the school's December Board Metrics Report.

Jennifer McQueen noted the A-G Report does not reflect trade school students.

Carrie Stumpfhauser commented that though the College Path is reported and featured, but career metrics are not included as often.

**B. Discussion & Potential Action on the 2023-2024 Board Meeting Calendar**  
May Board Meeting Date

Jonna Durst made a motion to change the Board Meeting calendar to a May 16th meeting instead of the 23rd.

Carrie Stumpfhauser seconded the motion.

The Board VOTED unanimously to approve the motion.

**VII. Closing Items**

**A. Board of Director Comments & Request**

1. Redlined Employee Handbook
2. Board Calendar June Board Meeting date

**B. Announcement of the Next Scheduled Board Meeting**

1. Regular: January 25, 2024 at 5:15 PM

Dr. Larry Jarocki announced the next Regular Board Meeting will be held on January 25, 2024 at 5:15 PM.

**C. Adjourn Meeting**

Carrie Stumpfhauser made a motion to adjourn the meeting at 6:57 PM.

Jonna Durst seconded the motion.

The Board VOTED unanimously to approve the motion.

**VIII. Meeting Notes**

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# Cover Sheet

## December 2023 Financial Report

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<b>Section:</b>	<b>II. Financial</b>
<b>Item:</b>	<b>A. December 2023 Financial Report</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Financial Report - YV</b>

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### **BACKGROUND:**

- Absolute Charter Group has prepared a financial report through December 2023.

### **RECOMMENDATION:**

- Consider the approval of the December 2023 Financial Report



# Yosemite Valley Charter School

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FINANCIAL PRESENTATION

DEC 2023    YEAR-TO- DATE

# Financial Outlook

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**Governor's Budget:** Gov. Newsome released his first draft of the 24-25 state budget.

## Takeaways

1. The deficit (using the Governor's math) is \$38B, not \$68B.
2. **BAD NEWS:** Lower state revenues = lower mandatory payments to schools. This also creates a gap in available revenues to fund schools.
3. **GOOD NEWS:** The gap will be covered using the Public School System Stabilization Account, reappropriation and reversion funds. No fundings cuts and NO deferrals.
4. Continues to support the expansion of the TK program
5. The budget will support a COLA of 0.76% instead of the 3% in the October forecast for 24-25.
  1. 25-26 = 2.73% Forecast = 3.00%
  2. 26-27 = 3.11% Forecast = 3.00%
  3. 27-28 = 3.17% Forecast = 0.00%

# Authorizer Page

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Cash balance is 3.1MM  
and represents 0.9  
months of expenses



The 2023 Fund Balance  
was \$4,842,657 and the  
2024 Fund Balance is  
projected to be  
\$5,499,013



ADA was budgeted at 2,727  
while the current ADA is  
reported at 2,622.

# Board of Director Points To Consider

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## Opportunities

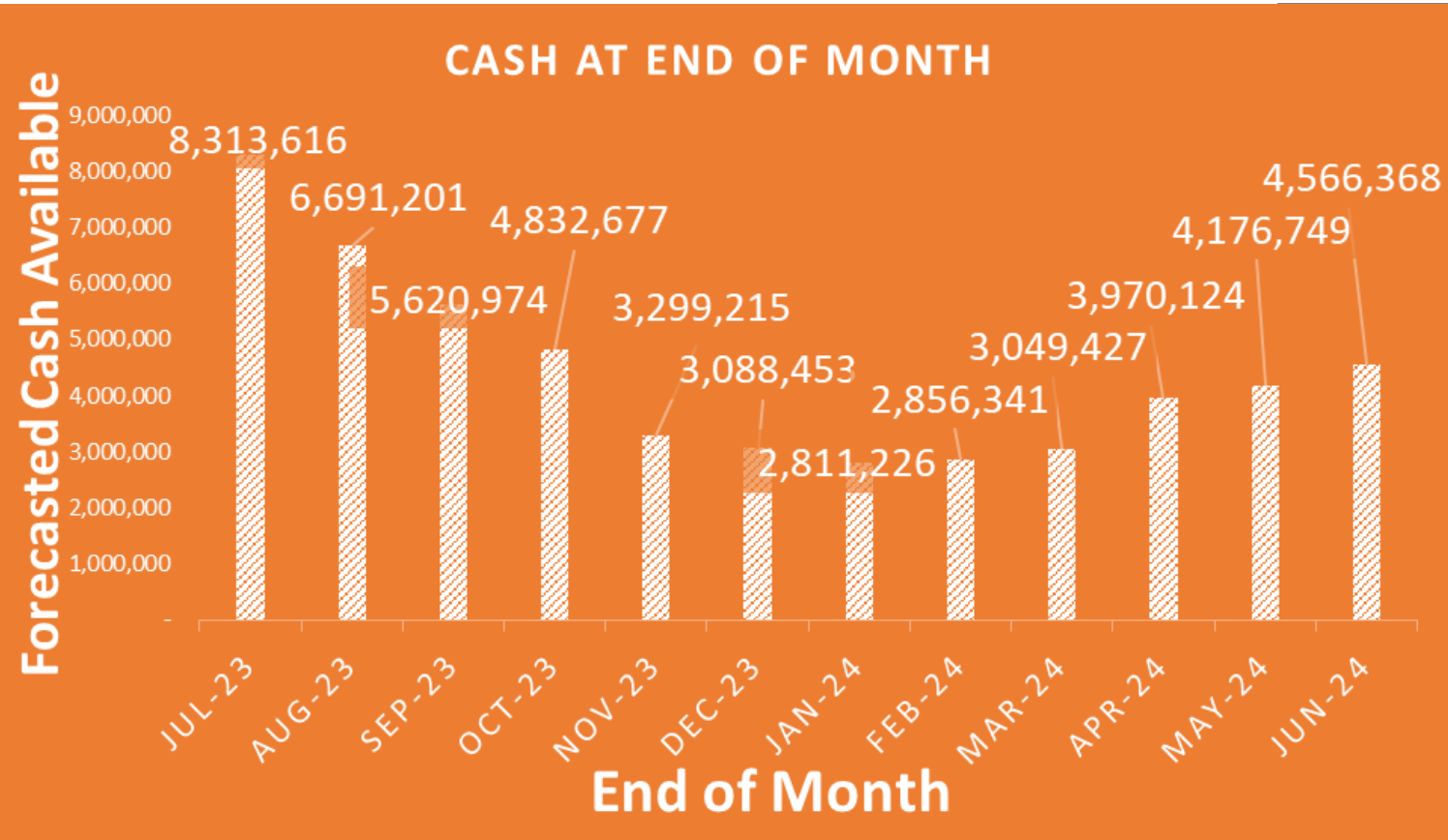
1. N/A

## Challenges

1. The current year and future year surpluses are thin.
2. Reviewing cost controls and downturn scenarios.



# Cash Flow Balance

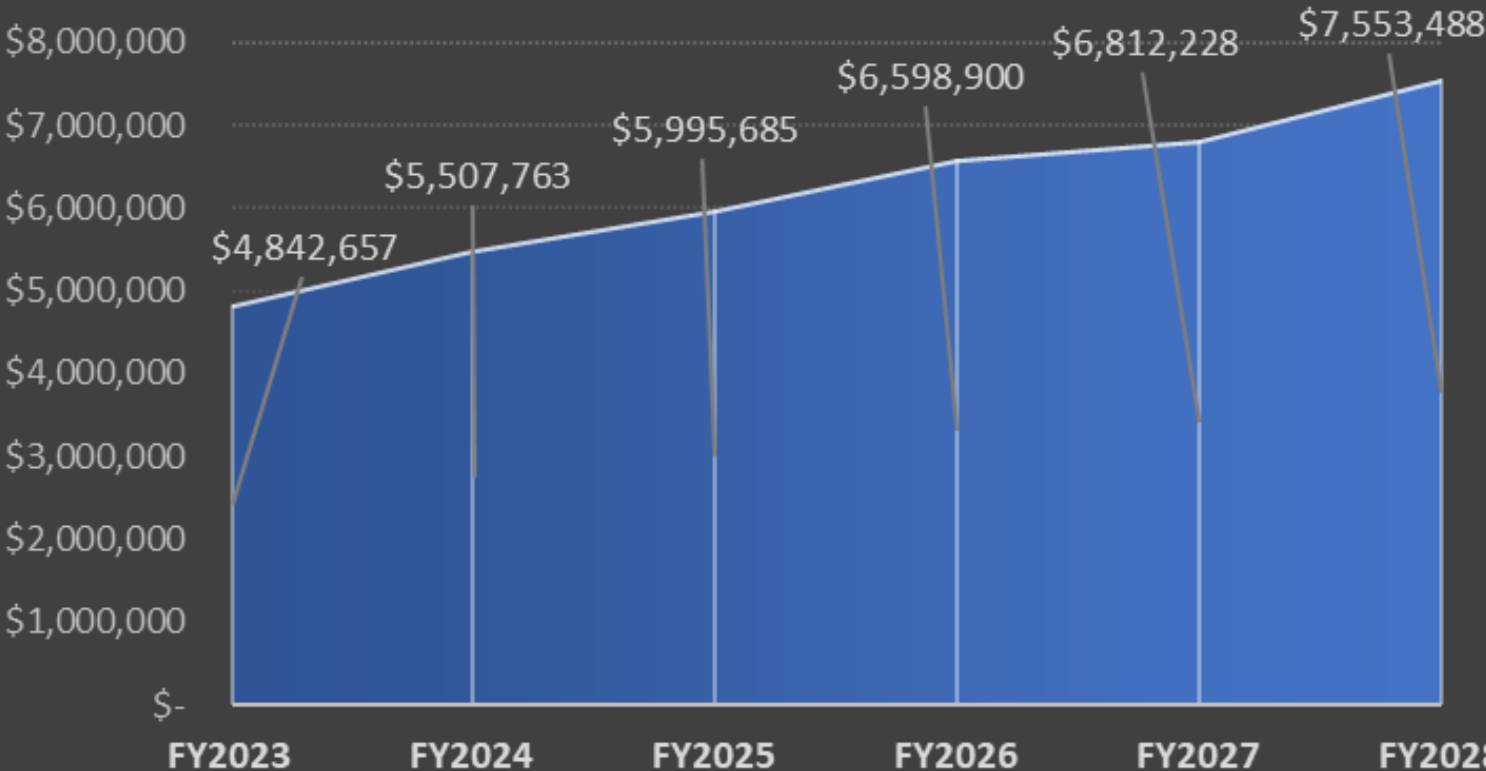


## Notes:

- 1 – Cash was reported to increase by 2% or \$120k but has been updated to a decrease of 16% or \$1.0M
- 2 - Potential Cash Outflows: Estimated overage for Sped of \$926k. Using \$1.2M of restricted revenue.
- 3 - Cash Inflows: \$360k of ESSER III funds. \$106k of mental health. \$370k in Prop 28 arts funding.

# Fund Balance

Fund Balance



FUND BALANCE PERCENTAGE

State Requirement = 3%

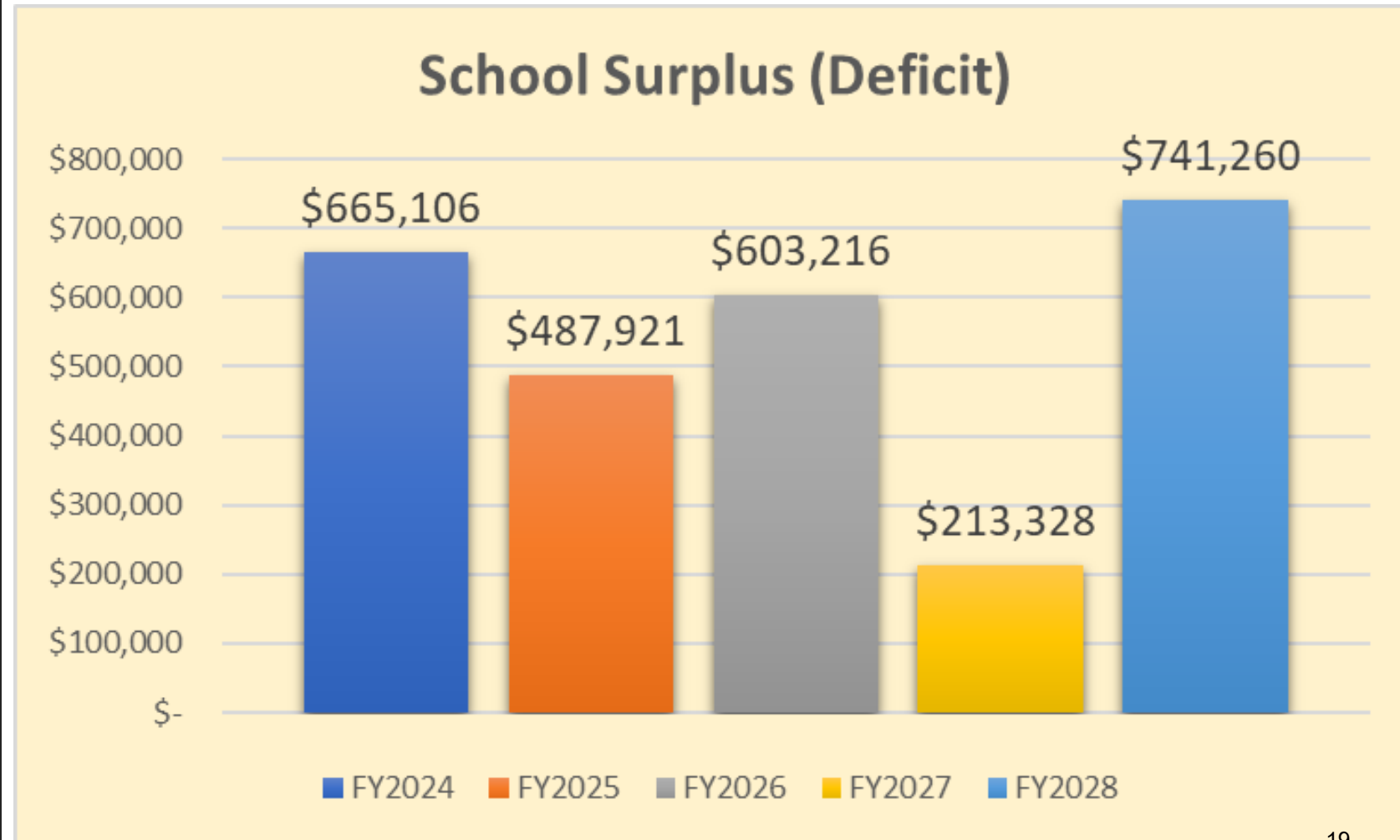
FY2024	14.0%
FY2025	15.0%
FY2026	16.2%
FY2027	16.4%
FY2028	17.9%

# Surplus / (Deficit)

## Notes

1 - The surplus is the amount that revenue exceeds expense. Deficit is the amount that expense exceeds revenue.

2 – The surplus includes cash, accounts receivable, fixed assets, prepaid assets and others. The most important component is cash.



# Yosemite Valley Charter School

## Multi-Year Budget



	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
<b>Assumptions</b>					
LCFF COLA	8.22%	0.76%	2.73%	3.11%	3.17%
Attendance Rate	97.0%	98.0%	98.0%	98.0%	98.0%
Enrollment	2,702.68	2,703.00	2,703.00	2,703.00	2,703.00
Average Daily Attendance	2,621.60	2,648.94	2,648.94	2,648.94	2,648.94
<b>Revenues</b>					
<b>State Aid - Revenue Limit</b>					
8011 LCFF State Aid	\$ 30,084,418	\$ 30,659,814	\$ 31,483,376	\$ 32,502,608	\$ 33,565,334
8012 Education Protection Account	524,319	524,319	524,319	524,319	524,319
8096 In Lieu of Property Taxes	761,259	769,199	769,199	769,199	769,199
	<u>31,369,996</u>	<u>31,953,332</u>	<u>32,776,895</u>	<u>33,796,126</u>	<u>34,858,853</u>
<b>Federal Revenue</b>					
8181 Special Education - Entitlement	327,700	331,118	331,118	331,118	331,118
8290 Title I, Part A - Basic Low Income	394,895	394,895	394,895	394,895	394,895
8296 Other Federal Revenue	1,181,115	72,196	-	-	-
	<u>1,903,709</u>	<u>798,209</u>	<u>726,013</u>	<u>726,013</u>	<u>726,013</u>
<b>Other State Revenue</b>					
8311 State Special Education	1,917,096	2,085,246	2,085,246	2,085,246	2,085,246
8550 Mandated Cost	61,458	69,579	72,614	74,931	74,931
8560 State Lottery	665,679	627,799	627,799	627,799	627,799
8599 Other State Revenue	839,709	1,461,302	1,443,273	679,611	679,611
	<u>3,483,941</u>	<u>4,243,925</u>	<u>4,228,931</u>	<u>3,467,587</u>	<u>3,467,587</u>
<b>Other Local Revenue</b>					
8689 Other Fees and Contracts	3,252,274	3,403,014	3,573,164	3,751,823	3,939,414
8699 School Fundraising	7,996	-	-	-	-
	<u>3,260,270</u>	<u>3,403,014</u>	<u>3,573,164</u>	<u>3,751,823</u>	<u>3,939,414</u>
<b>Total Revenue</b>	<b>\$ 40,017,917</b>	<b>\$ 40,398,479</b>	<b>\$ 41,305,003</b>	<b>\$ 41,741,548</b>	<b>\$ 42,991,866</b>

# Yosemite Valley Charter School

## Multi-Year Budget



	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
<b>Expenses</b>					
<b>Certificated Salaries</b>					
1100 Teachers' Salaries	8,408,612	8,728,174	8,934,003	9,139,985	9,251,782
1140 Teachers' Extra Duty/Stipends	1,548,517	1,214,299	1,214,299	1,214,299	1,214,299
1150 Teachers' Extra Duty/Stipends	104,909	54,100	54,100	54,100	54,100
1200 Pupil Support Salaries	1,932,139	2,131,438	2,189,150	2,236,808	2,273,998
1300 Administrators' Salaries	1,072,486	1,081,500	1,102,500	1,123,500	1,144,500
1900 Other Certificated Salaries	628,831	653,498	673,103	693,296	714,095
	<u>13,695,495</u>	<u>13,863,010</u>	<u>14,167,155</u>	<u>14,461,988</u>	<u>14,652,774</u>
<b>Classified Salaries</b>					
2100 Instructional Salaries	494,665	455,585	473,700	476,227	478,797
2340 Classified Stipends	45,545	13,800	13,800	13,800	13,800
2900 Other Classified Salaries	394,975	392,734	399,441	416,197	421,359
	<u>935,184</u>	<u>862,119</u>	<u>886,941</u>	<u>906,224</u>	<u>913,956</u>
<b>Benefits</b>					
3101 STRS	2,512,928	2,647,835	2,705,927	2,762,240	2,798,680
3301 OASDI	26,204	53,451	54,990	56,186	56,665
3311 Medicare	255,401	213,514	218,284	222,839	225,718
3401 Health and Welfare	1,854,222	1,667,488	1,747,196	1,826,903	1,906,611
3501 State Unemployment	74,542	47,731	47,716	47,673	47,665
3760 Accrued Leave	90,723	101,374	103,882	106,255	107,795
3901 Other Benefits	(796)	-	-	-	-
3902 Other Benefits	11,150	-	-	-	-
	<u>4,824,375</u>	<u>4,731,394</u>	<u>4,877,995</u>	<u>5,022,096</u>	<u>5,143,133</u>
<b>Books and Supplies</b>					
4100 Textbooks and Core Curricula Materials	804,555	1,085,796	1,085,796	1,085,796	1,085,796
4302 School Supplies	3,392,311	2,489,511	2,489,511	2,489,511	2,489,511
4305 Software	139,651	546,500	557,500	569,600	582,910
4311 Office Expense	98,010	115,000	115,000	115,000	115,000
4310 Noncapitalized Equipment	526,142	75,000	75,000	75,000	75,000
	<u>4,960,669</u>	<u>4,311,807</u>	<u>4,322,807</u>	<u>4,334,907</u>	<u>4,348,217</u>

# Yosemite Valley Charter School

## Multi-Year Budget



	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
<b>Subagreement Services</b>					
5102 Special Education	2,722,988	2,564,057	2,648,755	2,737,687	2,831,067
5106 Other Educational Consultants	5,595,321	6,838,574	7,051,825	7,275,738	7,510,846
5108 Instructional Services	3,852,289	3,877,426	3,818,595	3,799,836	3,780,139
	12,170,599	13,280,057	13,519,175	13,813,261	14,122,052
<b>Operations and Housekeeping</b>					
5200 Auto and Travel	75,184	68,200	68,200	68,200	68,200
5300 Dues & Memberships	-	22,824	22,824	22,824	22,824
5400 Insurance	395,322	429,098	449,953	471,850	494,843
5502 Janitorial Services	2,450	2,400	2,400	2,400	2,400
5516 Miscellaneous Expense	1,746	-	-	-	-
5900 Communications	110,466	106,860	106,860	106,860	106,860
5910 Postage and Shipping	693	1,200	1,200	1,200	1,200
	585,861	630,582	651,437	673,334	696,327
<b>Facilities, Repairs and Other Leases</b>					
5610 Rent	34,076	30,390	31,190	32,015	32,864
5602 Additional Rent	2,000	-	-	-	-
5630 Repairs and Maintenance	27,778	24,000	24,000	24,000	24,000
	63,854	54,390	55,190	56,015	56,864
<b>Professional/Consulting Services</b>					
5820 Audit & Taxes	20,181	7,956	7,956	7,956	7,956
5810 Legal	202,129	200,000	200,000	200,000	200,000
5804 Professional Development	77,178	67,600	67,600	67,600	67,600
5805 General Consulting	7,500	7,500	7,500	7,500	7,500
5806 Special Activities/Field Trips	50,797	49,000	49,000	49,000	49,000
5514 Bank Charges	21,932	5,000	5,000	5,000	5,000
5845 Printing	2,289	3,000	3,000	3,000	3,000
5892 Other taxes and fees	17,007	18,000	18,000	18,000	18,000
5830 Payroll Service Fee	-	-	-	-	-
5811 Management Fee	728,765	807,970	826,100	834,831	859,837
5812 District Oversight Fee	941,100	958,600	983,307	1,013,884	1,045,766
5840 Public Relations/Recruitment	4,594	-	-	-	-
	2,073,472	2,124,626	2,167,463	2,206,771	2,263,659
<b>Depreciation</b>					
6900 Depreciation Expense	52,053	52,574	52,574	52,574	52,574
	52,053	52,574	52,574	52,574	52,574
<b>Total Expenses</b>	<b>\$ 39,361,561</b>	<b>\$ 39,910,558</b>	<b>\$ 40,700,737</b>	<b>\$ 41,527,170</b>	<b>\$ 42,249,556</b>

# Yosemite Valley Charter School

## Multi-Year Budget



	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
Surplus (Deficit)	\$ 656,356	\$ 487,921	\$ 604,266	\$ 214,378	\$ 742,310
	1.6%	1.2%	1.5%	0.5%	1.7%
Fund Balance, Beginning of Year	\$ 4,842,657	\$ 5,499,013	\$ 5,986,935	\$ 6,591,200	\$ 6,805,578
Fund Balance, End of Year	\$ 5,499,013	\$ 5,986,935	\$ 6,591,200	\$ 6,805,578	\$ 7,547,888
	14.0%	15.0%	16.2%	16.4%	17.9%
<b>Cash Flow Adjustments</b>					
Surplus (Deficit)	656,356	487,921	604,266	214,378	742,310
Cash Flows From Operating Activities					
Depreciation/Amortization	52,053	52,574	52,574	52,574	52,574
Public Funding Receivables	(833,330)	5,469	5,469	5,469	5,469
Grants and Contributions Rec.	360,705	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Unearned Revenue	(1,203,051)	-	-	-	-
Prepaid Expenses	160,741	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	(594)	-	-	-	-
Accrued Expenses	(659,449)	-	-	-	-
Other Liabilities	483,872	-	-	-	-
Cash Flows From Investing Activities					
Purchases of Prop. And Equip.	(62,498)	-	-	-	-
Notes Receivable	-	-	-	-	-
Total Change in Cash	(1,045,195)	545,964	662,308	272,420	800,352
Cash, Beginning of Year	6,315,701	5,270,506	5,816,470	6,478,778	6,751,198
Cash, End of Year	\$ 5,270,506	\$ 5,816,470	\$ 6,478,778	\$ 6,751,198	\$ 7,551,551

# Yosemite Valley Charter School

## Previous Actual vs Actual



ADA = 2621.60		FY 23-24 Forecast	Oct 23-24	Favorable / (Unfav.)	VARIANCE ANALYSIS
<b>Revenues</b>					
			<b>ADA = 2726.67</b>		
<b>State Aid - Revenue Limit</b>					
8011	LCFF State Aid	30,084,418	30,889,949	(805,532)	The ADA decreased from 2690 to 2622, a reduction of 62 ADA.
8012	Education Protection Account	524,319	538,070	(13,751)	
8096	In Lieu of Property Taxes	761,259	781,224	(19,965)	
		<b>31,369,996</b>	<b>32,209,243</b>	<b>(839,247)</b>	
<b>Federal Revenue</b>					
8181	Special Education - Entitlement	327,700	336,294	(8,594)	
8290	Title I, Part A - Basic Low Income	394,895	394,895	-	
8296	Other Federal Revenue	1,181,115	834,467	346,648	Recorded the use, and the budget of, an additional \$294k of ESSER funds. Moved \$54k from account 8590
		<b>1,903,709</b>	<b>1,565,656</b>	<b>338,054</b>	
<b>Other State Revenue</b>					
8311	State Special Education	1,917,096	1,961,493	(44,397)	
8550	Mandated Cost	61,458	62,581	(1,123)	
8560	State Lottery	665,679	681,973	(16,295)	
8590	Other State Revenue	839,709	722,384	117,325	Moved \$54k to account 8296 and added \$163k of Prop 28 revenue and \$22k for mental health
		<b>3,483,941</b>	<b>3,428,431</b>	<b>55,510</b>	
<b>Other Local Revenue</b>					
8689	Other Fees and Contracts	3,252,274	3,268,123	(15,849)	
8699	School Fundraising	7,996	7,629	367	
		<b>3,260,270</b>	<b>3,275,752</b>	<b>(15,482)</b>	
<b>Total Revenue</b>		<b>40,017,917</b>	<b>40,479,082</b>	<b>(461,165)</b>	
<b>Expenses</b>					
<b>Certificated Salaries</b>					
1100	Teachers' Salaries	8,408,612	8,414,692	6,080	
1140	Teachers' Extra Duty/Stipends	1,548,517	1,455,402	(93,115)	
1150	Teachers' Extra Duty/Stipends	104,909	94,742	(10,167)	
1200	Pupil Support Salaries	1,932,139	1,977,206	45,067	
1300	Administrators' Salaries	1,072,486	1,076,250	3,764	
1900	Other Certificated Salaries	628,831	632,317	3,485	
		<b>13,695,495</b>	<b>13,650,609</b>	<b>(44,885)</b>	
<b>Classified Salaries</b>					
2100	Instructional Salaries	494,665	590,274	95,609	
2340	Classified Stipends	45,545	32,408	(13,136)	
2900	Other Classified Salaries	394,975	420,354	25,379	
		<b>935,184</b>	<b>1,043,036</b>	<b>107,852</b>	
<b>Benefits</b>					
3101	STRS	2,512,928	2,489,777	(23,150)	
3312	OASDI	26,204	34,939	8,735	
3321	Medicare	255,401	251,522	(3,880)	
3401	Health and Welfare	1,854,222	1,942,692	88,469	
3501	State Unemployment	74,542	92,680	18,138	
3601	Workers' Compensation	-	45,561	45,561	
3761	Accrued Leave	90,723	65,980	(24,743)	
3901	Other Benefits	(796)	(1,160)	(364)	
		<b>4,813,225</b>	<b>4,921,991</b>	<b>108,766</b>	



# Yosemite Valley Charter School

## Previous Actual vs Actual



ADA = 2621.60		VARIANCE ANALYSIS	
	FY 23-24 Forecast	Oct 23-24	Favorable / (Unfav.)
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula Materi	804,555	897,903	93,348
4302 School Supplies	3,392,311	4,040,315	648,004 moved over \$600k from 4302 to 5106
4400 Software	139,651	169,935	30,283
4311 Office Expense	98,010	60,905	(37,105)
4310 Noncapitalized Equipment	526,142	507,027	(19,114)
	4,960,669	5,676,084	715,415
<b>Subagreement Services</b>			
5102 Special Education	2,722,988	2,721,851	(1,137)
5106 Other Educational Consultants	5,595,321	4,975,850	(619,471) moved over \$600k from 4302 to 5106
5108 Instructional Services	3,852,289	3,904,743	52,454
	12,170,599	11,602,444	(568,154)
<b>Operations and Housekeeping</b>			
5200 Auto and Travel	75,184	64,316	(10,867)
5300 Dues & Memberships	-	-	-
5400 Insurance	395,322	313,837	(81,486)
5502 Janitorial Services	2,450	2,450	-
5512 Miscellaneous Expense	1,746	375	(1,372)
5900 Communications	110,466	115,295	4,829
5910 Postage and Shipping	693	11,223	10,529
	585,861	507,495	(78,366)
<b>Facilities, Repairs and Other Leases</b>			
5610 Rent	34,076	60,929	26,853
5611 Additional Rent	2,000	2,000	-
5630 Repairs and Maintenance	27,778	23,392	(4,386)
	63,854	86,321	22,468
<b>Professional/Consulting Services</b>			
5820 Audit & Taxes	20,181	16,706	(3,475)
5810 Legal	202,129	199,166	(2,963)
5804 Professional Development	77,178	22,930	(54,248) Admin induction for Schwarz, Guerrero, Patt, Catron and Friesen
5815 General Consulting	7,500	7,250	(250)
5806 Special Activities/Field Trips	50,797	43,971	(6,826)
5514 Bank Charges	21,932	800	(21,132)
5845 Printing	2,289	2,289	-
5892 Other taxes and fees	17,007	17,593	586
5830 Payroll Service Fee	-	-	-
5811 Management Fee	728,765	737,671	8,906
5812 District Oversight Fee	941,100	966,277	25,177
5840 Public Relations/Recruitment	4,594	4,380	(214)
	2,073,472	2,019,033	(54,439)
<b>Depreciation</b>			
6900 Depreciation Expense	52,053	51,532	(521)
	52,053	51,532	(521)
<b>Total Expenses</b>			
	39,350,411	39,558,546	208,135
<b>Surplus (Deficit)</b>			
	667,506	920,536	(253,030)
	1.7%	2.3%	

# Yosemite Valley Charter School

## Monthly Cash Flow/Forecast FY23-24



ADA = 2621.60	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	2024 Accruals	FY 23-24 Forecast
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	1,402,322	1,402,322	2,524,180	2,524,180	2,524,180	2,524,180	2,524,180	2,931,775	2,931,775	2,931,775	2,931,775	2,931,775	30,084,418
8012 Education Protection Account	-	-	-	122,119	-	-	122,119	-	-	149,002	-	-	131,080	524,319
8096 In Lieu of Property Taxes	-	-	-	-	-	-	56,737	234,841	117,420	117,420	117,420	117,420	-	761,259
	-	1,402,322	1,402,322	2,646,299	2,524,180	2,524,180	2,703,036	2,759,021	3,049,195	3,198,197	3,049,195	3,049,195	3,062,855	31,369,996
<b>Federal Revenue</b>														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	327,700	-	327,700
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	394,895	394,895
8296 Other Federal Revenue	-	-	-	53,892	21,376	553,979	101,205	101,205	101,205	91,693	78,280	78,280	-	1,181,115
	-	-	-	53,892	21,376	553,979	101,205	101,205	101,205	91,693	78,280	405,980	394,895	1,903,709
<b>Other State Revenue</b>														
8311 State Special Education	103,094	103,094	188,317	188,317	182,821	-	376,634	188,317	146,625	146,625	146,625	146,625	-	1,917,096
8550 Mandated Cost	-	-	-	-	-	61,458	-	-	-	-	-	-	-	61,458
8560 State Lottery	-	-	-	44,360	-	-	174,682	-	-	148,041	-	-	298,595	665,679
8590 Other State Revenue	139,023	9,881	59,451	17,787	17,787	280,583	60,317	58,757	58,757	51,447	46,459	39,459	-	839,709
	242,117	112,975	247,768	250,464	200,608	342,041	611,633	247,074	205,383	346,114	193,084	186,084	298,595	3,483,941
<b>Other Local Revenue</b>														
8689 Other Fees and Contracts	-	305,541	296,517	293,929	292,472	294,831	294,831	294,831	294,831	294,831	294,831	294,831	-	3,252,274
8699 School Fundraising	6,617	-	-	1,013	367	-	-	-	-	-	-	-	-	7,996
	6,617	305,541	296,517	294,941	292,839	294,831	294,831	294,831	294,831	294,831	294,831	294,831	-	3,260,270
<b>Total Revenue</b>	<b>248,734</b>	<b>1,820,838</b>	<b>1,946,606</b>	<b>3,245,597</b>	<b>3,039,003</b>	<b>3,715,030</b>	<b>3,710,705</b>	<b>3,402,131</b>	<b>3,650,614</b>	<b>3,930,834</b>	<b>3,615,390</b>	<b>3,936,090</b>	<b>3,756,345</b>	<b>40,017,917</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	679,825	703,843	729,246	705,424	681,496	701,254	701,254	701,254	701,254	701,254	701,254	701,254	-	8,408,612
1140 Teachers' Extra Duty/Stipends	61,259	136,710	135,125	124,463	165,648	132,187	132,187	132,187	132,187	132,187	132,187	132,187	-	1,548,517
1150 Teachers' Extra Duty/Stipends	3,867	7,950	10,025	8,100	14,046	8,703	8,703	8,703	8,703	8,703	8,703	8,703	-	104,909
1200 Pupil Support Salaries	146,042	164,816	163,842	172,287	155,981	161,310	161,310	161,310	161,310	161,310	161,310	161,310	-	1,932,139
1300 Administrators' Salaries	89,688	89,688	89,688	89,688	85,923	89,688	89,688	89,688	89,688	89,688	89,688	89,688	-	1,072,486
1900 Other Certificated Salaries	52,693	52,693	52,693	52,693	50,511	52,507	52,507	52,507	52,507	52,507	52,507	52,507	-	628,831
	1,033,373	1,155,700	1,180,619	1,152,654	1,153,605	1,145,649	1,145,649	1,145,649	1,145,649	1,145,649	1,145,649	1,145,649	-	13,695,495
<b>Classified Salaries</b>														
2100 Instructional Salaries	7,479	44,861	45,023	50,390	42,153	43,537	43,537	43,537	43,537	43,537	43,537	43,537	-	494,665
2340 Classified Stipends	8,875	1,908	2,050	2,175	5,384	3,593	3,593	3,593	3,593	3,593	3,593	3,593	-	45,545
2900 Other Classified Salaries	34,753	37,610	33,192	33,804	30,725	32,127	32,127	32,127	32,127	32,127	32,127	32,127	-	394,975
	51,107	84,380	80,265	86,369	78,262	79,257	79,257	79,257	79,257	79,257	79,257	79,257	-	935,184
<b>Benefits</b>														
3101 STRS	61,543	194,094	211,040	296,519	239,868	214,927	215,823	215,823	215,823	215,823	215,823	215,823	-	2,512,928
3312 OASDI	-	-	-	-	-	-	4,367	4,367	4,367	4,367	4,367	4,367	-	26,204
3321 Medicare	24,664	25,232	25,127	24,888	23,975	27,080	17,406	17,406	17,406	17,406	17,406	17,406	-	255,401
3401 Health and Welfare	220,295	177,863	172,087	77,319	145,581	151,583	151,583	151,583	151,583	151,583	151,583	151,583	-	1,854,222
3501 State Unemployment	33,535	6,188	2,149	771	923	21,809	6,500	700	704	663	532	68	-	74,542
3601 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3761 Accrued Leave	-	-	-	-	-	-	49,485	8,248	8,248	8,248	8,248	8,248	-	90,723
3901 Other Benefits	-	(1,160)	-	-	364	-	-	-	-	-	-	-	-	(796)
3902 Other Benefits	-	-	-	-	11,150	-	-	-	-	-	-	-	-	11,150
	340,037	402,217	410,403	399,497	421,861	415,399	445,164	398,126	398,130	398,089	397,958	397,494	-	4,824,375

# Yosemite Valley Charter School

## Monthly Cash Flow/Forecast FY23-24



ADA = 2621.60		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	2024 Accruals	FY 23-24 Forecast
<b>Books and Supplies</b>															
4100	Textbooks and Core Curricula Materials	109,523	56,239	133,393	6,567	4,374	975	98,697	98,697	98,697	98,697	98,697	-	-	804,555
4302	School Supplies	135,174	549,577	597,198	444,050	343,106	(772,196)	226,137	268,865	285,711	425,534	444,577	444,577	-	3,392,311
4400	Software	22,594	357	-	1,674	(9,686)	212	78,333	8,333	12,833	8,333	8,333	8,333	-	139,651
4311	Office Expense	906	23,945	7,575	12,424	14,237	8,923	5,000	5,000	5,000	5,000	5,000	5,000	-	98,010
4310	Noncapitalized Equipment	163,790	35,307	32,828	270,764	16,732	6,721	-	-	-	-	-	-	-	526,142
		431,986	665,425	770,994	735,480	368,763	(755,365)	408,167	380,895	402,241	537,564	556,608	457,911	-	4,960,669
<b>Subagreement Services</b>															
5102	Special Education	87,555	205,439	198,666	210,726	289,730	223,621	257,800	257,800	257,800	257,800	257,800	218,250	-	2,722,988
5106	Other Educational Consultants	-	269,946	272,748	276,956	281,668	1,388,240	533,291	550,674	635,064	468,016	474,777	443,941	-	5,595,321
5108	Instructional Services	317,025	288,207	302,616	302,619	302,619	317,853	321,024	321,024	321,024	321,024	321,024	321,024	95,205	3,852,289
		404,580	763,592	774,030	790,301	874,017	1,929,714	1,112,115	1,129,498	1,213,888	1,046,840	1,053,601	983,216	95,205	12,170,599
<b>Operations and Housekeeping</b>															
5200	Auto and Travel	926	11,138	10,759	5,493	10,786	9,081	4,500	4,500	4,500	4,500	4,500	4,500	-	75,184
5300	Dues & Memberships	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5400	Insurance	-	33,103	64,292	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	33,103	-	395,322
5502	Janitorial Services	200	400	250	-	200	200	200	200	200	200	200	200	-	2,450
5512	Miscellaneous Expense	-	-	228	146	479	893	-	-	-	-	-	-	-	1,746
5900	Communications	10,342	8,900	11,066	8,947	8,918	9,463	8,805	8,805	8,805	8,805	8,805	8,805	-	110,466
5910	Postage and Shipping	23	-	-	-	39	32	100	100	100	100	100	100	-	693
		11,491	53,541	86,595	47,689	53,525	52,772	46,708	46,708	46,708	46,708	46,708	46,708	-	585,861
<b>Facilities, Repairs and Other Leases</b>															
5610	Rent	2,581	3,623	3,623	3,102	2,581	3,026	2,590	2,590	2,590	2,590	2,590	2,590	-	34,076
5611	Additional Rent	600	1,400	-	-	-	-	-	-	-	-	-	-	-	2,000
5630	Repairs and Maintenance	-	392	-	-	15,386	-	2,000	2,000	2,000	2,000	2,000	2,000	-	27,778
		3,181	5,416	3,623	3,102	17,966	3,026	4,590	4,590	4,590	4,590	4,590	4,590	-	63,854
<b>Professional/Consulting Services</b>															
5820	Audit & Taxes	-	-	-	8,750	-	3,475	-	3,978	-	-	-	3,978	-	20,181
5810	Legal	19,907	15,064	30,862	-	16,713	44,083	16,667	16,667	16,667	8,500	8,500	8,500	-	202,129
5804	Professional Development	7,326	25,357	1,598	1,007	19,675	13,414	1,467	1,467	1,467	1,467	1,467	1,467	-	77,178
5815	General Consulting	-	-	1,000	-	-	1,500	1,250	1,250	-	-	1,250	1,250	-	7,500
5806	Special Activities/Field Trips	2,592	2,245	4,781	5,597	4,239	6,343	3,000	4,000	4,000	4,000	5,000	5,000	-	50,797
5514	Bank Charges	-	-	-	-	4,101	4,781	4,000	4,000	4,000	350	350	350	-	21,932
5845	Printing	-	2,289	-	-	-	-	-	-	-	-	-	-	-	2,289
5892	Other taxes and fees	1,017	(66)	(164)	4,806	661	1,753	1,500	1,500	1,500	1,500	1,500	1,500	-	17,007
5830	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811	Management Fee	62,284	61,025	53,218	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	3,013	728,765
5812	District Oversight Fee	73,110	73,110	73,110	-	146,220	73,110	73,110	73,110	73,110	73,110	73,110	73,110	63,779	941,100
5840	Public Relations/Recruitment	3,354	1,026	-	-	214	-	-	-	-	-	-	-	-	4,594
		169,590	180,050	164,406	81,185	252,849	209,484	162,018	166,996	161,768	149,952	152,202	156,180	66,792	2,073,472
<b>Depreciation</b>															
6900	Depreciation Expense	4,034	4,034	4,034	4,381	4,555	4,728	4,381	4,381	4,381	4,381	4,381	4,381	-	52,053
		4,034	4,034	4,034	4,381	4,555	4,728	4,381	4,381	4,381	4,381	4,381	4,381	-	52,053
<b>Total Expenses</b>		<b>2,449,379</b>	<b>3,314,354</b>	<b>3,474,969</b>	<b>3,300,658</b>	<b>3,225,402</b>	<b>3,084,665</b>	<b>3,408,050</b>	<b>3,356,101</b>	<b>3,456,613</b>	<b>3,413,031</b>	<b>3,440,954</b>	<b>3,275,386</b>	<b>161,998</b>	<b>39,361,561</b>
<b>Surplus (Deficit)</b>		<b>(2,200,645)</b>	<b>(1,493,516)</b>	<b>(1,528,363)</b>	<b>(55,062)</b>	<b>(186,400)</b>	<b>630,365</b>	<b>302,655</b>	<b>46,029</b>	<b>194,001</b>	<b>517,803</b>	<b>174,436</b>	<b>660,704</b>	<b>3,594,347</b>	<b>656,356</b>

# Yosemite Valley Charter School

## Monthly Cash Flow/Forecast FY23-24



ADA = 2621.60	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	2024 Accruals	FY 23-24 Forecast
Cash Flow Adjustments														1.64%
Monthly Surplus (Deficit)	(2,200,645)	(1,493,516)	(1,528,363)	(55,062)	(186,400)	630,365	302,655	46,029	194,001	517,803	174,436	660,704	3,594,347	656,356
Cash flows from operating activities														
Depreciation/Amortization	4,034	4,034	4,034	4,381	4,555	4,728	4,381	4,381	4,381	4,381	4,381	4,381	-	52,053
Public Funding Receivables	2,486,094	(189,200)	(94,515)	(123,279)	(293,522)	710,015	427,421	-	-	-	-	-	(3,756,345)	(833,330)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	360,705	-	-	-	360,705
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	(373,933)	(569,363)	(41,588)	(46,344)	(46,344)	(44,310)	(44,086)	(37,086)	-	(1,203,051)
Prepaid Expenses	505,767	(2,250)	(3,708)	(2,963)	(659,391)	223,978	-	-	-	33,103	33,103	33,103	-	160,741
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	710,615	(376,600)	403,422	(995,194)	854,570	(759,405)	-	-	-	-	-	-	161,998	(594)
Accrued Expenses	13,270	463,187	166,673	388,674	(891,617)	(463,342)	-	-	-	-	-	(336,294)	-	(659,449)
Other Liabilities	483,989	7,699	(12,562)	354	(13,077)	17,470	-	-	-	-	-	-	-	483,872
Unposted transactions	-	(30,561)	-	-	30,561	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	(5,208)	(5,208)	(5,209)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	-	(62,498)
Cash flows from financing activities														
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	1,997,915	(1,622,415)	(1,070,227)	(788,297)	(1,533,462)	(210,761)	687,662	(1,141)	146,830	866,474	162,627	319,601		
Cash, Beginning of Month	6,315,701	8,313,616	6,691,201	5,620,974	4,832,677	3,299,215	3,088,453	3,776,115	3,774,974	3,921,804	4,788,278	4,950,905		
Cash, End of Month	8,313,616	6,691,201	5,620,974	4,832,677	3,299,215	3,088,453	3,776,115	3,774,974	3,921,804	4,788,278	4,950,905	5,270,506		

**YOSEMITE VALLEY CHARTER SCHOOL****Payment Register**

<b>County</b>	FRESNO COUNTY
<b>District</b>	Westside Elementary
<b>Fiscal Year</b>	2024
<b>Begin Date</b>	11/1/2023
<b>End Date</b>	12/31/2023

<b>Vendor</b>	<b>Vendor Type</b>	<b>Amount</b>
Monarch River Academy	Education Consultant	1,541,147.52
Westside Elementary School District	Oversight fees	883,795.78
Fresno County Office of Education	STRS	654,075.25
Axia Group	Instructional Services	635,706.00
Blue Shield of California	Medical provider	231,840.74
Granite Mountain Charter School	Legal Settlement	225,000.00
BrightThinker	Education Consultant	220,144.25
Kaiser Foundation Health Plan	Medical provider	137,384.00
Effectual Educational Consulting Services	Special education services	87,721.30
CharterSafe	Business insurance	66,206.00
Lighthouse Therapy LLC	Special education services	51,852.80
Voya Financial FBO CalSTRS Pension2	403B	47,459.00
Break the Barriers, Inc	Education Consultant	46,394.00
America's Kids Inc.	Education Consultant	36,169.94
Law Offices of Young, Minney, & Corr, LLP	Legal	35,235.69
E-Therapy LLC	Special education services	30,162.41
Sequoia Learning Community	Education Consultant	29,069.54
Specialized Therapy Services, Inc	Special education services	26,594.30
Ventura County Office of Education/Business	Professional Development	24,075.00
Acellus Educational Services LLC	Education Consultant	21,600.00
Georgia Tech Research Corporation / CIDI	Special education services	21,082.76
Anchor Counseling & Education Solutions	Special education services	20,964.58
McColgan & Associates Inc.	Special education services	19,482.00
Delta Dental of California	Medical provider	19,382.26
Zoom Video Communications Inc	Communication	17,745.77
The Advantage Group	Medical provider	16,907.98
KiwiCo, Inc	School supplies	16,824.69
Fynaut & Johnson Incorporated	Building repairs	15,385.63
Fagen Friedman & Fulfrost LLP	Special education services	15,092.51
Age of Learning Inc	School supplies	14,396.80
Christine Beltz	Education Consultant	13,275.00
PRN Nursing Consultants LLC	Special education services	13,207.00
Discovery of Learning, LLC	Education Consultant	12,184.00
Cal Music Industry dba United Conservatory of Music	Education Consultant	12,155.00
Brian Hammons Piano	School supplies	11,810.00
Mutual of Omaha	Medical provider	11,261.40
Braille Abilities, LLC	Special education services	9,316.60
The Dance Center LLC	Education Consultant	9,157.70
Growing Healthy Children Therapy Services, Inc.	Special education services	9,139.60
Allen Esq.	Special education services	9,000.00
Madella Stables LLC	Education Consultant	8,455.00

Fresno Music Academy & Arts	8,452.00
Old Dominion Capital	7,983.25
CrunchLabs, LLC	7,697.94
Katie Verrue	7,060.00
Laurel Hudson	6,850.40
Moving Beyond the Page	6,406.28
Rich Oliver Racing, Inc.	6,393.00
Math Crazy	5,720.00
Roberta Chatman	5,640.00
TALK Enterprises Inc. DBA Fresno Gymnastics Center	5,452.00
Rainbow Resource Center	5,427.47
Sarah Michelle Rebecca Russell	5,370.00
AATK2, LLC	5,208.34
Denise Sanchez	5,170.00
Steinway Piano Gallery of Fresno	5,170.00
Christopher Trevisan	5,100.00
Patrick's Music	4,907.50
Rojeski Student Support	4,880.00
Studies Weekly	4,625.34
iLEAD Online Charter School	4,620.00
Gymnastics Beat	4,530.00
Wendy DeRaud	4,470.00
Singapore Math, Inc.	4,361.41
Melanie Sweet	4,355.00
Rise Fitness x Ninja Warrior LLC	4,340.00
Fidelity Security Life Insurance Co.	4,253.32
Wild Hearts Adventure Co LLC	4,225.00
Outschool, Inc.	4,187.00
Aspire Speech & Learning Center	4,180.00
San Joaquin County Office of Education	4,125.00
Janet Williams Group LLC	3,999.00
Gracie Jiu	3,990.00
Patrick Ketter	3,968.16
Neil Boyer	3,900.00
Juli Jones	3,770.00
Pacific Martial Arts	3,675.00
Shirley Winters Ballet	3,629.00
Dethrone Mixed Martial Arts	3,599.76
Corrina Schader	3,500.00
Wilkinson Hadley King & Co. LLP	3,475.00
Reverent School of Movement LLC	3,444.00
Nessy Learning LLC	3,435.50
String Theory Guitar Labs	3,360.00
Brent Brandow	3,352.93
Merced Academy of Dance	3,325.00
All About Learning Press, Inc.	3,266.45
Monterey Bay Speech Therapy, Inc.	3,240.00
Guido's Martial Arts Academy	3,187.00
Good Dirt Pottery Studio	3,184.00
GL Kenpo	3,170.00
Yuliya Hess	3,150.00

Just Dance Clovis Inc.	3,045.00
Brenda Myers	3,035.00
BookShark	2,855.61
Abarca Group	2,820.00
Professional Tutors of America Inc.	2,700.00
Art of Problem Solving	2,675.52
Ultimate Martial Arts Inc	2,620.00
Sarah Siliznoff	2,587.50
Institute for Excellence in Writing	2,568.82
Kate Supinger	2,550.00
California Arts Academy	2,510.50
Seesaw Learning, Inc	2,500.00
Turnitin LLC	2,480.00
Enlightened Minds LLC	2,470.00
Aldrich Services	2,415.00
Rose Music Studios LLC	2,310.00
Shiloh Mininger	2,240.00
Tutoring Club	2,025.00
Talkbox.Mom, Inc.	2,002.89
Ozcanli Academy LLC	1,995.00
Vera Kotenkov	1,990.00
Patricia Shubeck	1,940.00
Dolce Dance Studio	1,919.00
Arabic Homeschool LLC	1,908.00
Snowcreek Athletic Club	1,818.00
Nicole Medeiros	1,817.00
Lab Rat Academy	1,760.00
Children's Musical Theaterworks	1,750.00
Dustin Arth	1,750.00
Kairos Learning Solutions	1,695.00
Tiffany Garcia	1,675.00
Melissa Ens	1,625.00
McGraw	1,588.71
Michelle Buchanan	1,575.00
Lincoln Learning Solutions	1,535.00
Richard Koogler	1,528.33
WM Music Lessons	1,500.00
Michele Lafferre	1,470.00
Simba School of Music	1,460.00
Teresa Striplin	1,450.00
Arlene Steffen	1,440.00
Fresno School of Music	1,418.00
Demme Learning	1,406.22
Wave Aquatics Inc	1,406.00
Flying Colors Dance & Fitness	1,400.00
Fresno Jr Hockey Club	1,400.00
Michael LoBue	1,393.00
Maureen M. Solomon	1,370.00
Wrightwood Education Studio LLC	1,360.00
Elevate JiuJitsu Academy	1,350.00
Stuti Desai DBA Kumon of Carmel	1,275.00

Susan Mason	1,260.00
McRuffy Press LLC	1,257.00
Hidden Hills Ranch	1,218.00
Enrichment Academy LLC	1,200.00
Warrior Scholar Martial Arts	1,200.00
Bullett Performance Training	1,196.00
Diana Porter	1,180.00
Teacher Synergy, LLC	1,175.46
Gateway Ice Center	1,142.00
Fusion Elite	1,120.00
Tina M. Carter	1,109.00
Rayford Shorin	1,105.00
Dennis Murphy School of Music	1,100.00
Natalie Schleeter	1,100.00
UMass Global	1,100.00
Contare Inc	1,098.00
Cornerstone Dance	1,080.00
United Skates of America, Inc	1,065.00
Bungalow Lane ALC, Inc	1,050.00
Wendy West	1,045.00
Craig Daniel	1,040.00
Linda Odom	1,025.00



# Cover Sheet

## Superintendent Divvy Expenses

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<b>Section:</b>	<b>II. Finance</b>
<b>Item:</b>	<b>B. Superintendent Divvy Expenses</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Informational</b>
<b>Related Material:</b>	<b>N/A</b>

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### **BACKGROUND:**

- Part of the fiscal checks and balances process to ensure proper spending of school funds.
- This will be a monthly agenda item.
- Board review will be on the prior, not current month's transactions.
- There were no transactions to report for December.

# Cover Sheet

## School Accountability Report Card (SARC)

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<b>Section:</b>	<b>III. Academic Excellence</b>
<b>Item:</b>	<b>A. School Accountability Report Card (SARC)</b>
<b>Purpose:</b>	<b>Presentation &amp; Potential Discussion - Informational</b>
<b>Related Material:</b>	<b>2022-2023 SARC - YV</b>

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### BACKGROUND:

- Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC.
- The purpose of the report card is to provide parents and the community with important information about each school.
- A SARC can be an effective way for a school to report on its progress in achieving goals.
- SARC reports generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments.
- State law requires that the SARC contain all of the following:
  - Demographic data
  - School safety and climate for learning information
  - Academic data
  - School completion rates
  - Class sizes
  - Teacher and staff information
  - Curriculum and instruction descriptions
  - Postsecondary preparation information
  - Fiscal and expenditure data
- The report must be updated annually and published by February 1.

### RECOMMENDATION:

- Consider the approval of the 2023 SARC Report.

**Yosemite Valley Charter School**  
**2022-2023 School Accountability Report Card**  
**(Published During the 2023-2024 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

School Name	Yosemite Valley Charter School
Street	3636 E. Ashlan Ave
City, State, Zip	Fresno, CA 93726
Phone Number	559-289-7069
Principal	Stephanie Johnson
Email Address	<a href="mailto:steph.johnson@centralvcs.org">steph.johnson@centralvcs.org</a>
School Website	<a href="http://yosemitevalleycharter.org">http://yosemitevalleycharter.org</a>
County-District-School (CDS) Code	10625470135103

## 2023-24 District Contact Information

<b>District Name</b>	Westside Elementary
<b>Phone Number</b>	(559) 884-2492
<b>Superintendent</b>	Baldomero Hernandez
<b>Email Address</b>	bhernandez@westside-elem.com
<b>District Website</b>	www.westside-elem.k12.ca.us/

## 2023-24 School Description and Mission Statement

Yosemite Valley Charter School is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students in Fresno, San Benito, Merced, Madera, Mono, Monterey, Tulare, Inyo, & Kings Counties. Yosemite Valley Charter School provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

### Mission:

The mission of Yosemite Valley Charter School is to increase student academic success in an independent study program through mastery of California standards by building strong partnerships between parents, teachers, and the community that focus on the development of a personalized, rigorous educational plan and integrated measurements of student achievement.

### Vision:

Yosemite Valley Charter School will foster wholistic education through rigorous academics; social-emotional growth; and collaborative community so our students become innovative, analytical, and responsible leaders.

### Schoolwide Learner Outcomes:

At Yosemite Valley Charter School, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

### Yosemite Valley Students Are:

Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.

Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.

Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.

Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	350
Grade 1	255
Grade 2	263
Grade 3	276
Grade 4	242
Grade 5	230
Grade 6	188
Grade 7	172
Grade 8	149
Grade 9	113
Grade 10	108
Grade 11	112
Grade 12	93
Total Enrollment	2,551

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.5%
American Indian or Alaska Native	0.3%
Asian	2.8%
Black or African American	2.9%
Filipino	0.7%
Hispanic or Latino	33.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	7%
White	48.5%
English Learners	1.3%
Foster Youth	0%
Homeless	1.8%
Socioeconomically Disadvantaged	47.9%
Students with Disabilities	11.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.10	48.43	59.30	43.99	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.30	0.99	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.19	1.00	0.78	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	45.20	49.66	68.50	50.80	12115.80	4.41
<b>Unknown</b>	1.50	1.71	4.60	3.44	18854.30	6.86
<b>Total Teaching Positions</b>	91.00	100.00	134.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	39.50	42.08	55.50	38.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.02	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.11	1.10	0.76	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	54.30	57.81	83.80	57.85	11953.10	4.28
<b>Unknown</b>	0.00	0.00	4.30	3.00	15831.90	5.67
<b>Total Teaching Positions</b>	94.00	100.00	144.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.10	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	45.20	54.30
<b>Total Out-of-Field Teachers</b>	45.20	54.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8	2.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services	Yes	0

	K12 Acellus Lincoln Empowered Moby Max Reading Horizons IXL Achieve 3000 Smarty Ants Edmentum Bright Thinker Online and Textbook Shmoop BookShark McRuffy Moving Beyond the Page All About Reading ABeCeDarian Company Explode the Code Logic of English Institute For Excellence in Writing (IEW) Lightning Literature Bravewriter Essentials in Writing Write Shop Course Outline Curriculum (School created)		
<b>Mathematics</b>	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Lincoln Empowered Moby Max Bridgeway Eureka IXL Dreambox Edmentum Bright Thinker Online and Textbook Shmoop Beast Academy Dimensions Singapore Math TK-5 Dimensions Singapore Math 6-8 Math Mammoth Right Start Math Saxon Math Homeschool Course Outline Curriculum (School created)	Yes	0
<b>Science</b>	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Lincoln Empowered Moby Max IXL Gizmos Edmentum Bright Thinker Online Shmoop	Yes	0

	Generation Genius Mystery Science Studies Weekly Moving Beyond the Page (3 -6) BookShark McRuffy (K - 3) Oak Meadow (5 -6) Course Outline Curriculum (School created)		
<b>History-Social Science</b>	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 StrongMind Acellus Odysseyware Lincoln Empowered Moby Max IXL Edmentum Bright Thinker Online Shmoop The Curiosity Chronicles History Odyssey Story of the World Studies Weekly Moving Beyond the Page (3-6) BookShark Oak Meadow (5-6) Course Outline Curriculum (School created)	Yes	0
<b>Foreign Language</b>	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Lincoln Empowered Edmentum Bright Thinker Online	Yes	0
<b>Health</b>	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Odysseyware Lincoln Empowered Edmentum Bright Thinker Online Shmoop	Yes	0
<b>Visual and Performing Arts</b>	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus	Yes	0

	Lincoln Empowered Edmentum Bright Thinker Online Shmoop		
--	--	--	--

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			01/05/24	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Central Office: There is an office space that needs proper ventilation, we are currently working with property management and maintenance.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	46	38	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	24	28	19	22	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1274	1242	97.49	2.51	46.09
<b>Female</b>	638	626	98.12	1.88	51.20
<b>Male</b>	633	613	96.84	3.16	40.59
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	40	37	92.50	7.50	70.27
<b>Black or African American</b>	30	28	93.33	6.67	34.62
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	436	433	99.31	0.69	36.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	135	123	91.11	8.89	49.59
<b>White</b>	618	606	98.06	1.94	51.57
<b>English Learners</b>	15	14	93.33	6.67	7.14
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	60.00
<b>Military</b>	24	24	100.00	0.00	58.33
<b>Socioeconomically Disadvantaged</b>	612	603	98.53	1.47	37.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	167	158	94.61	5.39	11.54

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1273	1240	97.41	2.59	28.13
<b>Female</b>	637	625	98.12	1.88	26.05
<b>Male</b>	633	612	96.68	3.32	30.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	40	37	92.50	7.50	56.76
<b>Black or African American</b>	30	28	93.33	6.67	25.93
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	435	431	99.08	0.92	16.74
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	135	123	91.11	8.89	34.15
<b>White</b>	618	606	98.06	1.94	33.39
<b>English Learners</b>	15	14	93.33	6.67	14.29
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	42.86
<b>Military</b>	24	24	100.00	0.00	29.17
<b>Socioeconomically Disadvantaged</b>	611	601	98.36	1.64	20.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	167	157	94.01	5.99	7.69

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	34.90	34.43	15.79	5.41	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	519	494	95.18	4.82	34.62
<b>Female</b>	283	270	95.41	4.59	29.26
<b>Male</b>	233	222	95.28	4.72	40.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100.00	0.00	75.00
<b>Black or African American</b>	11	11	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	186	174	93.55	6.45	21.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	41	85.42	14.58	39.02
<b>White</b>	258	252	97.67	2.33	42.86
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	260	246	94.62	5.38	27.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	76	61	80.26	19.74	13.11



## 2022-23 Career Technical Education Programs

Today's Career Tech Education (CTE) is a program of study designed to integrate core academic knowledge with technical and occupational knowledge. Programs provide a wide range of learning experiences spanning a variety of career tracks, fields, and industries. While Career Tech Education is designed to prepare students for the world of work, completion of a pathway also helps pave the way to additional study after high school. Students may have the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry certification opportunities. At Yosemite Valley Charter School we offer a variety of options for students to explore and pursue Career Technical Pathways.

This year we are now able to offer 26 different pathways through eDynamics with in-house CTE teachers overseeing the courses. We have also launched a Middle School CTE course for Career Exploration that allows students to be introduced to the various career pathways and choose one that best fits their interests.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	47

**B. Pupil Outcomes**

**State Priority: Other Pupil Outcomes**  
 The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90	90	90	90	90
Grade 7	88	88	88	88	88
Grade 9	79	79	79	79	79

**C. Engagement**

**State Priority: Parental Involvement**  
 The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
<p>Yosemite Valley Charter School actively fosters opportunities for parental involvement in various aspects of the school's governance and activities. The board of directors includes voting members who are parents or guardians, ensuring their direct representation in decision-making processes. These parent representatives contribute valuable insights into students and families, offering perspectives crucial to program planning, design, and implementation.</p> <p>Parents and guardians play a hands-on role by assisting with field trips, community events, and other school-related activities. The school places a strong emphasis on soliciting feedback from parents through annual electronic satisfaction surveys conducted throughout the year. These surveys are thoughtfully designed to gauge parent perspectives on the school's overall effectiveness, taking into account their unique experiences and insights. Survey results are reviewed alongside data from in-house assessments, including student and staff engagement surveys, summative and formative assessment data. The transparent sharing of these results with both families and the community reinforces a collaborative approach to school improvement. Furthermore, Yosemite Valley Charter School extends its commitment to enriching the educational experience by partnering with local community organizations and businesses to provide educational workshops and outreach initiatives.</p>

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	6.6	6.7	6.1	22.7	27.5	21.1	9.4	7.8	8.2
<b>Graduation Rate</b>	89	88.8	88.9	36.6	30.1	36.2	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	99	88	88.9
<b>Female</b>	56	49	87.5
<b>Male</b>	42	38	90.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	32	26	81.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	48	44	91.7
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	58	49	84.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	27	20	74.1

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2589	2549	31	1.2
Female	1327	1306	11	0.8
Male	1256	1237	20	1.6
Non-Binary	6	6	0	0.0
American Indian or Alaska Native	8	8	0	0.0
Asian	72	72	0	0.0
Black or African American	74	73	1	1.4
Filipino	17	17	0	0.0
Hispanic or Latino	862	847	17	2.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	184	177	1	0.6
White	1250	1236	12	1.0
English Learners	40	39	1	2.6
Foster Youth	2	2	0	0.0
Homeless	41	41	6	14.6
Socioeconomically Disadvantaged	1268	1252	29	2.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	325	320	9	2.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.30	0.06	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The Yosemite Valley Charter School Comprehensive Safety Plan underwent its latest revision in November 2023, receiving board approval on 12/13/2023. This tailored plan takes into account the distinctive needs of a non-classroom-based school, prioritizing efficiency in emergency response. It adopts an incident command structure, streamlining the process by distilling emergency actions into four initial responses: "Duck and Cover," "Evacuation," "Shelter-in-place," and "Lock-Down," ensuring a swift and appropriate reaction to any emergency.

Following the initial actions, the Safety Plan delineates specific responsibilities for various roles during emergencies. These roles encompass the Incident Commander, Public Liaison Officer, Student Release Group, Student Accountability Group, Student Care Group, Search and Rescue Group, First Aid Group, Request Point Team, and Release Point Team. The plan covers essential sections such as Emergency Phone Numbers, Media Relations Guide, Earthquake Procedure, Hazardous Material Release Procedure, Intruder On-Site Procedure, Severe Weather Procedure, Student Release Request, Utility Loss or Damage Procedure, Bomb Threat Procedure, Basic Medical Emergency, Covid-19 Reporting, Incident Reporting, and Opioid Prevention and Response.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	99		
1	3	75		
2	3	78		
3	3	79		
4	3	72		
5	3	73		
6	2	72		
Other	4	7		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	114		
1	3	77		
2	3	80		
3	3	77		
4	3	78		
5	2	83		
6	3	75		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	68	1	0
1	4	66	0	0
2	4	69	0	0
3	4	64	0	0
4	4	63	0	0
5	4	65	0	0
6	3	65	0	0
Other	0	0	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	176		4
Mathematics	2	187		1
Science	2	135		1
Social Science	2	156		2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	150	1	2
Mathematics	2	152	2	1
Science	2	117	2	
Social Science	2	159	1	1

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	157	1	2
Mathematics	2	152	1	2
Science	2	125	0	1
Social Science	2	147	2	1

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	3644.29

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	4.2
Resource Specialist (non-teaching)	
Other	2.4



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14976	2245	12731	87163
District	N/A	N/A	2245	87163
Percent Difference - School Site and District	N/A	N/A	140.0	0.0
State	N/A	N/A	7606.62	75753
Percent Difference - School Site and State	N/A	N/A	50.4	14.0

## Fiscal Year 2022-23 Types of Services Funded

Yosemite Valley Charter School provides comprehensive services to support students' academic development. Eligible students receive special education services to support their Individualized Education Plan (IEP), students are provided resources such as textbooks, technology, and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics through a variety of metrics including online benchmark assessment three times per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention programs as well as a robust Social Emotional Learning (SEL) and transition program. The school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the student's educational experience.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	18.87%	29.34%
Percent of Budget for Administrative Salaries	8.36%	5.99%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

## Professional Development

Yosemite Valley Charter School is committed to research-based professional development in all four content areas. We partner with our local county offices and other professional organizations for ongoing professional development throughout the school year for all staff including parents and students.

Based on data from the feedback we received from our teachers, we moved to an individualized Professional Development (PD) plan. We offered thirteen PD choices this year based on a needs self-assessment our teachers took.

We created the thirteen PD courses and allowed all staff (certificated and classified) to choose one (or more if they wanted). Each PD is overseen by a qualified member of our leadership team with a Master's Degree and is approximately 15 hours of synchronous and/or asynchronous research, activities, projects, assignments, etc. Every PD is research-based, applicable to our model of education, and supports all students.

PDs offered: Leadership Development, Social Emotional Learning, Secondary Education, Technology 1.0 and 2.0, The Science of Reading, The Art of Coaching, Having Difficult Conversations, Early Elementary Best Practices, Increasing Positive School Culture through the Arts, Artificial Intelligence for Educators, Navigating the Process of Taking College Courses, and Guiding Students to College and Career Readiness.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	49	111

# Cover Sheet

## Mid-Year LCAP Update & Budget Overview for Parents

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<b>Section:</b>	<b>III. Academic Excellence</b>
<b>Item:</b>	<b>B. Mid-Year LCAP Update &amp; Budget Overview for Parents</b>
<b>Purpose:</b>	<b>Presentation &amp; Potential Discussion - Informational</b>
<b>Related Material:</b>	<b>2023 - LCFF Budget Overview for Parents - YV</b>
	<b>2024 LCAP Mid-Year Monitoring Report for 23-24 LCAP -</b>
<b>MR==YV</b>	

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### BACKGROUND:

- The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
- Under the Local Control Funding Formula (LCFF), all LEAs including school districts, COEs, and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC sections 52060(d), 52066(d), and 47605.

### RECOMMENDATION:

- Provide input and or direction to school staff as needed, then approve the mid-year report.



YOSEMITE VALLEY

CHARTER  
SCHOOL

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

## Goal 1

Goal Description
<b>Yosemite Valley Charter School will provide a high quality educational program that promotes the academic achievement of all students. (Priorities Addressed:1,2,4,7,8)</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Appropriately assigned and fully credentialed teachers	99% of teachers are appropriately credentialed or assigned.	100% of teachers are appropriately credentialed or assigned for the 21-22 school year and verified through Cal Pads.	100% of teachers are appropriately credentialed or assigned.	100% of teachers were appropriately credentialed and assigned.	Maintain 95% or higher of teachers who are appropriately credentialed or assigned
Facilities maintained in good repair	All facilities are maintained in good repair.	All facilities are maintained in good repair.	All facilities are maintained in good repair.	All facilities are maintained in good repair.	Maintain all facilities in good repair
Access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Implementation of state standards for all students	100% implementation of state standards	100% implementation of state standards.	100% implementation of state standards.	100% implementation of state standards.	100% implementation of state standards
Enable ELs access to CCSS and ELD standards	33.3% making progress towards English language proficiency in 2019.	<p>The 2020 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2020-21 school year; 3% scored at level 1, 44% scored at level 2, 25% scored at level 3, 28% scored at level 4.</p>	<p>The CA Dashboard data shows that 54.5% of students are making progress towards English language proficiency in 2022.</p> <p>For the Summative ELPAC of the 2020-21 school year; 5% scored at level 1, 40% scored at level 2, 28% scored at level 3, 28% scored at level 4.</p>	<p>The CA Dashboard data shows that 66.7% of students are making progress towards English language proficiency in 2023.</p> <p>For the Summative ELPAC of the 2022-23 school year, 3.85% scored at level 1, 34.62% scored at level 2, 42.31% scored at level 3, 19.23% scored at level 4.</p>	Increase the percentage of students who are making progress towards English proficiency from prior year's data by 20% according to LPAC and ELD standards.
ELA CAASPP	40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.	<p>Unavailable CAASPP data, the assessment is to be given in the Spring semester.</p> <p>86% of students participated in the reading STAR360. 43% tested above Benchmark for the Fall semester of 2021. 433% of the low income students scored at grade level in the Winter STAR 360 administration.</p>	<p>42.49% of students met or exceeded standard on the ELA CAASPP in 2022.</p> <p>84% of students participated in the reading STAR360. 45% tested at/above Benchmark for the Winter STAR 360 administration.</p>	<p>46.89% of students met or exceeded the standard on the ELA CAASPP in 2023.</p> <p>98% of students participated in the reading STAR360. 72.8% tested at/above the Benchmark for the first semester STAR 360 administration.</p>	Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP	18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.	<p>Unavailable CAASPP to be given in the Spring semester. 97% of students participated in the math STAR360. 36% of the Low Income students tested above Benchmark for the Winter semester of 2021.</p>	<p>24.89% of students met or exceeded standard on the Math CAASPP in 2022.</p> <p>88% of students participated in the math STAR360. 29% tested at/above Benchmark for the Winter STAR 360 administration.</p>	<p>28.61% of students met or exceeded the standard on the Math CAASPP in 2023.</p> <p>99% of students participated in the math STAR360. 55.7% tested above the Benchmark for the first semester STAR 360 administration.</p>	Increase the percentage of students who scored met or exceeded standard on from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
AP Passage Rate	In 2020 80% of students passed with a score of 3 or higher on AP exams.	For YVC in 2021, we had 3 students take AP tests, and only one passed with a 3 or higher. YVC is currently at 33.3% of passing with a 3 or higher of students who are low income..	Due to the structure of a non-classroom based program, students have the ability to choose between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2022 was 21.4%.	Due to the structure of a non-classroom based program, students can choose between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2022-2023 was 12%.	Increase the percentage of students who are foster/homeless or low income who passed an AP exam with a 3 or higher from prior year's data
EAP ELA  Note: Local benchmarks will be used until CAASPP Results become available	64% of high school students scored met or exceeded standard on the ELA CAASPP	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.	45% of high school students nearly met standard on the ELA EAP.	Based upon the results of the ELA EAP, 66.3% of high school students nearly met standards.	Increase the percentage of students scored met or exceeded standard on from prior year's data
EAP Math  Note: Local benchmarks will be used until CAASPP Results become available	20% of high school students scored met or exceeded standard on the Math CAASPP	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.	48% of high school students nearly met standard on the Math EAP.	Based upon the results of the Math EAP, 35.7% of high school students nearly met standards.	Increase the percentage of students scored met or exceeded standard on from prior year's data
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs
EL Reclassification rate	7 students were reclassified in the 19-20 school year.	Since 2019, 17.39% (8) were reclassified and as of January 2022, 7 students were reclassified for the 21-22 school year.	11.29% (7 students) were reclassified in the 21- 22 school year.	18% of students were reclassified in the 22- 23 school year.	Maintain or increase the number of students who are reclassified from prior year's data



**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Qualified Staff, including appropriately credentialed teachers</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students. Yosemite Valley Charter School (YVCS) will utilize recruitment websites and fairs to have access to highly qualified teachers with single-subject expertise, special education expertise, and multiple subject expertise. A fully credentialed staff increases success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide enough staff to support and increase achievement in our virtual academies as well as support for students, staff, and families. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	No	Fully Implemented	Yosemite has utilized different sources to successfully recruit and hire fully credentialed and highly qualified teachers to ensure full support to students and families.		\$17,979,928.49	\$3094533.87



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<b>Regional Coordinators</b> State and local assessment data, educational partner feedback, and other collected data indicate that Regional Coordinators are necessary to support teachers and monitor the academic progress of unduplicated students. Yosemite Valley Charter will utilize Regional Coordinators to provide facilitation of Professional Learning Communities (PLCs) to support teachers and students in ensuring compliance with state and local requirements and completion of a body of work. All students/learning coaches will have access to these Regional Coordinators to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide regional coordinators for the facilitation of PLCs that include disaggregation of data, progress monitoring on state standard implementation, and student progress. Each team of RCs will be supported by a director who will check in with them weekly. These leaders along with team support will increase the success of students, staff, and families as well as support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through targeted planning, learning acceleration, and enrichment	Yes	Fully Implemented	Yosemite has successfully integrated Regional Coordinators into its system, playing a pivotal role in supporting teachers, monitoring academic progress, and facilitating Professional Learning Communities (PLCs). These coordinators ensure compliance with state and local requirements, oversee comprehensive work, and provide essential support to students, significantly benefiting various student groups.		\$966,129.30	\$285869.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities. We expect this action will continue to reduce the achievement gap by providing leadership support in the area of academy achievement and enrichment as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these leaders will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.						
1.3	<b>Electives and Enrichment opportunities</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and full access to courses including electives and opportunities through extensive enrichment. Yosemite Valley Charter will utilize vendors, Virtual Academy, and A-G courses to provide courses and enrichment opportunities to support students in their core programs and beyond their core program. Starting the 23-24 school year, community arts educators include a credentialed art teacher will be providing increased opportunities for electives and enrichment to occur for YVCS. All students will have access to these courses and resources, especially	No	Fully Implemented	Yosemite has successfully implemented comprehensive enrichment strategies, providing diverse courses and enrichment opportunities leveraging vendors, Virtual Academy, and A-G courses. The initiative prioritizes equitable access for all students, resulting in increased academic achievement and A-G completion rates, particularly benefiting vulnerable groups like Low Income, Foster Youth, English Learners, and students		\$2,250,829.14	\$24423.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for Low Income(LI), Foster Youth(FY), English Learner(EL) students, and students experiencing homelessness(HY) to address equity and access to all courses and resources. By maintaining full access to courses, electives, and enrichment opportunities, YVC will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion, and enhanced learning of unduplicated students. These actions are most associated with LI, FY, HY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment as well as A-G courses in order to address the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment and elective systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.			experiencing homelessness.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	<b>Texts, instructional materials, software, and supplies</b> State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided with standards-aligned texts, instructional materials, and supplies for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Yosemite Valley Charter will utilize its extensive curriculum and enrichment ordering systems as well as its lending library. Teachers and students will have all the needed curriculum to ensure compliance with state and local requirements and the completion of a body of work. All students will have access to these resources to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will include curriculum and instruction experts in ELA and Math to provide teachers/learning coaches with the knowledge to better facilitate helping students and families choose grade-level appropriate curriculum and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with these resources will increase the success of students, staff, and families by supporting the growth in the areas of attendance rates, suspension rates, and	No	Fully Implemented		Yosemite ensures access to standard-aligned texts and instructional materials through extensive systems. The institution's comprehensive resources and support mechanisms positively impact academic progress, attendance rates, and behavior affecting learning for students, particularly those from marginalized backgrounds.	\$4,633,369.38	\$2212530.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	behavior that affects learning and academic achievement. We expect this action will continue to reduce the achievement gap by providing resource support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these resources will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.						
1.5	<b>Technology, including devices and equipment for learning</b> State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and learning platforms for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Yosemite Valley Charter will utilize its extensive technology department and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities	Yes	Fully Implemented		Yosemite has fully implemented technology, ensuring equitable access for all students, especially those from underserved groups. This initiative aims to improve academic progress, attendance rates, and behavior affecting learning, with ongoing	\$91,748.26	\$63602.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with this technology will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.				assessment through state and local data and educational partner feedback.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<b>Technology Support</b> State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and platforms for learning and assessment. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Yosemite Valley Charter will utilize its extensive technology department, assessment system, and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access along with support with this tech will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st	Yes	Fully Implemented		Yosemite has successfully implemented a comprehensive plan, providing all students, including those from underserved groups, with access to technology and learning platforms. Utilizing its technology department, assessment system, and lending library, the academy ensures compliance with state and local requirements, fostering equity, supporting academic progress, and enhancing success in areas such as attendance rates, suspension rates, and academic achievement, with ongoing assessment through state and local data and educational	\$157,487.00	\$106289.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.				partner feedback.		
1.7	<b>Intervention Teachers on Special Assignment (TOSA)</b> State and local assessment data, educational partner feedback, and other collected data indicate that students who are provided access to intervention will have greater success. Research indicates that when properly implemented, targeted and individualized support in both English and math will result in greater student access to improving missing skills as well as increased opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small-group remediation and acceleration lessons. All students	No Yes	Fully Implemented		The goal of providing access to intervention has been fully implemented at Yosemite Valley Charter. Utilizing state and local assessment data, educational partner feedback, and research findings, credentialed teachers have successfully delivered targeted support	\$387,230.12	\$306892.21



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will have access to this multi-tiered intervention program to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Access and intervention support will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve. The impact of this intervention program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.				in both English and math through individualized and small-group lessons. This multi-tiered intervention program ensures equity and access for all students, contributing to increased success, particularly benefiting Low Income, Foster Youth, English Learner students, and students experiencing homelessness.		
1.8	<b>Supplemental School Psychologist, and Specialized Support Staff</b> State and local assessment data, educational partner feedback, and other collected data indicate that mental health is a priority and need for families, a need that was exacerbated by the COVID-19 pandemic. If students are not physically, mentally, and emotionally ready to learn, they may not reach their academic goals. Yosemite Valley Charter	Yes	Fully Implemented		Yosemite has fully implemented its commitment to mental health by providing additional school mental health, speech services, and support/assess ments by experts. Recognizing the	\$669,140.75	\$206266.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School (YVCS) believes that providing additional school mental health, speech services, and other support/assessments by experts will provide needed services aligned with the MTSS plan. Supporting struggling students will improve mental health and social-emotional outcomes for students, leading to increased achievement. All students, staff, and families will have access to these professionals to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. YVCS will provide additional school psychology and other support services for students which will result in increased participation and achievement on state and local assessments. The impact of these professionals will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.				exacerbated need due to the COVID-19 pandemic, all students, staff, and families now have equitable access to these professionals, particularly benefiting Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact is evidenced by increased participation and achievement on state and local assessments, as measured by the most current data and educational partner feedback.		
1.9	<b>Special Education Services</b> State and local assessment data, educational partner feedback, and other collected data indicate that Special Education Services are a priority and a need for families, a need that was exacerbated by learning loss due to the COVID-19 pandemic. Research indicates that when properly implemented,	No	Fully Implemented		Yosemite has fully implemented a comprehensive Special Education Services program, addressing the priority and	\$1,450,582.61	\$952301.95

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	targeted, and individualized support in accordance with a student's Individualized Education Plan(IEP), results in greater student access to improving missing skills and improving the opportunity to reach standards, especially when provided by credentialed teachers who have a special education credential. To meet this need, the special education team will continue to provide specialized and targeted support to students through individualized and small-group lessons. This team is being expanded to include internal specialized staff for IEP services which may include speech, OT, etc. All students with an IEP will have access to this specialized academic instruction and other services as noted in their IEP to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Yosemite Valley Charter will provide a rigorous special education program for students with an IEP which will result in increased participation and achievement on state and local assessments. The impact of this program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.				need for families, particularly in the aftermath of learning loss from the COVID-19 pandemic. Utilizing state and local assessment data, educational partner feedback, and research findings, the expanded special education team, including internal specialized staff, delivers targeted support in alignment with each student's Individualized Education Plan (IEP). This ensures equitable access to specialized academic instruction and services, fostering increased success for students with an IEP, especially		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					benefiting Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of the rigorous special education program is evident in the increased participation and achievement on state and local assessments, as measured by the most current data and educational partner feedback.		
1.10	<b>Professional development and training for staff</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for our teachers, parents, and students in this unique model of a non-classroom-based program. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School (YVCS) will utilize	No	Fully Implemented	Yosemite has fully implemented a comprehensive professional development and training program, addressing the unique needs of a non-classroom-based program. Utilizing state and local assessment data and educational partner feedback, contracted professional development and experts are providing tailored support to teachers, parents, and students.		\$218,169.00	\$78429.5

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	contracted professional development and experts in the charter to provide professional development. Research indicates that when properly implemented, the first best instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. YVCS believes that providing coordination and implementation of professional development will lead to an increased sense of school connectedness and success among foster and homeless youth, English Learners, and low-income students. This professional development plan will provide several types of support and tailor to the needs of each teacher in the charter. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			This initiative aims to reduce the achievement gap, improve attendance rates, lower suspension rates, and enhance behavior affecting learning, particularly benefiting foster and homeless youth, English Learners, and low-income students. The success of this program is measured through ongoing assessment using state and local assessment data and educational partner feedback.			
1.11	<b>Supplemental academic support programs</b> State and local assessment data, educational partner feedback, and other collected data indicate a need	No	Fully Implemented	Yosemite has fully implemented multiple supplemental academic support programs, utilizing subscriptions,		\$167,823.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>for multiple supplemental academic support programs which included subscriptions and software that are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School (YVCS) will utilize various subscriptions, software, and professional development to provide greater student access to improving missing skills and more opportunities to reach standards. YVCS believes in the coordination and implementation of Multiple Supplemental Academic Support Programs which will result in success among foster and homeless youth, English Learners, and low-income students. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.</p>			<p>software, and professional development to address the academic achievement, reading comprehension, and learning progress of struggling students. This coordinated effort aims to provide greater student access to improving missing skills and reaching standards, particularly benefiting foster and homeless youth, English Learners, and low-income students. The success of these programs is measured through ongoing assessment, showing a positive impact on attendance rates, suspension rates, and behavior affecting learning, as evidenced by state and local assessment data, educational partner feedback, and other collected data.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<b>English Learner Progress and Achievement Support</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple services for dedicated and integrated English language development(ELD) support programs which include students enrolled in English learner(EL) virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support in EL coordination and facilitation of services to increase success as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School (YVCS) will utilize credentialed and trained teachers to monitor and serve students by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards through a dedicated/integrated model. YVCS believes in providing coordination and implementation of a specific program for English learners at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and	No	Fully Implemented	Yosemite has fully implemented dedicated and integrated English language development (ELD) support programs for English Learners (ELs), aligning virtual courses with their needs based on comprehensive assessment data. Credentialed and trained teachers facilitate this specific program, providing greater access for ELs to improve missing skills and reach academic standards. This coordinated effort, focusing on EL coordination and facilitation of services, is expected to reduce the achievement gap and enhance success in attendance rates, suspension rates, and behavior affecting learning, as measured by state and local assessment data, educational partner feedback, and other collected data.		\$138,519.79	\$171522.72



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.						
1.13	<b>Student Study Teams and Intervention Support</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, work completion rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter will use a student study team process connected to the 5-Tier MTSS system to determine and provide a course of action for intervention which may include mental health as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a method of analysis and intervention for academic and social-emotional support by providing a team to provide differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary	Yes	Fully Implemented	Yosemite has fully implemented a comprehensive Student Study Teams and Intervention Support program, addressing the needs of Low Income, Foster Youth, English Learner students, and homeless youth. Utilizing state and local assessment data and educational partner feedback, the academy employs a 5-Tier MTSS system to provide differentiated learning, student-centered approaches, and individualized support. This initiative has increased accessibility to resources for students, staff, and families, leading to improvements in attendance rates, reduced suspension rates, and enhanced behavior affecting learning and academic achievement. The ongoing implementation of the student study team process is expected to		\$235,276.20	\$120562.74



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of a student study team will lead to intervention in a Multi-Tiered System of Support which will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided in the school-wide and individualized learning plans. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.			further reduce the achievement gap, providing tailored support in line with the most current state and local assessment data, educational partner feedback, and other collected data.			
1.14	<b>Coordination of intervention, assessment, analysis, and achievement</b>	Yes	Fully Implemented	Yosemite has fully implemented a comprehensive		\$367,628.10	\$162598.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Coordination of intervention, assessment, analysis, and achievement State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter will utilize regional coordinators, coordinators, assistant directors, classified staff, and directors to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and achievements necessary for all students' academic, behavioral, and social success while using a learning/assessment platform. These leaders will increase the accessibility to the number of resources that students, staff, and families need in order to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students</p>			<p>Coordination of Intervention, Assessment, Analysis, and Achievement program, addressing the needs of Low Income, Foster Youth, English Learner students, and homeless youth. Leveraging regional coordinators, coordinators, assistant directors, classified staff, and directors, the academy coordinates all systems and data to provide tailored intervention, enrichment, and academic support. This initiative includes a process and systems for charter leaders to analyze data and achievements using a learning/assessment platform, increasing accessibility to resources and supporting growth in attendance rates, reduced suspension rates, and enhanced behavior affecting learning and academic achievement. The school-wide implementation is expected to benefit all struggling students, with ongoing assessment through state and local assessment data, educational partner</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness with learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.			feedback, and other collected data.			
1.15	<b>Academic achievement assessments, management platform, and support</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for platforms that include assessments, assessment analysis, data analysis, interactive lesson design and application as well as a resource for courses. These web-based platforms and programs will provide additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter will utilize directors, tech department, and professional development to coordinate all systems and data to determine and provide a course of	No	Fully Implemented	Yosemite Valley Charter has fully implemented a robust Academic Achievement Assessments, Management Platform, and Support program, utilizing web-based platforms and programs that include assessments, assessment analysis, data analysis, interactive lesson design, and course resources. Coordinated by directors, the tech department, and professional development, this initiative provides comprehensive support for Low Income, Foster Youth, English Learner students, and homeless youth. The platform		\$182,691.22	\$25.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and the achievement necessary for all students' academic, behavioral, and social success. These platforms will increase the accessibility to the number of resources that students, staff, and families to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.			facilitates intervention, enrichment, and academic support to address the achievement gap, with a focus on improving attendance rates, reducing suspension rates, and addressing behavior affecting learning. The ongoing implementation is expected to benefit students, staff, and families, with continual assessment.			
1.16	<b>Coordination of services and supports for Students with 504s</b> State and local assessment data, educational partner feedback, and	No	Fully Implemented	After a comprehensive review of state and local assessment data and partner feedback,		\$98,556.00	\$45185.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>other collected data indicate a need for coordination of services and support for students with 504 plans which include students enrolled in virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support for 504 students and the coordination and facilitation of services to increase success as well as attendance rate, work completion rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter will utilize credentialed and trained teachers to monitor and serve students with a 504 by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards as identified by the SST supported by the MTSS system. Yosemite Valley Charter believes in providing coordination and implementation of a specific program for 504 students at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.</p>			<p>Yosemite Valley Charter successfully implemented a program to coordinate services and support for students with 504 plans. The program aligns with students' needs, including those enrolled in virtual courses, based on data-driven insights. Credentialed and trained teachers actively monitor and assist students with 504 plans, providing a tailored program to address skill gaps and meet standards as guided by the Student Success Team (SST) supported by the Multi-Tiered System of Support (MTSS). This initiative has led to a significant reduction in the achievement gap, demonstrating increased student support and engagement. The implemented program has notably improved attendance rates, work completion rates, and behavior affecting the learning and academic achievement of our students, including those in vulnerable groups such as Foster Youth and students experiencing homelessness. Continuous assessment</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				through state and local data and partner feedback consistently affirms the positive impact of these efforts.			
1.17	<b>Activities and events to promote family academic success including lending library support</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for more in-person academic, arts, STEM, math, and literacy activities for families that promote progress and achievement by having events at our lending library and planned locations that will align with their needs based on data. As identified in the metric section, there is a need to support family literacy/math development for all students by providing a plan that provides coordination and facilitation of services to increase in-person events that will lead to academic success as well as increased attendance rate, engagement, and behavior that affects learning and academic achievement of these students. Yosemite Valley Charter School (YVCS) will utilize credentialed and trained teachers and paraprofessionals to present and provide support to students by having specific events that provide greater access to improving missing skills and more opportunities to reach standards through literacy/math/arts development. YVCS believes in providing coordination and implementation of a specific program for students and families at all grade levels. We	No	Fully Implemented	Yosemite Valley Charter (YVC) has fully implemented a plan aligning events at our lending library and other locations with families' needs, promoting academic progress and achievement. Credentialed teachers and paraprofessionals facilitate tailored events aiming to enhance family literacy/math development and student engagement. This comprehensive program targets increased attendance, engagement, and improved behavior, positively impacting learning and academic achievement. YVC's commitment to coordination and implementation ensures grade-level specific programs, fostering increased student support and engagement. Continuous assessment using state and local data and partner feedback affirms the positive impact on attendance rates, suspension rates, and		\$50,537.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			the academic progress of vulnerable student groups.			

## Goal 2

### Goal Description

Yosemite Valley Charter School will operate with strong parent and community involvement, including effective communication and opportunities for parent education. (Priorities Addressed: 3)

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation according to the Fall 2021 Dashboard	Full Implementation according to the 2021 Dashboard	Full Implementation according to the 2022 Dashboard.	Full Implementation according to the 2023 Dashboard.	Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication as measured by Beehively and Website platforms	According to local data, there were 98,369 page views of the school website.	This school year 2021-22, Facebook has reached 20,971 individuals and Instagram reached 621. Data from 08/16/21-04/25/22.	For the school year 2022-23, Facebook has reached 15,768 individuals and Instagram reached 903.	For the school year 2023-24, Facebook has reached 5,880 individuals and Instagram reached 1,138.	Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Data from 04/2021-01/2021 shows that our website had 65,755 page views.	Data from 08/15/22-03/20/22. The school website reached 98,477 views.	Data from 08/23/2023 - 12/14/2023.  The school website reached 188,177 views.	
Provide parent education opportunities	YVC provided multiple parent engagement opportunities throughout the 20-21 school year.	<p>We are putting our Parent Education Opportunities in a different format to fit parent needs after feedback from the fall semester.</p> <p>For Math education: Parents/Learning Coaches did not want to attend math workshops put on by TCOE and they were poorly attended in the fall. They requested short recordings on different topics that they could watch on their own time. Therefore for spring, TCOE is making content-specific math workshop recordings that we can now share in a parent library and in newsletters and offering two office hour workshops based on the recorded sessions in the spring semester. The recording can be watched and recommended to learning coaches at any time rather than parents having to go to a workshop to gain the information.</p> <p>For ELA education: We have developed a teacher education/student academic incentive</p>	YVCS increased engagement and communication opportunities throughout the 22-23 school year.	YVCS provided multiple parent engagement opportunities throughout the 23-24 school year.	Provide parent education opportunities



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>program for spring called M.A.P (Mastery Academic Program). The English Learner Group is developing short videos and resources about teaching and learning strategies for daily lessons. For the spring they are: Stating Learning the Objective, Speaking in Complete sentences (sentence frames), and Checking for Understanding. Learning Coaches will use these resources to teach their students using the strategy, check off when the student used the strategy each day, and students will create an interest-based project based on their learning. The project will be shared in May in a virtual project fair to celebrate learning. This marries helping Learning Coaches teach with good teaching practices, and students learn and respond with critical thinking skills and application in a personal and interest-based format.</p>			

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>School and community events</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, and behavior that affects the learning and academic achievement of these students through parent engagement, professional development, in-person events, and other academic activities. Yosemite Valley Charter School (YVCS) school will utilize teams of teachers, art educators, and paraprofessionals led by the Director of Community Services and their regional coordinators to engage parents. YVCS believes that providing coordination and implementation of school and community-academic events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement opportunities which will include newsletters, phone calls, monthly meetings, academic field trips, professional development, and other in-person and virtual events. YVCS also provides clubs for all students to join throughout the school year for students at all grade levels. The School Site Council meets three times a year and parents fill out a	No	Fully Implemented	Yosemite Valley Charter (YVC) has seen positive outcomes from its comprehensive parent engagement strategy, led by teams of educators and paraprofessionals. The initiative, aimed at boosting school connectedness among unduplicated students, offers diverse engagement opportunities, including newsletters, phone calls, meetings, field trips, professional development, and events for all grade levels.  YVC has replaced the School Site Council with a Parent Advisory Committee, and parents actively participate in Title 1 and LCAP surveys. These coordinated efforts have resulted in increased participation and academic achievement in local assessments. While initially targeting Low Income (LI), Foster Youth (FY), and English Learner (EL) students, YVC's parent engagement systems benefit all students, contributing to a reduction in the achievement gap.		\$34,215.00	\$15193.64

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. YVCS parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			Expected outcomes encompass improved attendance, reduced suspensions, and positive behavior, particularly impacting Low Income, Foster Youth, English Learner, and homeless students. Assessment relies on state and local data, educational partner feedback, and other collected information.			
2.2	<b>Communication through multiple methods including website, newsletter</b> State and local assessment data, educational partner feedback, and other collected data indicate that unduplicated students are analyzed	Yes	Fully Implemented	Yosemite Valley Charter (YVC) fully implemented robust measures through its technology and marketing departments, ensuring weekly updates across online platforms		\$5,566.00	\$105999

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>annually and stakeholders continue to rate school-to-home communication as a high priority for student success. Yosemite Valley Charter School (YVCS) will utilize its extensive technology department and marketing department to weekly update all online platforms to make sure that parents and students are informed and have access to needed information. When parents are informed and engaged, students are more likely to be engaged in school and to participate in school programs and supports. YVCS will continue to provide multiple methods of parent communication for parents including the school website, home letters, and a weekly electronic newsletter. These platforms will be used to facilitate school-to-parent communication which will lead to increased participation in school programs and support. Access and support with this communication and information will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology and information improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income,</p>			<p>for easy access to essential information by parents and students. Improved school-to-parent communication significantly increased student engagement in programs and support services. YVC's diverse communication methods, including the website, home letters, and a weekly newsletter, effectively enhanced participation and support for students. These comprehensive communication channels notably improved access and support, resulting in enhanced attendance, reduced suspensions, and improved academic achievement, particularly benefiting vulnerable student groups. Continuous assessment using state and local data and partner feedback consistently confirms the positive impact of these technology resources on academic achievement and overall student success.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.						
2.3	<b>Parent Support and professional development</b> State and local assessment data, educational partner feedback, and other collected data indicate that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress toward the mastery of grade-level knowledge and skills. As identified in the metric section, there is a need for support in professional development and real-time academic support that will affect attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter will utilize its teacher trainers, regional coordinators, community educators, and contracted providers to provide a menu of services, professional development, and supports for our learning coaches/parents. The school will increase parent participation and efficacy through	No	Partially Implemented	Yosemite Valley Charter has initiated measures utilizing teacher trainers, regional coordinators, community educators, and contracted providers to offer a range of services, professional development, and support for learning coaches/parents. This ongoing effort aims to increase parent participation and effectiveness through tailored training, materials, and academic support, primarily focusing on improving student outcomes. While progress has been made in providing support and resources to learning coaches/parents, the school's ultimate goal is to expand and enhance these initiatives. The intention is to further increase and refine		\$168,649.99	\$584.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	training, support, materials, and supplies focused on academic achievement, utilizing formal and informal data collection and analysis to improve student outcomes and development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			parent trainings, utilizing both formal and informal data collection to continually improve instructional techniques for various student groups. The ongoing implementation targets reducing the achievement gap by enhancing student support and engagement, with an ultimate aim to positively impact attendance rates, suspension rates, and behavior affecting Foster Youth and homeless students. Continuous assessment using state, local assessment data, and partner feedback will guide the refinement and expansion of these efforts.			

### Goal 3

#### Goal Description

Yosemite Valley Charter School will maintain a safe and positive school climate where all students are actively engaged in learning. (Priorities Addressed: 5,6 )

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance rate	The attendance rate is at 98% according to local data for the 20-21 school year.	99.58% (as of the last full Learning Period ending on 1/7/2022).	The attendance rate was at 99.57% for the 2021-2022 school year.	The attendance rate was at 99.52% for the 2021-2022 school year.	Maintain the school attendance rate at or above 95%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Chronic Absenteeism rate	The Chronic Absenteeism rate remains below 2% for the 20-21 school year.	The Chronic Absenteeism rate remains below 2% for the 21-22 school year.	The Chronic Absenteeism rate remains below 2% for the 22-23 school year at a 1%.	The Chronic Absenteeism rate remains below 2% for the 2023 school year at 0.9%.	Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension rate	There were 0 suspensions in 2020-21.	There were 0 suspensions in 2021-22.	According to the 2022 CA School Dashboard, there were 0 suspensions.	According to the 2023 CA School Dashboard, there were 0 suspensions.	Decrease suspension rate from the prior year according to the California School Dashboard.
Expulsion rate	There were 0 expulsions in 2020-21.	There were 0 expulsions in 2021-22.	According to the 2022 CA School Dashboard there were 0 expulsions.	According to the 2023 DataQuest report, the 2022-23 Expulsion Rate is 0%.	Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	There were 9 high school dropouts in 2020.	According to the SARC, our dropout rate is 6.6%.	According to CALPADS certification the high school dropout rate was 0.77%.	There were 6 high school dropouts for 22-23, per CALPADS certification data with a rate of 6.06%.	Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 14 middle school dropouts in 2020.	12 students on certified CALPADS data for 2021.	According to CALPADS certification, the middle school dropout rate for the 21-22 school year was 1.14%.	The dropout rate for middle schoolers for the 22/23 cycle (8/16/22 - 8/15/23) was: 4.97%	Decrease number of middle school dropouts from the prior year according to CALPADS.
Sense of safety and school connectedness	76% of students felt a sense of safety and connectedness at school according to the local survey.	100% of the students surveyed feel safe and connected to Yosemite Valley Charter School.	91% of students surveyed feel safe and connected to Yosemite Valley Charter School.	90% of students surveyed feel safe and connected to Yosemite Valley Charter School.	The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.



**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>MTSS Program implementation and coordination</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter will utilize internal and other expert services to provide targeted services, support, and resources to students, staff, and families based on multiple data points. The MTSS plan and support team will help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide targeted services, academic supports, and social-emotional tools by providing a plan to provide differentiated learning, student-centered learning, that is individualized to student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of the Multi-Tiered System of Support will provide	Yes	Fully Implemented	After a thorough assessment of state and local data, educational feedback, and diverse sources, Yosemite Valley Charter has fully implemented targeted support for Low-Income, Foster Youth, English Learners, and homeless students. The executed Multi-Tiered System of Support plan has successfully addressed attendance, behavior, and academic challenges, benefiting these student groups school-wide. This comprehensive action has significantly reduced the achievement gap, demonstrated by improved attendance, reduced suspensions, and enhanced learning environments. Continuous assessment validates the success of these interventions.		\$125,302.10	\$63998.06



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.						
3.2	<b>Enrichment Coordination and Support</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and opportunities through an extensive enrichment ordering system and a lending library which will provide additional enrichment opportunities for our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). Yosemite Valley Charter will utilize vendors and other services to provide enrichment activities, resources, and supplies to support students beyond their	No	Fully Implemented	Yosemite Valley Charter (YVC) has implemented school-wide engagement strategies by extending these efforts to benefit every student, including Low-Income, Foster Youth, English Learners, and homeless students. YVC aims to bridge the achievement gap. This comprehensive action, which includes enrichment programs, aims to target areas such as attendance rates, suspension rates, and behavior affecting these		\$629,953.00	\$423988

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>core program. All students will have access to these resources and activities especially Low Income, Foster Youth, English Learner students, and students experiencing homelessness to address equity and access to all courses and resources. This plan will provide training to parents and students as well as an on-boarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products, as well as the lending library which is equipped with K-12 resources and is located in the Fresno area; however, a mobile van takes materials to parents when they order on-line. Teachers create a student-centered learning plan with individualized student needs identified. These systems along with team support increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The implementation and coordination of the enrichment ordering systems, lending library, and the support team have been designed to meet the needs most associated with LI, FY, and EL students.</p> <p>However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing</p>			diverse student groups. The success and impact of these enrichment systems is assessed through ongoing evaluation using the most current state and local assessment data, educational partner feedback, and other collected metrics.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.						
3.3	<b>Coordination of school and community events</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, and behavior that affects the learning and academic achievement of these students when parent engagement and participation increase. Yosemite Valley Charter School (YVCS) will utilize teams of teachers/paraprofessionals led by the Director of Community Services and their regional coordinators to engage parents. YVCS believes that providing coordination and implementation of school and community events will lead to an	No	Fully Implemented	Yosemite Valley Charter (YVC) successfully implemented strategies led by teams under the Director of Community Services and regional coordinators. These efforts have significantly enhanced parent engagement through various school and community events, fostering a stronger sense of school connection among all students, especially unduplicated ones. The comprehensive plan included newsletters, regular phone communication, monthly meetings, academic field trips, and a continuous offering of clubs throughout the school year for students across		\$774,569.01	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement which include newsletters, phone calls, monthly meetings, academic field trips, and other events. YVCS also provides clubs for all students to join throughout the school year for students at all grade levels. The school site council meets three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. YVCS parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational</p>			<p>all grade levels. This implementation has effectively reinforced a sense of community and involvement, contributing to improved attendance rates and positive behavior among our diverse student population.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	partner feedback, and other collected data.						
3.4	<b>Supplies and services for Homeless Youth</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for supplies and services to be provided to foster youth and students experiencing homelessness. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School (YVCS) will utilize its transition teams with the local county office led by the Director of Student Services. YVCS believes that providing coordination and implementation of supplies and services will lead to an increased sense of school connectedness among foster and homeless youth. This plan will provide several types of supplies, resources, and enrichment opportunities. The implementation and coordination of multiple support systems will meet the needs of homeless and foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which	No	Fully Implemented	After analyzing State and local data along with educational partner feedback, the need for supplies and services for foster youth and homeless students was identified.  Yosemite Valley Charter (YVC) successfully implemented a plan, coordinated by its transition teams and the local county office, led by the Director of Student Services.  This initiative boosted school connectedness and addressed specific needs through various support systems. As a result, there's been marked progress in attendance, reduced suspensions, and improved behavior.  Ongoing assessments using state and local data confirm the positive impact of these efforts.		\$1,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.						
3.5	<p><b>Increase student participation in clubs, leadership and academic programs</b></p> <p>State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for clubs, leadership development, and other academic competitions as a high priority for student success. Yosemite Valley Charter School (YVCS) believes that providing opportunities for students to develop leadership and collaboration skills through clubs, academic competitions, and events, will lead to increased student engagement and an increase in academic achievement. YVCS will provide a team of teachers and paraprofessionals led by the Director of Community Engagement to increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership skills which will lead to increased participation and academic achievement in state and local assessments for unduplicated students. Since its inception, this action has led to increased</p>	No	Fully Implemented	Yosemite Valley Charter (YVC) has successfully addressed the need for enhanced student engagement and academic achievement. Initiatives led by a leadership team, including teachers and paraprofessionals under the Director of Community Engagement, have provided avenues for students to develop leadership skills, collaborate, and participate in academic competitions and clubs. This has significantly increased student involvement and achievement. Through seamless partnerships, YVC has created a personalized and adaptable learning experience, extending comprehensive support to both high school students and young adults with disabilities. This support covers post-secondary education,		\$45,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness and school engagement. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			employment, and independent living opportunities. Ongoing assessments affirm the positive impact of these initiatives on student growth and success.			
3.6	<b>Student transition program and supports</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in a transition program that will create a sense of safety, connectedness, and college and career readiness as a key motivator for attendance resulting in higher academic achievement. Yosemite Valley Charter School (YVCS) believes that providing opportunities for students to develop leadership and collaboration skills through a transition program will lead to increased student engagement and	Yes	Fully Implemented	Led by the Director of Transition and Student Support, a team of educators facilitates students' involvement in clubs, leadership development, and academic competitions, nurturing confidence and leadership skills. Through partnerships, the team provides a flexible learning experience, extending services in post-secondary education, employment, and independent living to all high school students,		\$241,841.60	\$26599.23



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>an increase in academic achievement. YVCS will provide a team of trained educators led by the Director of Transition and Student Support to increase opportunities for students to participate in clubs, leadership development, and other academic competitions/events to develop confidence and leadership. Through partnership and collaboration, the team will provide a flexible and personalized learning experience with services in the post-secondary areas of education, employment, and independent living for all high school students including young adults with disabilities. YVCS will provide transition programs and support that help prepare students to transition between middle school and high school and between high school and college or career as well as provide agency linkage opportunities to ensure success post-graduation. By preparing students for transitions through training and support, students will be more likely to engage in school. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates,</p>			<p>including those with disabilities.</p> <p>YVC's transition programs prepare students for key transitions, enhancing agency linkage opportunities for post-graduation success. This initiative has led to increased participation and achievement in local assessments. Coordinated support systems target connectedness, school engagement, and college and career readiness. Expected outcomes include a continued reduction in the achievement gap through heightened student support and engagement, influencing attendance rates, suspension rates, and behavior for Foster Youth and students experiencing homelessness. This is measured by state and local assessment data, educational partner feedback, and other collected information.</p>			



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data						

## Goal 4

### Goal Description

Yosemite Valley Charter School will guide and prepare all students for college and career readiness. (Priorities Addressed: 4,5,7)

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
High school graduation rate	In 2020, YVC's graduation rate was 82%.	As of 2021, according to the SARC, the graduation rate for YVC is 89.5%.	As of 2022, according to the CA Dashboard, the graduation rate for YVCS is 88.9%.	As of 2023, according to the CA Dashboard, the graduation rate for YVCS is 88.9%.	Increase high school graduation rate to meet or exceed state average.
CTE pathway completion rate	In 2020, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	In 2021, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	Yosemite has 58 students enrolled in CTE courses for the current 2023 Spring year. 2 students completed a CTE pathway at the end of Spring for 2022.	According to the 2023 CA Dashboard reports, 2 students completed a CTE pathway.	Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	In 2020, the A-G completion rate was 21%	The A-G completion rate for 2021 was 15% (14 out of 91 students).	In 2022, the A-G completion rate was 32%.	In 2023, the A-G completion rate was 37%.	Increase the A-G completion rate from the prior year's data.
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or	For YVC in 2021, we had 3 students take AP tests,	Due to the structure of a non-classroom based program, students have	Due to the structure of a non-classroom based program, students have	Increase the AP pass rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	higher on AP exams was 80%	and only one passed with a 3 or higher.  YVC is currently at 33.3% of passing with a 3 or higher.	the ability to choose between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2022 was 21.4%.	the ability to choose between AP Exams and Dual/Concurrent Enrollment opportunities. YVC's concurrent percentage for 2023 was 18%.	
College and Career Indicator (CCI) Rate	In 2020 50% of students were prepared or approaching prepared	Data is not available from the state for 2021.	In 2022, 44% of students were prepared or approaching prepared.	In 2023, 43.4% of students were prepared or approaching prepared according to the California Dashboard.	Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

#### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>College and Career Indicators (CCI) for readiness and success</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in an expanding College and Career opportunities for post-secondary success. The new requirements for CCI will be addressed including CTE Pathways, A-G courses, and other CCI indicators. This will ensure that unduplicated students are given the opportunity to complete CCI and A-G college requirements and be provided with academic support to ensure college and career readiness is a key motivator for attendance resulting in higher academic achievement. Yosemite Valley Charter School (YVCS) believes that providing opportunities for expanded CTE and A-G courses will allow students	Yes	Fully Implemented	Analysis of assessment data and partner input revealed a need to enhance College and Career Indicators (CCI) for students, especially in CTE Pathways and A-G courses. Yosemite Valley Charter (YVC) responded effectively by expanding opportunities in CCI, CTE, and A-G courses. Led by the High School Director, a team of specialists and counselors are working to increase student participation and achievement. Coordinated support systems fostered student engagement, improving college and career readiness. These efforts hold promise in reducing		\$258,375.61	\$111784

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to develop leadership and collaboration skills that will lead to increased student engagement and an increase in academic achievement as well as course completion for college and career readiness. Yosemite Valley Charter will provide a team of trained high school support specialists and counselors led by the Highschool Director to increase opportunities for students to participate in CCI, CTE, and A-G courses and opportunities. Since its inception, this action has led to increased participation and achievement in CCI readiness, CTE, and A-G course enrollment, and increased achievement on local assessments. The implementation and coordination of multiple support systems in CCI, CTE, and A-G courses will lead to increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			the achievement gap, impacting attendance rates, suspension rates, and behavior for vulnerable student groups. Ongoing assessment using state, local, and partner data validates these measures' success.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	<b>Secondary student success team and Virtual Support</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved by providing a secondary student success team and an online virtual specialist to improve outcomes for middle and high school students through support and progress monitoring. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The secondary student success team and leadership team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and meeting with students and families. By providing the secondary student success team, Yosemite Valley Charter believes there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and increased achievement in state and local assessments. We expect this action will continue to reduce the achievement gap through increased student support and	Yes	Partially Implemented	Yosemite Valley Charter identified a need for enhanced student involvement through a secondary student success team and an online virtual specialist after analyzing assessments, educational partner feedback, and collected data. Successfully implemented, these initiatives focused on supporting Low Income, Foster Youth, and English Learner students to improve dropout rates, graduation rates, CCI indicators, concurrent enrollment, and academic standards. The secondary student success team executed a program ensuring student academic goals were met through tailored support and regular progress monitoring. This implementation significantly improved course completion rates, graduation rates, and academic achievement based on state and local assessments. These efforts contributed to reducing the achievement gap, enhancing student support, and positively impacting attendance		\$336,756.22	\$184642.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			rates, suspension rates, and behavior among vulnerable student groups. Ongoing assessment validates the success of these measures.			
4.3	<b>High School counseling support</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities to provide High school counseling support to students to ensure academic guidance and support for students to meet A-G requirements to ensure College and Career readiness by providing support and monitoring the academic achievement and learning progress of the Yosemite Valley Charter's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The counseling team will implement a program to ensure all students meet their academic goals, including meeting	No	Fully Implemented	Yosemite Valley Charter has fully implemented a comprehensive High School Counseling Support program, ensuring academic guidance and support for students to meet A-G requirements and achieve College and Career readiness. The counseling team, through ongoing meetings with students and families, has contributed to improved outcomes for middle and high school students, evident in increased course completion rates, graduation rates, and achievement on state and local assessments. This initiative has successfully reduced the achievement gap through enhanced student support and engagement, resulting in		\$157,245.20	\$72952.07

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with students and families. By providing the counseling team, Yosemite Valley Charter believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			improved attendance rates, lower suspension rates, and positive behavior, as measured by state and local assessment data, educational partner feedback, and other collected data.			
4.4	<b>Expand Dual/concurrent enrollment opportunities</b> State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for an expansion of dual enrollment options for high school students is a high priority for student success. The high school success team, directors, and counseling team will plan and collaborate to support students to meet A-G requirements to ensure College and Career readiness by providing dual and concurrent enrollment opportunities in order to increase the academic achievement and learning progress	No	Fully Implemented	Yosemite Valley Charter has successfully implemented an expanded Dual/Concurrent Enrollment Opportunities program, prioritizing student success based on state and local assessment data and educational partner feedback. The collaboration between the high school success team, directors, and counseling team has resulted in increased opportunities for		\$1,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	of the Yosemite Valley Charter's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in dual enrollment options and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The high school support team will implement a program to ensure all students meet their academic goals and expansion of dual/concurrent enrollment as needed when they meet with students and families. By providing the expanded dual/concurrent enrollment opportunities, Yosemite Valley Charter believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.			unduplicated students, particularly Low Income, Foster Youth, and English Learners, to engage in dual enrollment options. This initiative has positively impacted middle and high school student outcomes, evident in improved course completion rates, graduation rates, and achievement on state and local assessments, contributing to a reduction in the achievement gap. The ongoing success is reflected in enhanced attendance rates, reduced suspension rates, and positive behavior, as measured by state and local assessment data, educational partner feedback, and other collected data.			



# 2023-24 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Yosemite Valley Charter School
<b>CDS Code:</b>	10625470135103
<b>LEA Contact Information:</b>	Name: Stephanie Johnson Position: Superintendent Email: steph.johnson@centralvcs.org Phone: (559) 258-0787
<b>Coming School Year:</b>	2023-24
<b>Current School Year:</b>	2022-23

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2023-24 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$32,209,243
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$2,698,646
<b>All Other State Funds</b>	\$3,845,126
<b>All Local Funds</b>	\$3,243,756
<b>All federal funds</b>	\$1,429,146
<b>Total Projected Revenue</b>	\$40,727,271

<b>Total Budgeted Expenditures for the 2023-24 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$38,424,740
<b>Total Budgeted Expenditures in the LCAP</b>	\$32,825,819
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$2,876,654
<b>Expenditures not in the LCAP</b>	\$5,598,921

<b>Expenditures for High Needs Students in the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$17,783,351
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$18,605,897

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2023-24 Difference in Projected Funds and Budgeted Expenditures</b>	\$178,008
<b>2022-23 Difference in Budgeted and Actual Expenditures</b>	\$822,546

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The remaining amount not listed in the LCAP will be used to cover general administrative costs to support the school.





## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Yosemite Valley Charter School

CDS Code: 10625470135103

School Year: 2023-24

LEA contact information:

Stephanie Johnson

Superintendent

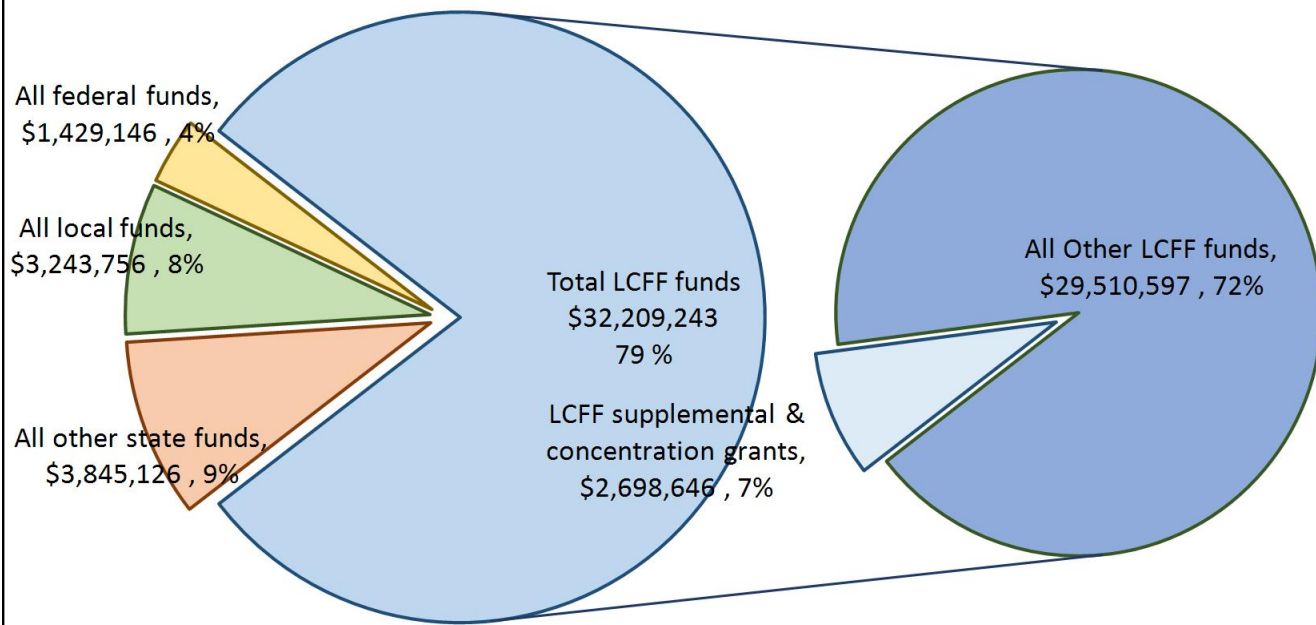
[steph.johnson@centralvcs.org](mailto:steph.johnson@centralvcs.org)

(559) 258-0787

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### **Budget Overview for the 2023-24 School Year**

## Projected Revenue by Fund Source

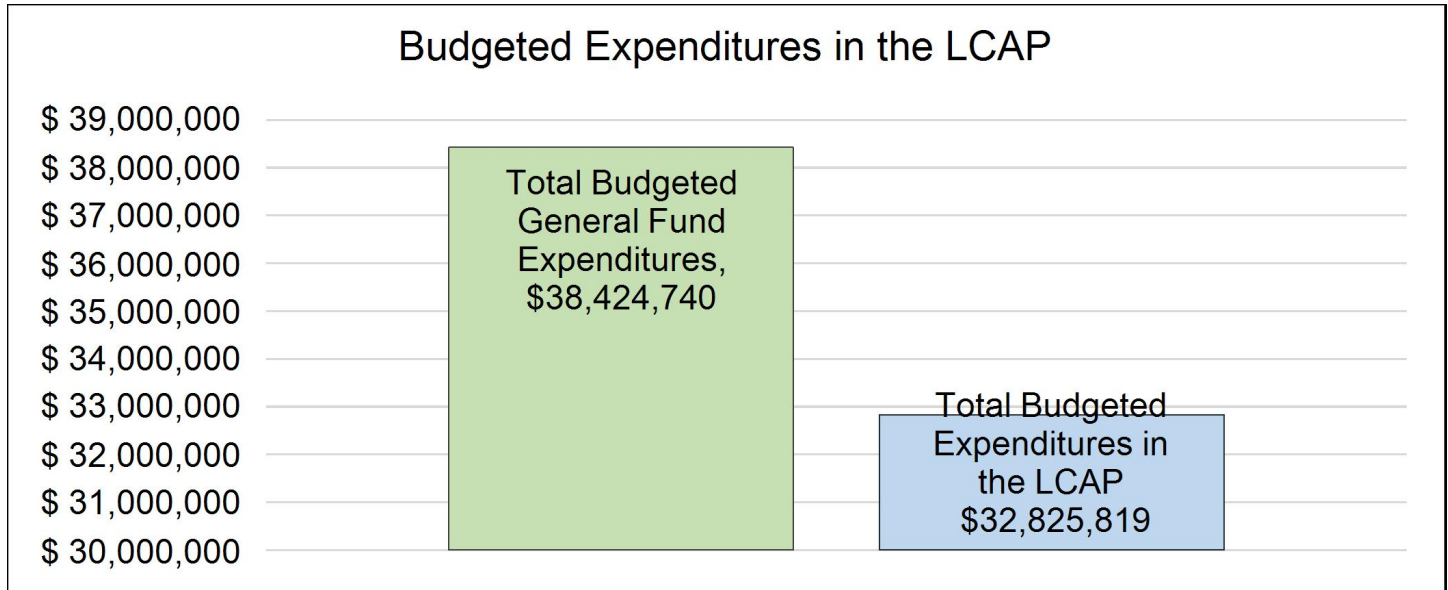


This chart shows the total general purpose revenue Yosemite Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yosemite Valley Charter School is \$40,727,271, of which \$32,209,243 is Local Control Funding Formula (LCFF), \$3,845,126 is other state funds, \$3,243,756 is local funds, and \$1,429,146 is federal funds. Of the \$32,209,243 in LCFF Funds, \$2,698,646 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Yosemite Valley Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yosemite Valley Charter School plans to spend \$38,424,740 for the 2023-24 school year. Of that amount, \$32,825,819 is tied to actions/services in the LCAP and \$5,598,921 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

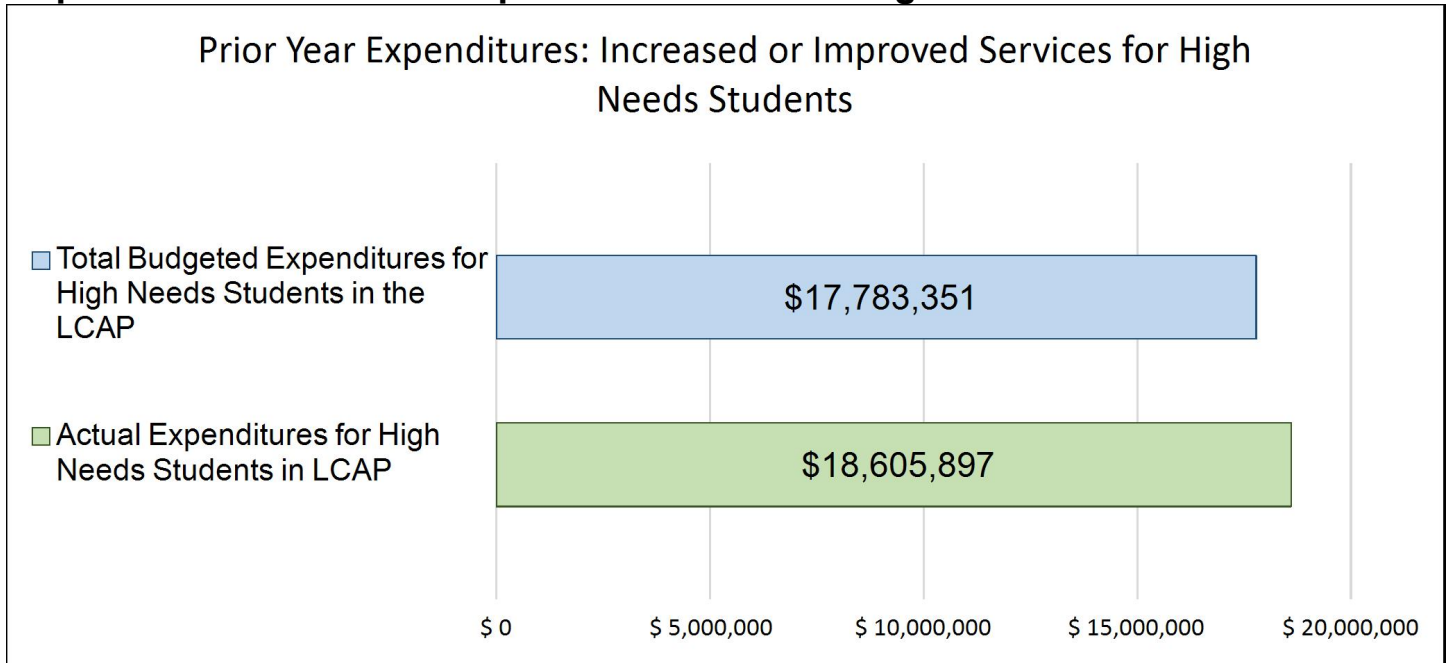
The remaining amount not listed in the LCAP will be used to cover general administrative costs to support the school.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Yosemite Valley Charter School is projecting it will receive \$2,698,646 based on the enrollment of foster youth, English learner, and low-income students. Yosemite Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Valley Charter School plans to spend \$2,876,654 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Yosemite Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yosemite Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Yosemite Valley Charter School's LCAP budgeted \$17,783,351 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter School actually spent \$18,605,897 for actions to increase or improve services for high needs students in 2022-23.

# Cover Sheet

## Extended School Year (ESY) for 2024

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<b>Section:</b>	<b>III. Academic Excellence</b>
<b>Item:</b>	<b>C. Extended School Year (ESY) for 2024</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>ESY - YV</b>

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### BACKGROUND:

- Extended School Year (ESY) services are special education and related services provided by the school during the time between academic years.
- Per the Individuals with Disabilities Education Act (IDEA) and California Code of Regulations section 3043, these services assist the student in working toward the same goals and objectives that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated:
  - Regression of skills during an extended school break and
  - Limited ability to benefit from re-teaching skills after an extended school break.

### RECOMMENDATION:

- Consider approval of the proposed ESY plan/schedule.



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## **Extended School Year (ESY)**

ESY occurs directly after the school year ends and is four weeks in duration. For the current school year, ESY is scheduled to begin on June 10, 2024, and end on July 5, 2024.

This will provide students with 18 days of instruction and access to their related services.

# Cover Sheet

## Annual Review of the Homeless Education Policy

**Board Policy No. 6173**

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<b>Section:</b>	<b>III. Academic Excellence</b>
<b>Item:</b>	<b>D. Annual Review of the Homeless Education Policy</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Homeless Education Policy - YV - 2024 Annual Review</b>

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### **BACKGROUND:**

- Annual Review of the Homeless Education Policy.

### **RECOMMENDATION:**

- Consider the approval of the updated Homeless Education Policy



# YOSEMITE VALLEY CHARTER SCHOOL

## Instruction | Alternative/Specialized Programs

### HOMELESS EDUCATION POLICY

Yosemite Valley Charter School is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

The purpose of the Yosemite Valley Charter School Governing Board approving this Homeless Education Policy is to accomplish the following:

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Outline Transportation Options
6. Define Comparable Education Services for Homeless Children and Youth
7. Describe Coursework and Graduation Requirements

#### 1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
  - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
  - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
  - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;





- Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

**2. Homeless Liaison Contact Information and Responsibilities:** The Charter School's Homeless Liaison is: Yolanda Vazquez, [yolanda.vazquez@centralvcs.org](mailto:yolanda.vazquez@centralvcs.org). The Charter School's Homeless Liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;



Ensure that homeless children and youth are admitted in, and have a full and equal opportunity to succeed in the School;

- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- As applicable, ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school.
- As applicable, ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school.
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed

of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.



- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
  - Offer training to the school's certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to both of the following: 1) The homeless education program policies adopted by the school; and 2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.
  - The Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and reported to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.
- 3. Admission:** All homeless students are required to follow the school's process for admitting students, including filling out and submitting the school's enrollment documents and Master Agreement on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. As used in this policy, admission means attending classes and participating fully in school activities.
- If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paperwork. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.
- If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.
- 4. Admission Disputes and the Dispute Resolution Process:** If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately enrolled to the



Charter School in which admission is sought, pending resolution of the dispute. “Admission” means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute.

In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately admitted in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about admission and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School’s decision regarding admission, including the rights of the parent, guardian or unaccompanied youth’s appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE’s homeless liaison will review these materials and determine the school selection or admission decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating to admission in the Charter School within ten working days of receipt of the materials.

- 5. Transportation:** The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.
- 6. Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
  - Educational services for which the homeless student meets federal, state, and local program eligibility criteria
  - Programs in career and technical education



- Access to honors and AP courses
- Access to field trips
- Access to technology, including hotspots
- Access to a full range of support and intervention programs

- 7. Coursework and Graduation Requirements:** The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework while attending the School.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of



California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Consult with the student and the person holding the right to make educational decisions for the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student; 5) Consult with the student and the student's educational rights holder regarding the student's option to remain in the School of origin.

To determine whether a homeless student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer, the length student's enrollment, or for students with significant gaps in school attendance, the pupils age as compared to the average of pupils in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

In addition to providing said notice, the School shall consult with the student and student's educational rights holder about the following: 1) Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vacation plans, including the ability to gain admission to a postsecondary educational institution; 2) Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities



available through the California Community Colleges; 3) Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is not eligible for an exemption because the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School nonetheless shall reevaluate eligibility and provide written notice to the student, the student's education rights officer whether the student qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the student at the time of reevaluation to determine if the student continues to be reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status at that time the reevaluation conducted pursuant to the previous paragraph that the student is not reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of





high school, the School shall provide the student with the option to receive an exemption from all coursework and other requirements adopted by the School's governing board that are in addition to the statewide coursework requirements specified in Education Code section 51225.3 or to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student (if over 18 years old), or upon agreement with the student's education rights holder.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

If a homeless student transfers between schools any time after the completion of the student's second year of high school is not reasonably able to complete the School's graduation requirements within the student's fifth year of high school, but is reasonably able to complete the statewide coursework requirements specified in Education Code section 51225.3 within the student's fifth year of high school, the School shall exempt a student from the School's graduation requirements and provide the student the option to remain in school for a fifth year to complete the statewide coursework requirements. The School shall consult with the student and the student's education rights holder of the following: 1) The student's option to remain in school for a fifth year to complete the statewide coursework requirements; 2) How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education; 3) Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 4) The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the





School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

Adopted: February 13, 2020  
Revised: December 5, 2022

# Cover Sheet

## Annual Review & Revised Immigration Enforcement Policy

### Board Policy No. 5145.13

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<b>Section:</b>	<b>III. Academics</b>
<b>Item:</b>	<b>E. Annual Review &amp; Revised Immigration Enforcement Policy</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>5145.13 - Immigration Enforcement Policy - YV - 1-23-2024</b>

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#### BACKGROUND:

- Annual review of the Revised Immigration Enforcement Policy

#### RECOMMENDATION:

- Consider the approval of the updated Immigration Enforcement Policy.



# YOSEMITE VALLEY CHARTER SCHOOL

## Students | Rights and Responsibilities

### IMMIGRATION ENFORCEMENT POLICY

Yosemite Valley Charter School is committed to ensuring that public schools remain safe and accessible to all California residents regardless of immigration status.

The purpose of the Yosemite Valley Charter School Governing Board approving this Immigration Enforcement Policy is to accomplish the following:

1. Outline the Procedures for Responding to an Immigration or Law-Enforcement Officer
2. Outline the Procedures for Notifying Parents Before a Student is Interviewed or Searched by any Officer Seeking to Enforce Civil Immigration

**1. Responding to an Immigration or Law-Enforcement Officer:** The Charter School personnel shall notify the Superintendent or a designee~~Executive Director or Deputy Executive Director~~ of any request by an immigration or law-enforcement officer for school or student access, requests for review of the Charter school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears at a school function specifically for immigration-enforcement purposes, the Charter School personnel must take the following actions:

1. Advise the officer that the Charter School personnel must have the Superintendent or a designee~~Executive Director or Deputy Executive Director~~ review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being at the Charter School event and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for the Charter School records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the Charter school location, the Charter school personnel should comply and contact the Superintendent or a designee~~Executive Director or Deputy Executive Director~~.



If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:

- An ICE (Immigrations and Customs Enforcement) administrative warrant School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the School's counsel or other designated agency official.
- A federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult with the School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant.
- A subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, School personnel shall inform the School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed. If the officer does not declare that exigent circumstances exist, the Charter School personnel shall inform the officer that the Charter School must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the Charter School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

The Charter School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

The Charter School personnel shall provide notes of the interaction to the Charter School's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all the Charter School personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. The Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.



Any attempt by a law-enforcement officer to access a school location or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

**2. Parental Notification:** Before a student can be interview or searched by any officer seeking to enforce civil immigration laws at the Charter School, the Charter School personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

The Charter school personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian

Adopted: September 30, 2018  
Revised: January 25, 2024

# Cover Sheet

## 2024-2025 Enrollment & Staffing Proposal

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<b>Section:</b>	<b>IV. Operations</b>
<b>Item:</b>	<b>A. 2024-2025 Enrollment &amp; Staffing Proposal</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Enrollment &amp; Staffing Proposal - 2024-2025 - YV</b>

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### **BACKGROUND:**

- Using historical data and trends, the school is proposing an overall targeted Enrollment increase of 5%.
- Staffing aligns with the growth goals/projections.
- Enrollment Timeline Proposal including Open Enrollment Window, Waitlist plan, and caps align with current Board Policy.

### **RECOMMENDATION:**

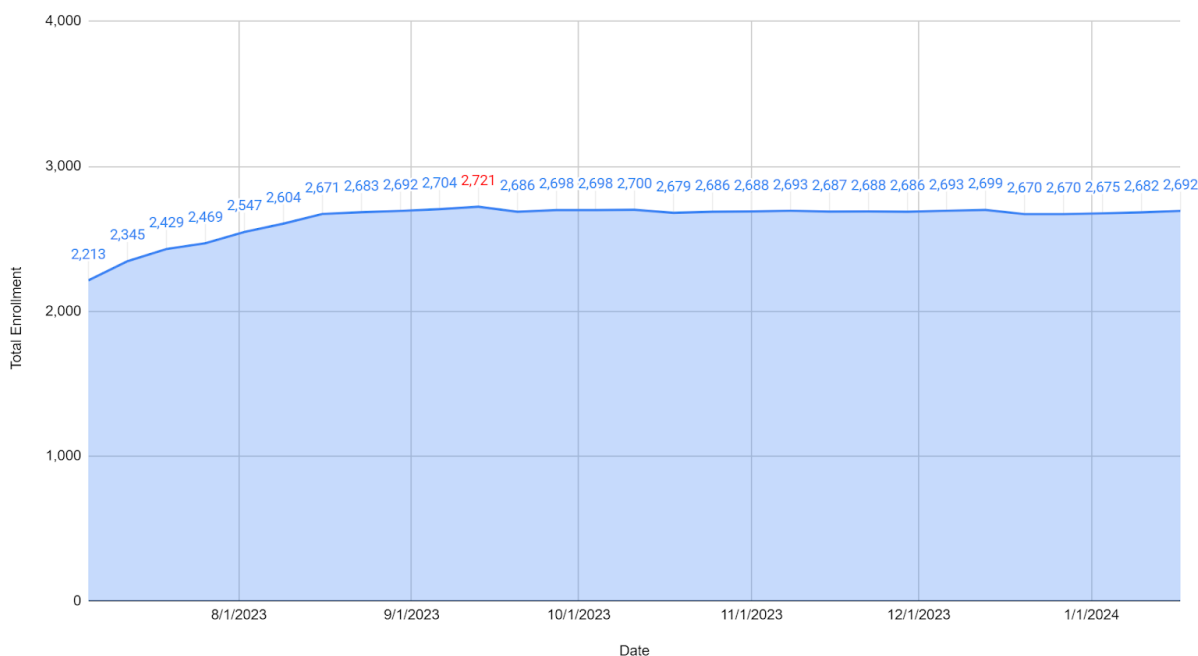
- Consider approving the Enrollment & Staffing Projection Proposal for 2024-2025.



# Enrollment Proposal 2024-2025

## 2023-2024 Enrollment Trends

2023-2024 Enrollment Trends | Yosemite Valley



## Enrollment Growth Goal Proposal

<b>Growth Goal</b>	5%
<b>Student Increase</b>	140 Students
<b>Target Total Enrollment</b>	2940 Students

The school proposes to adjust Enrollment Growth Goals depending on community need and interest during the Open Enrollment period.

## Staffing Proposal (New Positions)

<b>Independent Study Teachers (IST)</b>	3-4
<b>Case Managers</b>	As needed, based on 13%SPED Population



## **Open Enrollment Window**

February 15-March 15, 2024

## **Public Random Drawing/Lottery (if needed)**

March 21, 2024

## **Enrollment Parameters**

The school will set limits to specific grade levels for the waitlist depending on available openings related to staffing and pupil to teacher ratio requirements including:

1. Parameters/limitations on students enrolled by grade level for Transitional Kindergarten, 9th, 10th, 11th, and 12th grades depending on staffing for these grade levels.
2. Set an overall cap for Kindergarten-8th grades so as to not surpass Total Enrollment goals and to stay within both staffing and budget projections.

## **Waitlist**

The schools would like to utilize a Waitlist to replace students in line with grade level caps as they withdraw during the school year through February 1, 2025.



# Cover Sheet

## 2024-2025 & 2025-2026 School Calendar

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<b>Section:</b>	<b>IV. Operations</b>
<b>Item:</b>	<b>B. 2024-2025 &amp; 2025-2026 School Calendar</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	

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### RECOMMENDATION:

- Consider approving the 2024-2025 & 2025-2026 School Calendars.

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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29	30	31				

Events - Dates TBD						
Community Opportunities						
Field Trips						
Adventure Days						

	School Closed
	LP Start & End Dates
	No School/Staff PD

# 2024-2025 School Calendar



School Year Dates	
Aug 5	Teachers Back to Work
Aug 21	First Day of School
Dec 20	End of Semester 1
Jan 10	Report Cards Due
June 6	Last Day of School
####	Report Cards Due
####	Last Teacher Work Day

Holidays	
July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veteran's Day
Nov 22-29	Thanksgiving Break
Dec 23-Jan 7	Winter Break
Jan 20	Martin Luther King, Jr. Day
Feb 10	Lincoln Day
Feb 17	Washington Day
Apr 14-21	Spring Break
####	Memorial Day
June 19	Juneteenth

Learning Period Dates	
LP1	8/21-9/13 (17)
LP2	9/16-10/11 (20)
LP3	10/14-11/8 (20)
LP4	11/13-12/20 (22)
LP5	1/8 - 1/31 (17)
LP6	2/3 - 2/28 (17)
LP7	3/3 - 3/28 (20)
LP8	3/31- 5/9 (23)
LP9	5/12 - 6/6 (19)

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

	Teacher In-Service Days
	Report Cards

January 2025						
S	M	T	W	T	F	S
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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22	23	24	25	26	27	28
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Testing Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Winter, Spring	STAR 360

*	Last Day of Semester 1
	First & Last Day of School

195 Teacher Work Days

175 Instructional Days

Semester 1 = 79 days

Semester 2 = 96 days

July 2025						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
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August 2025						
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September 2025						
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October 2025						
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November 2025						
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December 2025						
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14	15	16	17	18	*19	20
21	22	23	24	25	26	27
28	29	30	31			

Events - Dates TBD						
Community Opportunities						
Field Trips						
Adventure Days						

	School Closed
	LP Start & End Dates
	No School/Staff PD

2025-2026

School Calendar

School Year Dates	
Aug 4	Teachers Back to Work
Aug 20	First Day of School
Jan 9	End of Semester 1
Jan 16	Report Cards Due
Jun 5	Last Day of School
Jun 9	Report Cards Due
Jun 12	Last Teacher Work Day

Holidays	
July 4	Independence Day
Sep 1	Labor Day
Nov 11	Veteran's Day
Nov 21-28	Thanksgiving Break
Dec 22 -Jan 6	Winter Break
Jan 19	Martin Luther King, Jr. Day
Feb 9	Lincoln Day
Feb 16	Washington Day
Mar 30-Apr 6	Spring Break
May 25	Memorial Day
June 19	Juneteenth

Learning Period Dates	
LP1	8/21-9/12 (17)
LP2	9/15-10/10 (20)
LP3	10/13-11/7 (20)
LP4	11/12-12-19 (22)
LP5	1/5-1/30 (19)
LP6	2/2-2/27 (17)
LP7	3/2-3/27 (20)
LP8	4/7-5/8 (23)
LP9	5/11-6/5 (19)

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

	Teacher In-Service Days
	Report Cards

January 2026						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
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February 2026						
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March 2026						
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April 2026						
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May 2026						
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June 2026						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Testing Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Winter, Spring	STAR 360

*	Last Day of Semester 1
	First & Last Day of School

195 Teacher Work Days

Semester 1 = 79 days

175 Instructional Days

Semester 2 = 96 days

# Cover Sheet

## Independent Auditor Selection

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<b>Section:</b>	<b>IV. Operations</b>
<b>Item:</b>	<b>C. Independent Auditor Selection</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	

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### BACKGROUND:

- The previous multi-year auditing contract with Wilkenson, Hadley, & King ended with the finalization of the 2022-2023 audit.

### RECOMMENDATION:

- Consider approving to either continue with Wilkenson, Hadley, & King or to seek out other auditing firms for the 2023-2024 audit and beyond.

# Cover Sheet

## Board Metrics Report - January 2024

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<b>Section:</b>	<b>V. Governance</b>
<b>Item:</b>	<b>A. Board Metrics Report - January 2024</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Board Metrics Report - January 2024</b>

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### BACKGROUND:

- Monthly Board Report
- This month's report includes:
  - Current Enrollment Numbers
  - Community Arts Education / In Person Enrichment Events

### RECOMMENDATION:

- Consider providing school leadership with input and guidance.



## BOARD METRICS REPORT

January 2024

### Program Enrollment

Current Enrollment by Grade:  
As of 1/19/2024

Grade	Totals
TK	97
KN	283
1	281
2	249
3	267
4	263
5	234
6	223
7	202
8	170
9	114
10	102
11	106
12	105
Totals	2,696

- 441 withdrawals were processed since 8/1, 9 pending.
- The school continues to offer enrollment as students withdraw.
- 97% of enrollment target reached.
- 10 expected new applications

### In Person Enrichment Events / Community Engagement

Micheline Fitzgerald

#### Progress Report

The Community Arts Educators have hosted five months of Adventure Days, Hangouts, Student Clubs, and Academic Adventures (field trips) across counties. The team has collected informal feedback, and attendance data, and works to serve their developing communities frequently. Each month we adjust plans to best serve the needs of our students and their families.

#### Department Highlights

- **STAFF:** The Community Arts Educators are new for the 2023-2024 school year and serve in ten regions to bring the community together through interactive activities. Each leader fosters a sense of community with school staff support by regularly communicating with the families in their area.



**Yosemite Valley Charter School**  
3610 E. Ashlan Avenue, Fresno, CA 93726  
Ph (559) 258-0800 | Fax (559) 532-0203

- **EVENTS:**

- Each event is growing month to month, with room for improvement through strategic marketing. Events have been shared in the weekly newsletter, private social media channels, and through intentional emails to families within the zip codes the Community Arts Educator is serving. Friendships are being made with students and parents, as well as exposure to excellent literature, arts, and other STEAM activities. Students are also invited to field games.
- **CLUBS:** Student clubs are offered two hours per month, most of them are virtual, but three are in-person. We started an E-Sports club, primary and secondary choirs, as well as a board game club all in-person.
- **IN PERSON EVENTS:** For 23/24 all Academic Adventures, field trips, have had an educational impact in order to increase student achievement.

- **COUNTY OFFICE OF EDUCATION RESOURCES:** Partnership with Fresno COE to educate our team in teaching the arts, as well as hosting family art events.
- **PARENTS:** The team will host a Community Engagement Power Hour for parents to have their voices heard in March.

# Cover Sheet

## Administrator Review Process

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<b>Section:</b>	<b>V. Governance</b>
<b>Item:</b>	<b>B. Administrator Review Process</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>MR Administrator Review - Steph Johnson</b>

---

### BACKGROUND:

- Annual consideration of the Administrator Evaluation Plan.
- Timeline:
  - February: Administrator Mid-Year Report
  - March: Administrator completes self review
  - April: Board Member review
  - May: Board will meet with Administrator in Closed Session
  - June: Shared Staff MOU

### RECOMMENDATION:

- Consider the approval of the Administrator Review Process.



2023-2024

# Yosemite Valley Administrator Review

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Superintendent: Steph Johnson

## Process/Steps

1. Board members will meet in a properly convened closed session meeting to conduct Mid-Year Meeting Regarding Annual Review of the Superintendent, without the Administrator present, to discuss their individual ratings and determine a consensus rating for each indicator.
2. The Board will record their consensus ratings on a blank copy of the Review/Input Form.
3. From a review of the Board's composite ratings, the Board will identify:
  - Agreed upon areas of strength
  - Agreed upon areas of improvement
  - Any specific expectations the Board has regarding the Administrator's performance for the coming year
4. For areas in which there is no clear agreement about a rating, the Board will discuss reasons for their varying ratings and try to reach consensus about what, if anything, the Board would like to see differently regarding that indicator in the coming year.
5. After reaching consensus about the Administrator's performance ratings and desired improvements, the Board will discuss with the Administrator the areas of strength, areas needing improvement, and possibly specific improvements.

## Next Steps:

1. In a properly agendized closed session, the Board will allow the Administrator to respond to the Board's ratings. This can be at the same meeting of the review, or a future meeting. \* Report out what Board decides
  2. The Board will include the final Superintendent performance goals in the Administrator Review/Input Form.
-

- 
3. If needed, an updated form can be adopted to be used for the review. \* **Report out any changes to the future Evaluation Form**

Report out of Closed Session: Board took action to share evaluation with Administrator at the May/June Meeting.

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## Evaluation Summary

[Review/Input Form](#) - Board Ratings

Add to Review/Input Form:

- Areas of Strength:
- Areas of Improvement:
- Specific Expectations for the 2024-2025 school year:

# Cover Sheet

## Annual Form 700 Filings

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<b>Section:</b>	<b>V. Governance</b>
<b>Item:</b>	<b>C. Annual Form 700 Filings</b>
<b>Purpose:</b>	<b>Discussion - Informational</b>
<b>Related Material:</b>	<b>N/A</b>

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### BACKGROUND:

- The Statement of Economic Interest or Form 700, is the tool used by public officials to disclose their financial interests that may be affected by their public official decisions. This ensures that the public is aware of a board member's financial interests and also reminds the public official of potential conflicts.
- Tulare County requires paper forms be signed by hand and mailed.
- The school office will be sending each Board Member the documents with directions and how to return completed forms.
- Forms must be submitted by the first week in April.

# Cover Sheet

## 2023-2024 Board Meeting Calendar

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<b>Section:</b>	<b>V. Governance</b>
<b>Item:</b>	<b>D. Administrator Review Process</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Board Calendar 2023-2024 - Updated 12-2023</b>

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### BACKGROUND:

- Quorum for June's meeting is not met for the currently scheduled meeting date.
- Board Members' June Availability:
  - Carrie Stumpfhauser: Not June 17-28 / Anything before June 17
  - Aaron Morgan: Not the 20th / Not June 17th-21st / Maybe not 24th-27 / 1st & 2nd week of June Best
  - Dr. Jarocki: Not the 20th
  - Jonna Durst: Any Thursday
  - Jennifer McQueen:
  - Dr. Annie Sharp: Not the first week of June
- Thursday, June 13th looks like it may work for everyone.

### RECOMMENDATION:

- Consider approving a new date for the Regular June Board Meeting.

July 2023						
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August 2023						
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September 2023						
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October 2023						
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November 2023						
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December 2023						
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31						11

Important Board Items	
Sept 15	Unaudited Actuals Due
Nov 1	Dashboard Indicators due to State
Dec	Approval of previous year's Audit
Dec 15	1st Interims Due to County

- School Closed
- Regular Board Meeting
- \* Important Board Dates



School Year Dates	
Aug 7	Teachers Back to Work
Aug 23	First Day of School
Aug 28-Sept 8	Fall Star 360
Sept 15	HS Senior Sunrise
Dec 11-Jan 12	Winter Star 360
Nov 30	HS Sadie Hawkins Dance
Jan 26	End of Semester 1
Feb	Physical Fitness Testing
Feb 9	Report Cards Due
Mar 11-May 10	State Testing
April 26	HS Prom
May 13-24	Spring Star 360
May 24	Graduation - Monterey
May 31	Graduation - Fresno
June 7	Last Day of School
June 12	Report Cards Due
Jun 14	Last Teacher Work Day

School Holidays	
Sept 4	Labor Day
Nov 10	Veteran's Day
Nov 17-24	Thanksgiving Break
Dec 18-Jan 2	Winter Break
Jan 15	Martin Luther King, Jr. Day
Feb 12	Lincoln Day
Feb 19	Washington Day
Mar 25-Apr 1	Spring Break
May 27	Memorial Day
June 19	Juneteenth

Regular Board Meeting Dates	
Aug 10	
Aug 24	
Sept 28	
Dec 7	
Jan 25	
Feb 22	
May 23	
June 20	

January 2024						
S	M	T	W	T	F	S
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February 2024						
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March 2024						
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April 2024						
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May 2024						
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June 2024						
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Important Board Items	
Feb 1	SARC Due to the State
Mar 1	Comprehensive School Safety Plan
Mar 15	2nd Interims Due to County
Mar 31	Auditor Selection Form Due to County
April 1	Form 700s Due to County Board of Supervisors
May	LCAP Public Hearing
June	Budget adoption & LCAP Approval