



Board Meeting @ Thu June 22, 2023 5:15pm - 7pm Agenda

Jun 22nd, 2023 5:15pm - 7:00pm PDT

I. Opening Items

5:15pm

A. Record Attendance

B. Call the Meeting to Order

Dr. Larry Jarocki

C. Flag Salute

Dr. Larry Jarocki

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

E. Public Comment

F. Discussion & Potential Action to Approve the May 8, 2023 Board Meeting Minutes

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

III. Finance

5:25pm

A. Discussion & Potential Action on the 2023-2024 School Budget

Christopher Williams

5:25pm

 [Cover Sheet - 23-24 School Budget.pdf](#)


 [2024 Yosemite Valley Charter School Budget Packet.pdf](#)

B. Discussion & Potential Action on the Education Protection Account (EPA) Budget

Christopher Williams

5:35pm

 [Cover Sheet - EPA.pdf](#)

 [YVC Education Protection Account Usage.pdf](#)

 [FY24-YVC-Education Protection Account \(EPA\) Resolution.pdf](#)

C. Discussion & Potential Action on the Executive Director & Deputy Director Divvy Expenses

Steph Johnson

5:40pm


 [Cover Sheet - Divvy.pdf](#)


 [YVCS Divvy LG and SJ.pdf](#)

D. Discussion & Potential Action on the Proposed Addition to the Fiscal Policies & Procedures Manual: Divvy Reward Points & Appreciation Program

Jenny Plumb










5:45pm

 [Cover Sheet - Fiscal Divvy + Appreciation Program.pdf](#)

 [Proposed Addition to the Fiscal Policies & Procedures Manual Divvy Reward Points & Appreciation Program.pdf](#)


IV. Academic Excellence

5:50pm

<p>A. Discussion & Potential Action on the Local Control and Accountability Plan (LCAP)</p> <p> Cover Sheet - LCAP.pdf</p>	<p>Dr. Damien Phillips</p>	<p>5:50pm</p>
<p>B. Discussion & Potential Action on the Local Indicator Review</p> <p> Cover Sheet - Local Indicator Review.pdf</p> <p> Local Indicator Review - YV.pdf</p>	<p>Dr. Damien Phillips</p>	<p>5:55pm</p>
<p>C. Discussion & Potential Action on the 2023-2024 Parent Student Handbook</p> <p> Cover Sheet - Parent Student Handbook.pdf</p> <p> Parent Student Handbook 2023-2024 - Yosemite Valley.pdf</p>	<p>Maria Thoeni</p>	<p>6:00pm</p>
<p>D. Discussion & Potential Action on Changing from a Targeted to a School-Wide Title 1 School</p> <p> Cover Sheet - Title 1.pdf</p> <p> Title 1 - Targeted to School-Wide - YV.pdf</p>	<p>Jenny Plumb</p>	<p>6:05pm</p>
<p>E. Discussion & Potential Action on Grant Plans</p> <p> Cover Sheet - Grant Plan.pdf</p> <p>1. Revised Educator Effectiveness Grant Plan</p> <p> 2022 Educator Effectiveness Block Grant Plan - YV.pdf</p> <p>2. Arts, Music, & Instructional Materials Block Grant Plan</p>	<p>Dr. Damien Phillips</p>	<p>6:10pm</p>

 [2022 Art & Music Discretionary Block Grant Plan - YV.pdf](#)

3. Prop 28 Arts Grant Plan

 [Prop 28 Grant Plan - YV.pdf](#)

V. Operations


6:15pm

A. Discussion & Potential Action on the Updated Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO)

Dr. Damien Phillips

6:15pm

 [Cover Sheet - Leave.pdf](#)

 [Sick Leave, Personal Necessity Leaver, & Paid Time Off - Yosemite Valley.pdf](#)

B. Discussion & Potential Action on the Compensation Policy

Dr. Damien Phillips


6:20pm

 [Cover Sheet - Compensation Policy.pdf](#)

C. Discussion & Potential Action on the Revised Salary Schedules

Dr. Damien Phillips

6:25pm

 [Cover Sheet - Salary Schedules.pdf](#)

1. Counselors, Coordinators, & Directors


 [Counselor Salary Schedule - YV - June 2023.pdf](#)


 [Coordinator Salary Schedule - YV - June 2023.pdf](#)

 [Administrative Salary Schedule - YV - June 2023.pdf](#)

2. Teacher & SPED Support

 [Independent Study Teacher & Virtual Independent Study Teacher Salary Schedule - YV - 2022-2023.pdf](#)

 [Specialized Independent Study Teacher Salary Schedule - YV - June 2023.pdf](#)

 [SPED Case Manager Salary Schedule - YV - June 2023.pdf](#)

 [SPED Support Team Salary Schedule - YV - June 2023.pdf](#)

**D. Discussion and Potential Action on the
Field Trip Policy**
Board Policy No. 6153

Steph Johnson

6:30pm

 [Cover Sheet - Field Trip Policy.pdf](#)

 [6153 - Field Trip Policy - YV.pdf](#)

VI. Governance

6:35pm

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

Steph Johnson
Jenny Plumb
Maria Thoeni

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

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

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

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

 [2023-2024 School Board Calendar - YV.pdf](#)

**C. Discussion on Annual Brown Act Training for 2023-
2024**

 [Cover Sheet - Brown Act Training.pdf](#)

 [Brown Act & Board Training - YV.pdf](#)


**D. Discussion & Potential Action on the Resignation of Dr.
Angela Tos**

 [Cover Sheet - Board Member Resignation.pdf](#)

E. Discussion & Potential Action on the Board Member Vacancy

 [Cover Sheet - Board Member Vacancy.pdf](#)

F. CLOSED SESSION: PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Superintendent

 [Cover Sheet - Closed Session.pdf](#)

G. Report Out of any Action Taken During Closed Session

 [Cover Sheet - Report Out.pdf](#)

VII. Closing Items

6:55pm

A. Board of Director Comments & Request

B. Announcement of the Next Scheduled Board Meeting

1. Regular: ___, ___, 2023 at 6:00 PM

C. Adjourn Meeting

/III. 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
7:00pm

Cover Sheet

2023-2024 School Budget

Section:	II. Finance
Item:	A. 2023-2024 School Budget
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- Absolute Charter Group has worked with School Administrators to develop the 2023-2024 School Budget
- All public schools are required to adopt a budget by July 1 of each year.
- Budget is designed for compliance with state-adopted criteria and standards and to allow the school to meet budget year and multiyear financial commitments.

RECOMMENDATION:

- Consider the approval of the 2023-2024 School Budget.



YOSEMITE VALLEY CHARTER SCHOOL

Budget Update for Public Hearing

June 22, 2023

YOSEMITE VALLEY CHARTER SCHOOL

2023-24 Budget



Presentation

- State Budget Development Process – pages 3-4
- State Budget Risks and Highlights – pages 5-6
- Budget Assumptions – page 7-9
- Proposed Budget – pages 10-12
- Multi-year Projection – page 13
- Budget Reminders – page 14
- Question Session – page 15
- Multi-year Projection detail – page 16-19
- Monthly Budgets – page 20-34
- Revenue Assumptions – page 35
- Expense Detail – page 36-50

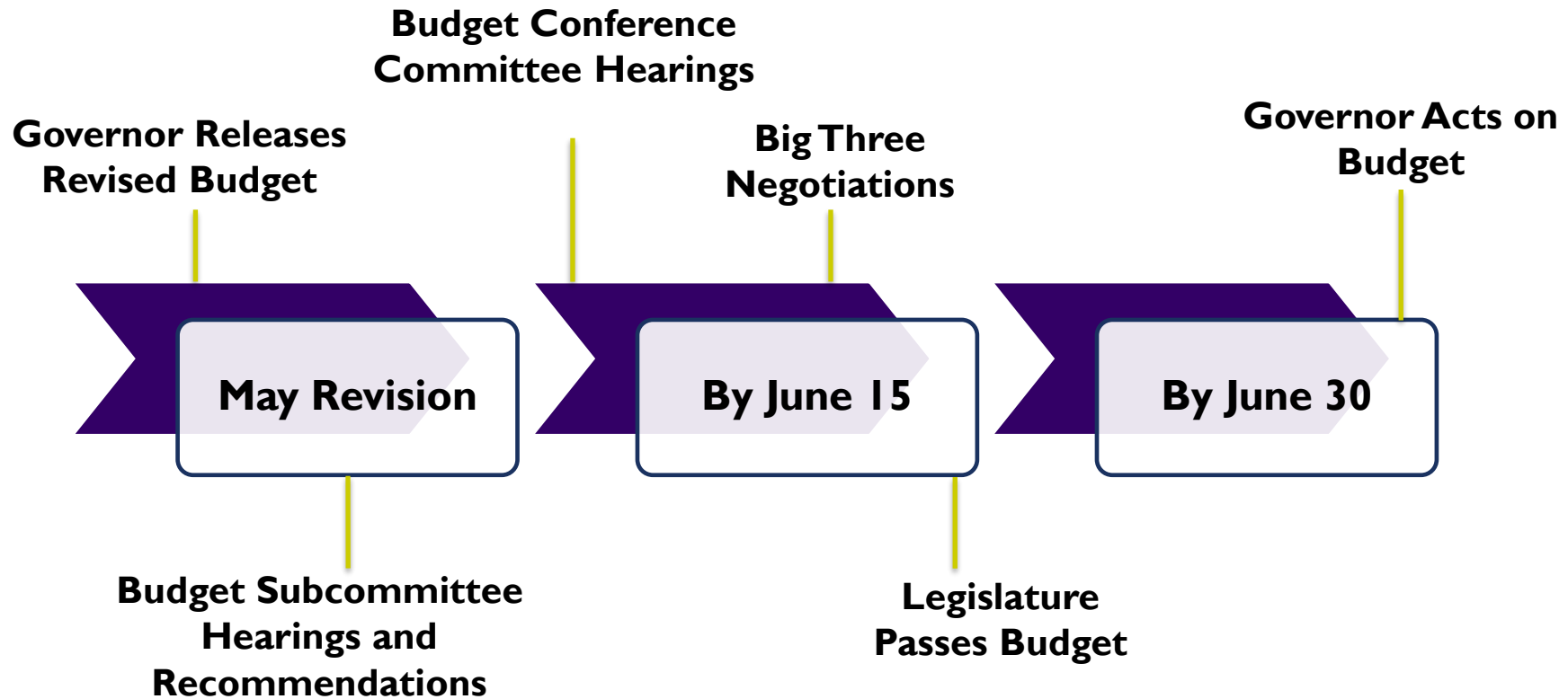


2023-24 Budget Development Process

- On May 15, 2023, the Governor released the May Revision to his 2023-24 January State Budget Proposal
- Due to timing, and in the absence of a Final State Adopted Budget, Charter Schools build Budgets based on the Governor's May Revision
- The School's Budget is updated throughout the year
 - First Interim – December
 - Second Interim – March
- Budget assumptions are developed with guidance from:
 - The Fresno County Office of Education (FCOE)
 - School Services of California (SSC)
 - The California School Development Center (CSDC)
 - A variety of other sources....

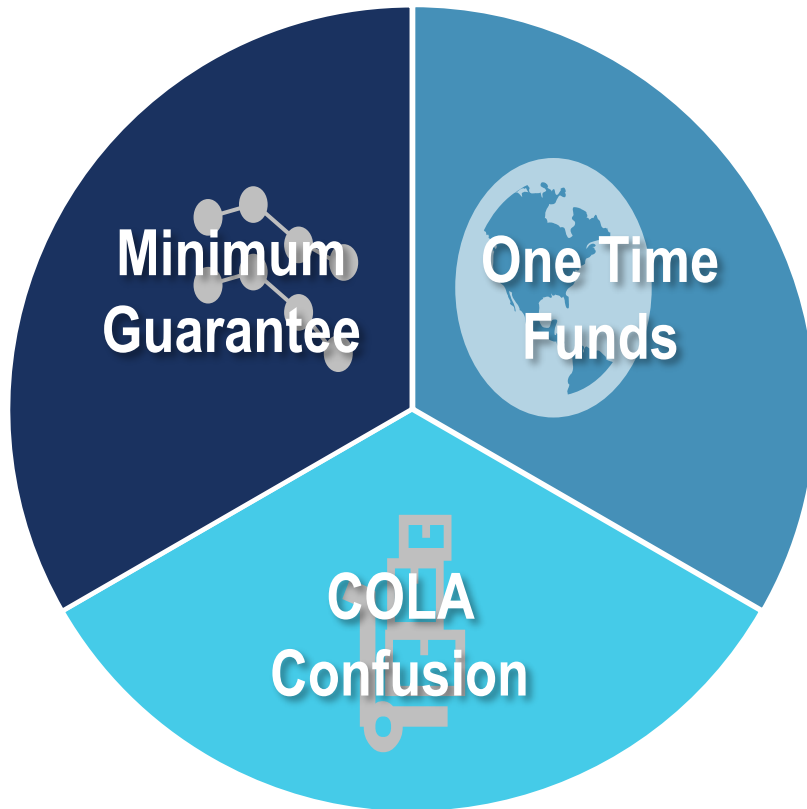


From May Revision to Budget Enactment





Risks to the State Budget



- The national economy is sending mixed signals—strong wage growth and low unemployment still point to strength, but slumps in certain key sectors (such as housing, manufacturing, and trade) and regional bank failures point to weakness.
- Estimates of the Minimum Guarantee Revised Down \$2.0 Billion Between 22-23 and 23-24
 - The LAO has revenue estimates that are \$10B below the budget
 - The May Revision Reduces K-12 Spending by \$4 Billion Over a Three-Year Period
 - The Learning Recovery Emergency Block Grant would be reduced by \$2.5 billion (from \$7.9 billion to \$5.4 billion).
 - The Arts, Music, and Instructional Materials Discretionary Block Grant would be reduced by a total of \$1.8 billion.



2023-24 May Revise Highlights

- The LAO is recommending rejecting May Revision spending framework and starting with a Baseline Budget and a 5.1% COLA
- Most concerning, the May Revision relies on nearly \$2.8 billion in one-time funds to cover the 8.22 percent COLA for the Local Control Funding Formula (LCFF). This approach creates an ongoing deficit because the costs of the COLA continue but the one-time funding does not.
- Special Education base funding receives updated 8.22% COLA
- **Prop 28** – Slight decrease in funding based on smaller Prop 98 Guarantee in 2023-24. There is some policy clarifications while we wait for the definition for “supplement not supplant” language.





Budget Assumptions

- ◇ 2023-2024 LCFF Funding: **\$31,722,012**
- ◇ 2022-2023: LCFF \$27,422,920
- ◇ COLA 8.22% ~ budget projects 5.00%
 - ◇ Additional years have a 3% COLA through 2027-2028
- ◇ Unduplicated Pupil Percentage 45.95% (-0.81%-each point represents \$58k)
- ◇ Supplemental Funds 2,651,564
- ◇ Concentration Funds \$0
- ◇ 2023-2024 Funded Average Daily Attendance (ADA) 2,726.67
- ◇ 2022-2023 P2 ADA 2,442.38



Budget Assumptions

- ◇ Lottery: \$237 per ADA
 - ◇ unrestricted \$167
 - ◇ restricted \$70
- ◇ Step Increase
 - ◇ Certificated Staff – 6.5% on average
 - ◇ *STRS rate remains the same 19.20%*
 - ◇ Classified Staff – 6.6% on average
- ◇ 2023-2024 Staffing Levels
 - ◇ Certificated positions 155;
 - ◇ Classified positions 27;



Budget Assumptions

◇ Health Care

- ◇ Rate: 9.65% increase (includes employee increase)

- ◇ School will cover the employee increase: ~ \$41K

◇ Transitional Kinder Program

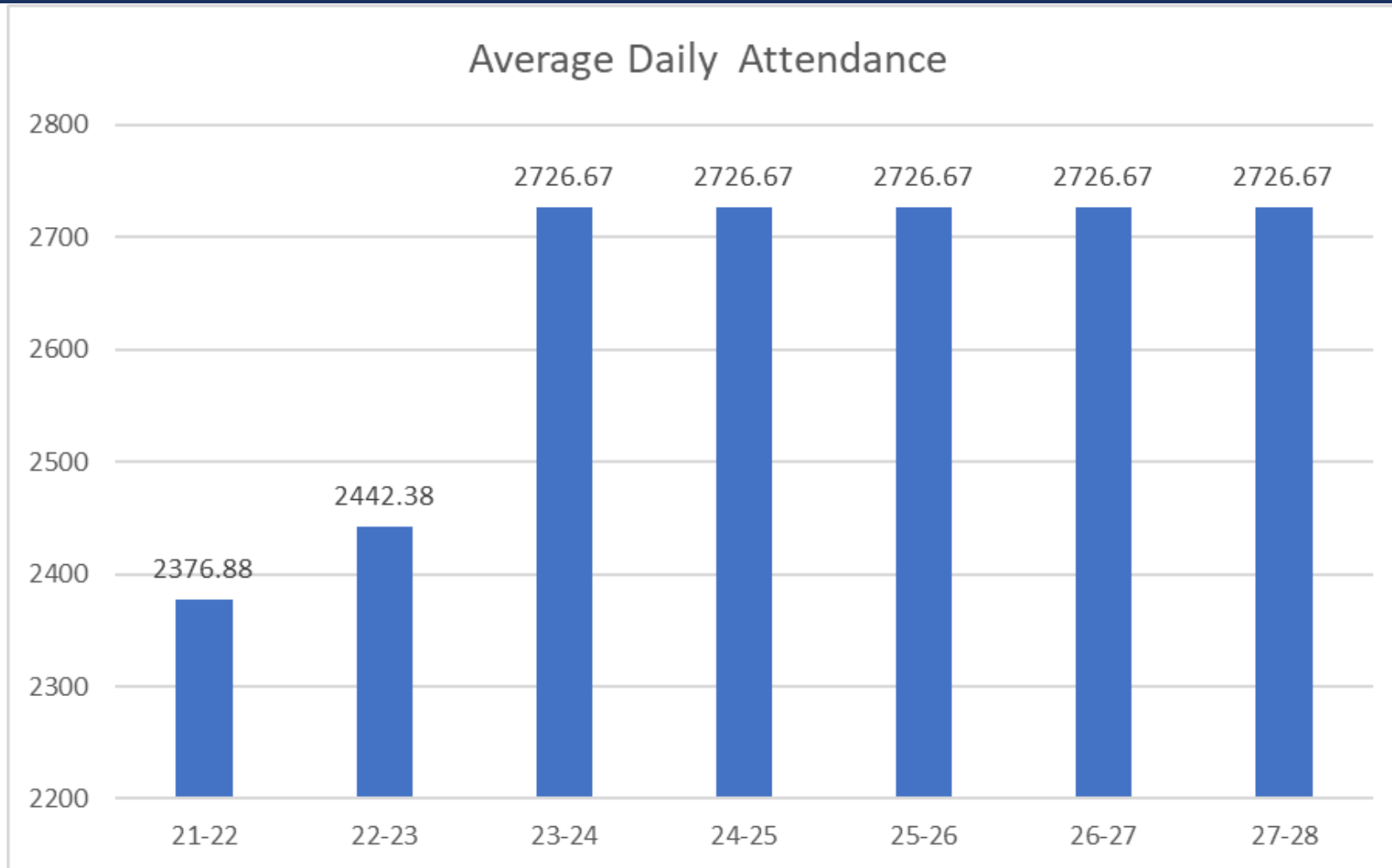
- ◇ Class size: 24:1

- ◇ Teacher to Student ratio: 12:1

◇ All Assumptions are subject to change based on new information.



Enrollment Growth



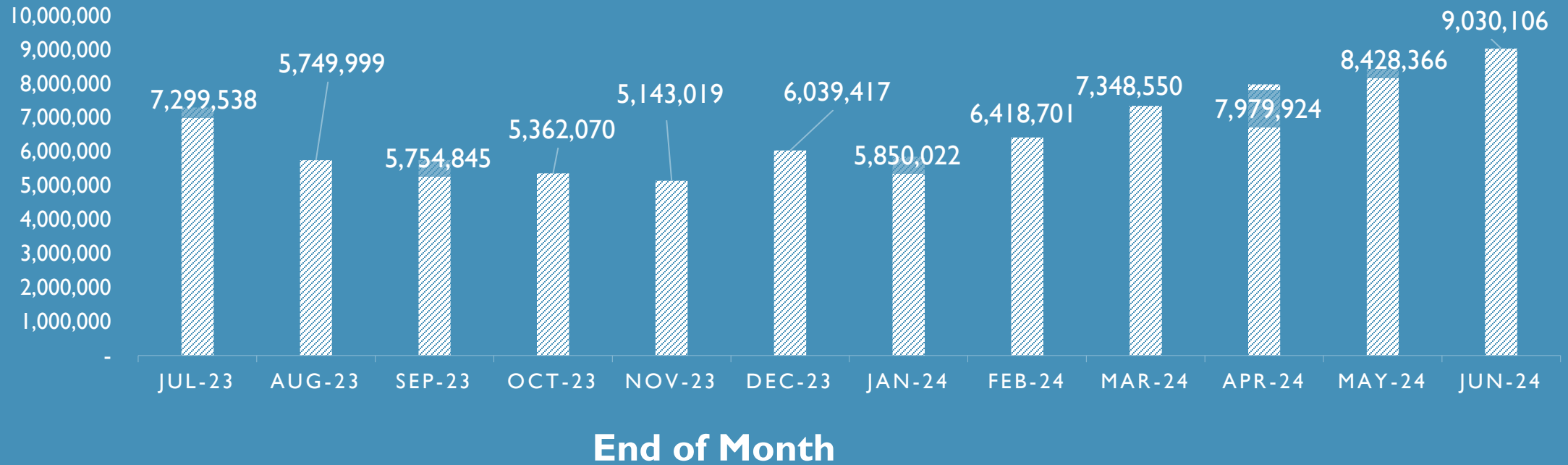


Breakdown of Available Funding



Forecasted Cash Available

CASH AT END OF MONTH



2023-24 CASH FLOW BALANCE



2023-24 Budget & Multiyear Projections

	<u>FY 22-23</u> %	<u>FY 23-24</u> %	<u>FY 24-25</u> %	<u>FY 25-26</u> %	<u>FY 26-27</u> %
Revenue	\$ 32,646,648	\$ 39,855,952	\$ 42,779,605	\$ 41,055,165	\$ 42,071,578
<i>Classroom-based expenses</i>					
Certificated Salaries	11,256,648	13,777,304	14,108,711	14,413,539	14,639,638
Classified Salaries	586,048	1,038,633	1,057,265	1,100,042	1,125,523
Benefits	3,677,254	4,791,439	4,947,029	5,101,661	5,238,930
Books and Supplies	3,304,649	4,387,304	4,397,304	4,408,304	4,420,404
Subagreement Services	7,906,805	11,816,148	12,021,863	12,237,863	12,464,664
Facilities, Repairs and Other Leases	46,141	87,713	89,513	91,367	93,277
<i>Non-Classroom-based expenses</i>					
Operations and Housekeeping	446,369	474,256	488,006	502,444	517,604
Professional/Consulting Services	1,849,053	2,006,656	2,090,327	2,079,891	2,126,856
Interest	40,860	-	-	-	-
Total Expenses	\$ 29,113,827	\$ 38,379,452	\$ 39,200,018	\$ 39,935,111	\$ 40,626,895
<i>Non-cash Expenses</i>					
Depreciation	45,284	45,288	45,288	45,288	45,288
Net Surplus	\$ 3,487,537	\$ 1,431,213	\$ 3,534,299	\$ 1,074,767	\$ 1,399,395



Budget Reminders

1. The Budget is based on the May Revised State Budget
2. Multi-year projections are not predictions of the future or a forecast. They are assumptions based on what we know today and are “expected” to change.
3. By the 2024-25 school year we expect all one-time funds to be completed encumbered.
4. The 2023-2034 budget is based on unknown information
 - a. Final state budget
 - b. Final c.o.l.a.
 - c. Status of one-time funding
 - d. Education Protection Account funding
 - e. Unduplicated Pupil Percentage



QUESTIONS

YOSEMITE VALLEY CHARTER SCHOOL
AND
ABSOLUTE CHARTER GROUP

Yosemite Valley Charter School

Multi-Year Budget

Absolute!
Charter Group

	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	Budget	Budget	Budget	Budget
Assumptions					
LCFF COLA	5.00%	3.00%	3.00%	3.00%	0.00%
Attendance Rate	97.0%	97.0%	97.0%	97.0%	97.0%
Enrollment	2,811.00	2,811.00	2,811.00	2,811.00	2,811.00
Average Daily Attendance	2,726.67	2,726.67	2,726.67	2,726.67	2,726.67
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	\$ 30,367,211	\$ 31,315,180	\$ 32,230,374	\$ 33,237,356	\$ 33,237,356
8012 Education Protection Account	545,334	545,334	545,334	545,334	545,334
8019 State Aid - Prior Years	-	-	-	-	-
8096 In Lieu of Property Taxes	809,467	809,467	809,467	809,467	809,467
	<u>31,722,012</u>	<u>32,669,980</u>	<u>33,585,175</u>	<u>34,592,157</u>	<u>34,592,157</u>
Federal Revenue					
8181 Special Education - Entitlement	340,834	340,834	340,834	340,834	340,834
8290 Title I, Part A - Basic Low Income	394,895	394,895	394,895	394,895	394,895
8296 Other Federal Revenue	585,350	785,624	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-
	<u>1,321,079</u>	<u>1,521,353</u>	<u>735,729</u>	<u>735,729</u>	<u>735,729</u>
Other State Revenue					
8311 State Special Education	2,146,435	2,146,435	2,318,149	2,146,435	2,146,435
8550 Mandated Cost	63,930	74,268	76,727	79,214	79,214
8560 State Lottery	646,221	646,221	646,221	646,221	646,221
8598 Prior Year Revenue	-	-	-	-	-
8599 Other State Revenue	715,311	2,318,336	120,000	120,000	120,000
	<u>3,571,896</u>	<u>5,185,259</u>	<u>3,161,097</u>	<u>2,991,870</u>	<u>2,991,870</u>
Other Local Revenue					
8689 Other Fees and Contracts	3,240,965	3,403,014	3,573,164	3,751,823	3,939,414
	<u>3,240,965</u>	<u>3,403,014</u>	<u>3,573,164</u>	<u>3,751,823</u>	<u>3,939,414</u>
Total Revenue	\$ 39,855,952	\$ 42,779,605	\$ 41,055,165	\$ 42,071,578	\$ 42,259,169

Yosemite Valley Charter School

Multi-Year Budget

Absolute!
Charter Group

	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	Budget	Budget	Budget	Budget
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	8,646,733	9,093,970	9,313,345	9,532,534	9,659,328
1140 Teachers' Extra Duty/Stipends	1,300,949	1,292,749	1,288,749	1,213,749	1,213,749
1150 Teachers' Extra Duty/Stipends	54,100	62,300	62,300	62,300	62,300
1200 Pupil Support Salaries	2,086,898	1,923,026	1,972,296	2,013,448	2,043,938
1300 Administrators' Salaries	1,069,875	1,097,250	1,118,250	1,139,250	1,160,250
1900 Other Certificated Salaries	618,748	639,416	658,599	678,357	698,707
	<u>13,777,304</u>	<u>14,108,711</u>	<u>14,413,539</u>	<u>14,639,638</u>	<u>14,838,272</u>
Classified Salaries					
2100 Instructional Salaries	624,502	641,131	677,200	685,925	685,668
2340 Classified Stipends	23,400	23,400	23,400	23,400	23,400
2900 Other Classified Salaries	390,732	392,734	399,441	416,197	421,359
	<u>1,038,633</u>	<u>1,057,265</u>	<u>1,100,042</u>	<u>1,125,523</u>	<u>1,130,426</u>
Benefits					
3101 STRS	2,631,465	2,694,764	2,752,986	2,796,171	2,834,110
3301 OASDI	64,395	65,550	68,203	69,782	70,086
3311 Medicare	214,831	219,907	224,947	228,595	231,546
3401 Health and Welfare	1,648,735	1,731,503	1,814,271	1,897,039	1,979,806
3501 State Unemployment	49,408	49,370	49,353	49,308	49,298
3601 Workers' Compensation	80,341	83,758	87,346	91,114	95,069
3760 Accrued Leave	102,263	102,177	104,556	106,922	108,517
	<u>4,791,439</u>	<u>4,947,029</u>	<u>5,101,661</u>	<u>5,238,930</u>	<u>5,368,434</u>
Books and Supplies					
4302 School Supplies	3,660,804	3,660,804	3,660,804	3,660,804	3,660,804
4305 Software	536,500	546,500	557,500	569,600	582,910
4311 Office Expense	115,000	115,000	115,000	115,000	115,000
4310 Noncapitalized Equipment	75,000	75,000	75,000	75,000	75,000
	<u>4,387,304</u>	<u>4,397,304</u>	<u>4,408,304</u>	<u>4,420,404</u>	<u>4,433,714</u>

Yosemite Valley Charter School

Multi-Year Budget

Absolute!
Charter Group

	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	Budget	Budget	Budget	Budget
Subagreement Services					
5102 Special Education	1,796,798	1,843,133	1,891,784	1,942,868	1,996,507
5107 Security	-	-	-	-	-
5106 Other Educational Consultants	6,176,986	6,353,381	6,538,596	6,733,071	6,937,271
5108 Instructional Services	3,842,364	3,825,349	3,807,484	3,788,724	3,769,027
	<u>11,816,148</u>	<u>12,021,863</u>	<u>12,237,863</u>	<u>12,464,664</u>	<u>12,702,805</u>
Operations and Housekeeping					
5200 Auto and Travel	49,500	49,500	49,500	49,500	49,500
5300 Dues & Memberships	23,688	23,688	23,688	23,688	23,688
5400 Insurance	275,008	288,758	303,196	318,356	334,273
5520 Utilities	-	-	-	-	-
5502 Janitorial Services	2,400	2,400	2,400	2,400	2,400
5900 Communications	106,860	106,860	106,860	106,860	106,860
5910 Postage and Shipping	16,800	16,800	16,800	16,800	16,800
	<u>474,256</u>	<u>488,006</u>	<u>502,444</u>	<u>517,604</u>	<u>533,521</u>
Facilities, Repairs and Other Leases					
5610 Rent	63,713	65,513	67,367	69,277	71,244
5630 Repairs and Maintenance	24,000	24,000	24,000	24,000	24,000
	<u>87,713</u>	<u>89,513</u>	<u>91,367</u>	<u>93,277</u>	<u>95,244</u>
Professional/Consulting Services					
5801 IT	-	-	-	-	-
5820 Audit & Taxes	7,956	7,956	7,956	7,956	7,956
5810 Legal	200,000	200,000	200,000	200,000	200,000
5804 Professional Development	21,040	21,040	21,040	21,040	21,040
5806 Special Activities/Field Trips	49,000	49,000	49,000	49,000	49,000
5514 Bank Charges	1,200	1,200	1,200	1,200	1,200
5845 Printing	-	-	-	-	-
5892 Other taxes and fees	18,000	18,000	18,000	18,000	18,000
5830 Payroll Service Fee	18,000	18,000	18,000	18,000	18,000
5811 Management Fee	732,300	787,532	749,640	766,395	766,395
5812 District Oversight Fee	951,660	980,099	1,007,555	1,037,765	1,037,765
5814 SPED Encroachment	-	-	-	-	-
	<u>2,006,656</u>	<u>2,090,327</u>	<u>2,079,891</u>	<u>2,126,856</u>	<u>2,126,856</u>
Depreciation					
6900 Depreciation Expense	45,288	45,288	45,288	45,288	45,288
	<u>45,288</u>	<u>45,288</u>	<u>45,288</u>	<u>45,288</u>	<u>45,288</u>
Interest					
7438 Interest Expense	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	<u>\$ 38,424,740</u>	<u>\$ 39,245,306</u>	<u>\$ 39,980,399</u>	<u>\$ 40,672,183</u>	<u>\$ 41,274,560</u>

Yosemite Valley Charter School

Multi-Year Budget

Absolute!
Charter Group

	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	Budget	Budget	Budget	Budget
Surplus (Deficit)	<u>\$ 1,431,213</u>	<u>\$ 3,534,299</u>	<u>\$ 1,074,767</u>	<u>\$ 1,399,395</u>	<u>\$ 984,609</u>
	3.6%	8.3%	2.6%	3.3%	2.3%
Fund Balance, Beginning of Year	\$ -	\$ 1,431,213	\$ 4,965,512	\$ 6,040,279	\$ 7,439,674
Fund Balance, End of Year	<u>\$ 1,431,213</u>	<u>\$ 4,965,512</u>	<u>\$ 6,040,279</u>	<u>\$ 7,439,674</u>	<u>\$ 8,424,283</u>
	3.7%	12.7%	15.1%	18.3%	20.4%

Cash Flow Adjustments

Surplus (Deficit)	1,431,213	3,534,299	1,074,767	1,399,395	984,609
Cash Flows From Operating Activities					
Depreciation/Amortization	45,288	45,288	45,288	45,288	45,288
Public Funding Receivables	2,399,230	-	-	-	-
Grants and Contributions Rec.	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	(78,404)	-	-	-	-
Accrued Expenses	(822,688)	-	-	-	-
Other Liabilities	-	-	-	-	-
Cash Flows From Investing Activities					
Purchases of Prop. And Equip.	-	-	-	-	-
Notes Receivable	-	-	-	-	-
Total Change in Cash	2,974,639	3,579,587	1,120,055	1,444,683	1,029,897
Cash, Beginning of Year	6,055,467	9,030,106	12,609,693	13,729,748	15,174,431
Cash, End of Year	<u>\$ 9,030,106</u>	<u>\$ 12,609,693</u>	<u>\$ 13,729,748</u>	<u>\$ 15,174,431</u>	<u>\$ 16,204,328</u>

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY23-24

ADA = 2726.67	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 Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	1,309,307	1,309,307	2,356,752	2,356,752	2,356,752	2,356,752	2,356,752	3,192,968	3,192,968	3,192,968	3,192,968	3,192,968	-	30,367,211
8012 Education Protection Account	-	-	124,430	-	-	124,430	-	-	160,142	-	-	136,334	-	545,334
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	44,327	88,655	59,103	59,103	59,103	59,103	59,103	126,990	63,495	63,495	63,495	63,495	-	809,467
	<u>1,353,634</u>	<u>1,397,961</u>	<u>2,540,284</u>	<u>2,415,855</u>	<u>2,415,855</u>	<u>2,540,284</u>	<u>2,415,855</u>	<u>3,319,958</u>	<u>3,416,604</u>	<u>3,256,463</u>	<u>3,256,463</u>	<u>3,392,796</u>	-	<u>31,722,012</u>
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	340,834	-	340,834
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	98,724	-	-	296,171	-	-	-	-	-	-	-	394,895
8296 Other Federal Revenue	-	-	146,338	-	-	146,338	-	-	146,338	-	-	146,338	-	585,350
	<u>-</u>	<u>-</u>	<u>245,061</u>	<u>-</u>	<u>-</u>	<u>442,509</u>	<u>-</u>	<u>-</u>	<u>146,338</u>	<u>-</u>	<u>-</u>	<u>487,171</u>	-	<u>1,321,079</u>
Other State Revenue														
8311 State Special Education	-	97,951	97,951	176,312	176,312	176,312	176,312	176,312	213,795	213,795	213,795	213,795	213,795	2,146,435
8550 Mandated Cost	-	-	-	-	-	63,930	-	-	-	-	-	-	-	63,930
8560 State Lottery	-	-	-	-	-	-	181,683	-	-	153,975	-	-	310,563	646,221
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	178,828	-	-	178,828	-	-	178,828	-	-	178,828	-	715,311
	<u>-</u>	<u>97,951</u>	<u>276,779</u>	<u>176,312</u>	<u>176,312</u>	<u>419,069</u>	<u>357,994</u>	<u>176,312</u>	<u>392,623</u>	<u>367,770</u>	<u>213,795</u>	<u>392,623</u>	<u>524,358</u>	<u>3,571,896</u>
Other Local Revenue														
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	270,080	270,080	270,080	270,080	270,080	270,080	270,080	270,080	270,080	270,080	270,080	270,080	-	3,240,965
	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	<u>270,080</u>	-	<u>3,240,965</u>
Total Revenue	<u>1,623,714</u>	<u>1,765,992</u>	<u>3,332,205</u>	<u>2,862,247</u>	<u>2,862,247</u>	<u>3,671,943</u>	<u>3,043,930</u>	<u>3,766,350</u>	<u>4,225,645</u>	<u>3,894,313</u>	<u>3,740,338</u>	<u>4,542,671</u>	<u>524,358</u>	<u>39,855,952</u>
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	720,561	720,561	720,561	720,561	720,561	720,561	720,561	720,561	720,561	720,561	720,561	720,561	-	8,646,733
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140 Teachers' Extra Duty/Stipends	108,412	108,412	108,412	108,412	108,412	108,412	108,412	108,412	108,412	108,412	108,412	108,412	-	1,300,949
1150 Teachers' Extra Duty/Stipends	4,508	4,508	4,508	4,508	4,508	4,508	4,508	4,508	4,508	4,508	4,508	4,508	-	54,100
1200 Pupil Support Salaries	173,908	173,908	173,908	173,908	173,908	173,908	173,908	173,908	173,908	173,908	173,908	173,908	-	2,086,898
1300 Administrators' Salaries	89,156	89,156	89,156	89,156	89,156	89,156	89,156	89,156	89,156	89,156	89,156	89,156	-	1,069,875
1900 Other Certificated Salaries	51,562	51,562	51,562	51,562	51,562	51,562	51,562	51,562	51,562	51,562	51,562	51,562	-	618,748
	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	<u>1,148,109</u>	-	<u>13,777,304</u>
Classified Salaries														
2100 Instructional Salaries	52,042	52,042	52,042	52,042	52,042	52,042	52,042	52,042	52,042	52,042	52,042	52,042	-	624,502
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340 Classified Stipends	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
2400 Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2900 Other Classified Salaries	32,561	32,561	32,561	32,561	32,561	32,561	32,561	32,561	32,561	32,561	32,561	32,561	-	390,732
	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	<u>86,553</u>	-	<u>1,038,633</u>
Benefits														
3101 STRS	219,289	219,289	219,289	219,289	219,289	219,289	219,289	219,289	219,289	219,289	219,289	219,289	-	2,631,465
3301 OASDI	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	-	64,395
3311 Medicare	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903	17,903	-	214,831
3401 Health and Welfare	137,395	137,395	137,395	137,395	137,395	137,395	137,395	137,395	137,395	137,395	137,395	137,395	-	1,648,735
3501 State Unemployment	-	-	-	-	-	-	40,296	7,144	704	663	532	68	-	49,408
3601 Workers' Compensation	5,695	5,695	17,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	-	80,341
3760 Accrued Leave	8,522	8,522	8,522	8,522	8,522	8,522	8,522	8,522	8,522	8,522	8,522	8,522	-	102,263
	<u>394,169</u>	<u>394,169</u>	<u>406,169</u>	<u>394,169</u>	<u>394,169</u>	<u>394,169</u>	<u>434,465</u>	<u>401,314</u>	<u>394,873</u>	<u>394,832</u>	<u>394,702</u>	<u>394,237</u>	-	<u>4,791,439</u>

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY23-24

ADA = 2726.67		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 Budget
Books and Supplies															
4302	School Supplies	118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	-	3,660,804
4305	Software	173,333	116,333	35,833	65,333	10,333	10,833	78,333	8,333	12,833	8,333	8,333	8,333	-	536,500
4311	Office Expense	10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	115,000
5211	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		<u>316,336</u>	<u>598,875</u>	<u>403,817</u>	<u>326,035</u>	<u>214,347</u>	<u>194,009</u>	<u>318,534</u>	<u>292,974</u>	<u>314,995</u>	<u>455,923</u>	<u>475,729</u>	<u>475,729</u>	-	<u>4,387,304</u>
Subagreement Services															
5102	Special Education	116,775	156,325	156,325	156,325	156,325	156,325	156,325	156,325	156,325	156,325	156,325	116,775	-	1,796,798
5107	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	304,804	380,673	591,854	610,549	549,513	496,504	556,807	574,886	662,659	488,915	495,947	463,876	-	6,176,986
5108	Instructional Services	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	-	3,842,364
		<u>741,776</u>	<u>857,195</u>	<u>1,068,375</u>	<u>1,087,071</u>	<u>1,026,035</u>	<u>973,025</u>	<u>1,033,328</u>	<u>1,051,408</u>	<u>1,139,180</u>	<u>965,437</u>	<u>972,469</u>	<u>900,848</u>	-	<u>11,816,148</u>
Operations and Housekeeping															
5200	Auto and Travel	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	49,500
5300	Dues & Memberships	-	23,688	-	-	-	-	-	-	-	-	-	-	-	23,688
5400	Insurance	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	-	275,008
5520	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	2,305	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	-	106,860
5910	Postage and Shipping	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	16,800
		<u>26,822</u>	<u>62,210</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	<u>38,522</u>	-	<u>474,256</u>
Facilities, Repairs and Other Leases															
5610	Rent	1,857	1,857	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-	63,713
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630	Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
		<u>3,857</u>	<u>3,857</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>	-	<u>87,713</u>
Professional/Consulting Services															
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820	Audit & Taxes	-	-	-	-	-	-	-	3,978	-	-	-	3,978	-	7,956
5810	Legal	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	200,000
5804	Professional Development	4,907	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	21,040
5805	General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806	Special Activities/Field Trips	5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	4,000	5,000	5,000	-	49,000
5514	Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892	Other taxes and fees	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5830	Payroll Service Fee	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5811	Management Fee	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	-	732,300
5812	District Oversight Fee	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	-	951,660
5840	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		<u>170,003</u>	<u>164,563</u>	<u>167,813</u>	<u>166,563</u>	<u>165,563</u>	<u>164,813</u>	<u>165,813</u>	<u>170,791</u>	<u>165,563</u>	<u>165,563</u>	<u>167,813</u>	<u>171,791</u>	-	<u>2,006,656</u>
Depreciation															
6900	Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
		<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	<u>3,774</u>	-	<u>45,288</u>
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	-	<u>-</u>
Total Expenses		<u>2,891,399</u>	<u>3,319,305</u>	<u>3,331,133</u>	<u>3,258,796</u>	<u>3,085,072</u>	<u>3,010,975</u>	<u>3,237,099</u>	<u>3,201,445</u>	<u>3,299,570</u>	<u>3,266,713</u>	<u>3,295,671</u>	<u>3,227,563</u>	-	<u>38,424,740</u>
Surplus (Deficit)		<u>(1,267,685)</u>	<u>(1,553,313)</u>	<u>1,072</u>	<u>(396,549)</u>	<u>(222,825)</u>	<u>660,968</u>	<u>(193,169)</u>	<u>564,905</u>	<u>926,075</u>	<u>627,600</u>	<u>444,667</u>	<u>1,315,107</u>	<u>524,358</u>	<u>1,431,213</u>

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY23-24

ADA = 2726.67	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 Budget
Cash Flow Adjustments														3.6%
Monthly Surplus (Deficit)	(1,267,685)	(1,553,313)	1,072	(396,549)	(222,825)	660,968	(193,169)	564,905	926,075	627,600	444,667	1,315,107	524,358	1,431,213
Cash flows from operating activities														
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Public Funding Receivables	2,691,932	-	-	-	-	231,656	-	-	-	-	-	-	(524,358)	2,399,230
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	240,421	-	-	-	-	-	-	-	-	-	-	(240,421)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(78,404)	-	-	-	-	-	-	-	-	-	-	-	-	(78,404)
Accrued Expenses	(345,968)	-	-	-	-	-	-	-	-	-	-	(476,720)	-	(822,688)
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	1,244,071	(1,549,539)	4,846	(392,775)	(219,051)	896,398	(189,395)	568,679	929,849	631,374	448,441	601,740		
Cash, Beginning of Month	6,055,467	7,299,538	5,749,999	5,754,845	5,362,070	5,143,019	6,039,417	5,850,022	6,418,701	7,348,550	7,979,924	8,428,366		
Cash, End of Month	7,299,538	5,749,999	5,754,845	5,362,070	5,143,019	6,039,417	5,850,022	6,418,701	7,348,550	7,979,924	8,428,366	9,030,106		

Yosemite Valley Charter School
Monthly Cash Flow/Forecast FY24-25

ADA = 2726.67		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 Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	1,518,361	1,518,361	2,733,049	2,733,049	2,733,049	2,733,049	2,733,049	2,922,643	2,922,643	2,922,643	2,922,643	2,922,643	-	31,315,180
8012	Education Protection Account	-	-	136,334	-	-	136,334	-	-	136,334	-	-	136,334	-	545,334
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	48,568	97,136	64,757	64,757	64,757	64,757	64,757	113,325	56,663	56,663	56,663	56,663	-	809,467
		1,566,929	1,615,497	2,934,140	2,797,806	2,797,806	2,934,140	2,797,806	3,035,968	3,115,639	2,979,305	2,979,305	3,115,639	-	32,669,980
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	340,834	-	340,834
8290	Title I, Part A - Basic Low Income	-	-	98,724	-	-	296,171	-	-	-	-	-	-	-	394,895
8296	Other Federal Revenue	-	-	196,406	-	-	196,406	-	-	196,406	-	-	196,406	-	785,624
		-	-	295,130	-	-	492,577	-	-	196,406	-	-	537,240	-	1,521,353
Other State Revenue															
8311	State Special Education	-	97,951	97,951	176,312	176,312	176,312	176,312	176,312	213,795	213,795	213,795	213,795	213,795	2,146,435
8550	Mandated Cost	-	-	-	-	-	74,268	-	-	-	-	-	-	-	74,268
8560	State Lottery	-	-	-	-	-	-	181,683	-	-	153,975	-	-	310,563	646,221
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	-	579,584	-	-	579,584	-	-	579,584	-	-	579,584	-	2,318,336
		-	97,951	677,535	176,312	176,312	830,163	357,994	176,312	793,379	367,770	213,795	793,379	524,358	5,185,259
Other Local Revenue															
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	-	3,403,014
		283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	283,584	-	3,403,014
Total Revenue		1,850,513	1,997,032	4,190,389	3,257,702	3,257,702	4,540,465	3,439,385	3,495,864	4,389,008	3,630,660	3,476,685	4,729,842	524,358	42,779,605
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	757,831	757,831	757,831	757,831	757,831	757,831	757,831	757,831	757,831	757,831	757,831	757,831	-	9,093,970
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140	Teachers' Extra Duty/Stipends	107,729	107,729	107,729	107,729	107,729	107,729	107,729	107,729	107,729	107,729	107,729	107,729	-	1,292,749
1150	Teachers' Extra Duty/Stipends	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	-	62,300
1200	Pupil Support Salaries	160,252	160,252	160,252	160,252	160,252	160,252	160,252	160,252	160,252	160,252	160,252	160,252	-	1,923,026
1300	Administrators' Salaries	91,438	91,438	91,438	91,438	91,438	91,438	91,438	91,438	91,438	91,438	91,438	91,438	-	1,097,250
1900	Other Certificated Salaries	53,285	53,285	53,285	53,285	53,285	53,285	53,285	53,285	53,285	53,285	53,285	53,285	-	639,416
		1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	1,175,726	-	14,108,711
Classified Salaries															
2100	Instructional Salaries	53,428	53,428	53,428	53,428	53,428	53,428	53,428	53,428	53,428	53,428	53,428	53,428	-	641,131
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340	Classified Stipends	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
2400	Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2900	Other Classified Salaries	32,728	32,728	32,728	32,728	32,728	32,728	32,728	32,728	32,728	32,728	32,728	32,728	-	392,734
		88,105	88,105	88,105	88,105	88,105	88,105	88,105	88,105	88,105	88,105	88,105	88,105	-	1,057,265
Benefits															
3101	STRS	224,564	224,564	224,564	224,564	224,564	224,564	224,564	224,564	224,564	224,564	224,564	224,564	-	2,694,764
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	5,463	-	65,550
3311	Medicare	18,326	18,326	18,326	18,326	18,326	18,326	18,326	18,326	18,326	18,326	18,326	18,326	-	219,907
3401	Health and Welfare	144,292	144,292	144,292	144,292	144,292	144,292	144,292	144,292	144,292	144,292	144,292	144,292	-	1,731,503
3501	State Unemployment	-	-	-	-	-	-	40,858	6,545	704	663	532	68	-	49,370
3601	Workers' Compensation	5,980	5,980	17,980	5,980	5,980	5,980	5,980	5,980	5,980	5,980	5,980	5,980	-	83,758
3602	Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760	Accrued Leave	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	8,515	-	102,177
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		407,138	407,138	419,138	407,138	407,138	407,138	447,996	413,683	407,842	407,801	407,671	407,207	-	4,947,022

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY24-25

ADA = 2726.67															
	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 Budget	
Books and Supplies															
4302 School Supplies	118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	-	3,660,804	
4305 Software	174,167	117,167	36,667	66,167	11,167	11,667	79,167	9,167	13,667	9,167	9,167	9,167	-	546,500	
4311 Office Expense	10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	115,000	
5211 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4310 Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000	
	317,170	599,708	404,650	326,868	215,180	194,843	319,367	293,807	315,829	456,756	476,563	476,563	-	4,397,304	
Subagreement Services															
5102 Special Education	120,636	160,186	160,186	160,186	160,186	160,186	160,186	160,186	160,186	160,186	160,186	120,636	-	1,843,133	
5106 Other Educational Consultants	319,504	395,373	606,553	625,248	564,212	511,203	571,506	589,586	677,358	503,615	510,647	478,575	-	6,353,381	
5108 Instructional Services	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	-	3,825,349	
	758,919	874,338	1,085,518	1,104,214	1,043,177	990,168	1,050,471	1,068,551	1,156,323	982,580	989,612	917,990	-	12,021,863	
Operations and Housekeeping															
5200 Auto and Travel	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	49,500	
5300 Dues & Memberships	-	23,688	-	-	-	-	-	-	-	-	-	-	-	23,688	
5400 Insurance	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	-	288,758	
5520 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5502 Janitorial Services	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400	
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5900 Communications	2,305	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	-	106,860	
5910 Postage and Shipping	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	16,800	
	27,968	63,356	39,668	39,668	39,668	39,668	39,668	39,668	39,668	39,668	39,668	39,668	-	488,006	
Facilities, Repairs and Other Leases															
5610 Rent	1,857	1,857	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	-	65,513	
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5620 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5630 Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000	
	3,857	3,857	8,180	8,180	8,180	8,180	8,180	8,180	8,180	8,180	8,180	8,180	-	89,513	
Professional/Consulting Services															
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5820 Audit & Taxes	-	-	-	-	-	-	-	3,978	-	-	-	3,978	-	7,956	
5810 Legal	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	200,000	
5804 Professional Development	4,907	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	21,040	
5805 General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500	
5806 Special Activities/Field Trips	5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	4,000	5,000	5,000	-	49,000	
5514 Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200	
5845 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5892 Other taxes and fees	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000	
5830 Payroll Service Fee	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000	
5811 Management Fee	65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	-	787,532	
5812 District Oversight Fee	81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	-	980,099	
	176,976	171,536	174,786	173,536	172,536	171,786	172,786	177,764	172,536	172,536	174,786	178,764	-	2,090,327	
Depreciation															
6900 Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288	
	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288	
Interest															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses															
	2,959,632	3,387,539	3,399,546	3,327,210	3,153,485	3,079,389	3,306,074	3,269,259	3,367,983	3,335,127	3,364,084	3,295,977	-	39,245,306	
Surplus (Deficit)															
	(1,109,119)	(1,390,507)	790,843	(69,507)	104,217	1,461,076	133,311	226,605	1,021,025	295,533	112,600	1,433,865	524,358	3,534,299	

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY24-25

ADA = 2726.67														
	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 Budget
Cash Flow Adjustments														8.3%
Monthly Surplus (Deficit)	(1,109,119)	(1,390,507)	790,843	(69,507)	104,217	1,461,076	133,311	226,605	1,021,025	295,533	112,600	1,433,865	524,358	3,534,299
Cash flows from operating activities														
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Public Funding Receivables	213,795	-	-	-	-	310,563	-	-	-	-	-	-	(524,358)	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	240,421	-	-	-	-	-	-	-	-	-	-	(240,421)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(759,116)	-	-	-	-	-	-	-	-	-	-	759,116	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(1,410,245)	(1,386,733)	794,617	(65,733)	107,991	1,775,413	137,085	230,379	1,024,799	299,307	116,374	1,956,333		
Cash, Beginning of Month	9,030,106	7,619,861	6,233,128	7,027,745	6,962,012	7,070,003	8,845,415	8,982,501	9,212,880	10,237,679	10,536,985	10,653,360		
Cash, End of Month	7,619,861	6,233,128	7,027,745	6,962,012	7,070,003	8,845,415	8,982,501	9,212,880	10,237,679	10,536,985	10,653,360	12,609,693		

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY25-26

ADA = 2726.67	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 Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	1,565,759	1,565,759	2,818,366	2,818,366	2,818,366	2,818,366	2,818,366	3,001,405	3,001,405	3,001,405	3,001,405	3,001,405	-	32,230,374
8012 Education Protection Account	-	-	136,334	-	-	136,334	-	-	136,334	-	-	136,334	-	545,334
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	48,568	97,136	64,757	64,757	64,757	64,757	64,757	113,325	56,663	56,663	56,663	56,663	-	809,467
	1,614,327	1,662,895	3,019,457	2,883,123	2,883,123	3,019,457	2,883,123	3,114,730	3,194,401	3,058,068	3,058,068	3,194,401	-	33,585,175
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	340,834	-	340,834
8290 Title I, Part A - Basic Low Income	-	-	98,724	-	-	296,171	-	-	-	-	-	-	-	394,895
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	98,724	-	-	296,171	-	-	-	-	-	340,834	-	735,729
Other State Revenue														
8311 State Special Education	-	107,322	107,322	193,179	193,179	193,179	193,179	193,179	236,108	236,108	236,108	236,108	193,179	2,318,149
8550 Mandated Cost	-	-	-	-	-	76,727	-	-	-	-	-	-	-	76,727
8560 State Lottery	-	-	-	-	-	-	181,683	-	-	153,975	-	-	310,563	646,221
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	30,000	-	-	30,000	-	-	30,000	-	-	30,000	-	120,000
	-	107,322	137,322	193,179	193,179	299,906	374,862	193,179	266,108	390,083	236,108	266,108	503,742	3,161,097
Other Local Revenue														
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	-	3,573,164
	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	297,764	-	3,573,164
Total Revenue	1,912,091	2,067,980	3,553,266	3,374,066	3,374,066	3,913,298	3,555,749	3,605,673	3,758,273	3,745,914	3,591,939	4,099,107	503,742	41,055,165
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	776,112	776,112	776,112	776,112	776,112	776,112	776,112	776,112	776,112	776,112	776,112	776,112	-	9,313,345
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140 Teachers' Extra Duty/Stipends	107,396	107,396	107,396	107,396	107,396	107,396	107,396	107,396	107,396	107,396	107,396	107,396	-	1,288,749
1150 Teachers' Extra Duty/Stipends	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	-	62,300
1200 Pupil Support Salaries	164,358	164,358	164,358	164,358	164,358	164,358	164,358	164,358	164,358	164,358	164,358	164,358	-	1,972,296
1300 Administrators' Salaries	93,188	93,188	93,188	93,188	93,188	93,188	93,188	93,188	93,188	93,188	93,188	93,188	-	1,118,250
1900 Other Certificated Salaries	54,883	54,883	54,883	54,883	54,883	54,883	54,883	54,883	54,883	54,883	54,883	54,883	-	658,599
	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	1,201,128	-	14,413,539
Classified Salaries														
2100 Instructional Salaries	56,433	56,433	56,433	56,433	56,433	56,433	56,433	56,433	56,433	56,433	56,433	56,433	-	677,200
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340 Classified Stipends	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
2400 Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2900 Other Classified Salaries	33,287	33,287	33,287	33,287	33,287	33,287	33,287	33,287	33,287	33,287	33,287	33,287	-	399,441
	91,670	91,670	91,670	91,670	91,670	91,670	91,670	91,670	91,670	91,670	91,670	91,670	-	1,100,042
Benefits														
3101 STRS	229,415	229,415	229,415	229,415	229,415	229,415	229,415	229,415	229,415	229,415	229,415	229,415	-	2,752,986
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	5,684	5,684	5,684	5,684	5,684	5,684	5,684	5,684	5,684	5,684	5,684	5,684	-	68,203
3311 Medicare	18,746	18,746	18,746	18,746	18,746	18,746	18,746	18,746	18,746	18,746	18,746	18,746	-	224,947
3401 Health and Welfare	151,189	151,189	151,189	151,189	151,189	151,189	151,189	151,189	151,189	151,189	151,189	151,189	-	1,814,271
3501 State Unemployment	-	-	-	-	-	-	41,474	5,911	704	663	532	68	-	49,353
3601 Workers' Compensation	6,279	6,279	18,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	-	87,346
3602 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760 Accrued Leave	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	-	104,556
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	420,026	420,026	432,026	420,026	420,026	420,026	461,500	425,937	420,729	420,689	420,558	420,094	26	5,101,661

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY25-26

ADA = 2726.67		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 Budget
Books and Supplies															
4302	School Supplies	118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	-	3,660,804
4305	Software	175,083	118,083	37,583	67,083	12,083	12,583	80,083	10,083	14,583	10,083	10,083	10,083	-	557,500
4311	Office Expense	10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	115,000
5211	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
		318,086	600,625	405,567	327,785	216,097	195,759	320,284	294,724	316,745	457,673	477,479	477,479	-	4,408,304
Subagreement Services															
5102	Special Education	124,690	164,240	164,240	164,240	164,240	164,240	164,240	164,240	164,240	164,240	164,240	124,690	-	1,891,784
5106	Other Educational Consultants	334,938	410,808	621,988	640,683	579,647	526,638	586,941	605,021	692,793	519,050	526,081	494,010	-	6,538,596
5108	Instructional Services	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	-	3,807,484
		776,919	892,338	1,103,518	1,122,214	1,061,178	1,008,168	1,068,471	1,086,551	1,174,323	1,000,580	1,007,612	935,990	-	12,237,863
Operations and Housekeeping															
5200	Auto and Travel	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	49,500
5300	Dues & Memberships	-	23,688	-	-	-	-	-	-	-	-	-	-	-	23,688
5400	Insurance	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	-	303,196
5520	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	2,305	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	-	106,860
5910	Postage and Shipping	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	16,800
		29,171	64,559	40,871	40,871	40,871	40,871	40,871	40,871	40,871	40,871	40,871	40,871	-	502,444
Facilities, Repairs and Other Leases															
5610	Rent	1,857	1,857	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	-	67,367
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630	Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
		3,857	3,857	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	-	91,367
Professional/Consulting Services															
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820	Audit & Taxes	-	-	-	-	-	-	-	3,978	-	-	-	3,978	-	7,956
5810	Legal	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	200,000
5804	Professional Development	4,907	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	21,040
5805	General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806	Special Activities/Field Trips	5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	4,000	5,000	5,000	-	49,000
5514	Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892	Other taxes and fees	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5830	Payroll Service Fee	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5811	Management Fee	62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	-	749,640
5812	District Oversight Fee	83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	-	1,007,555
		176,106	170,666	173,916	172,666	171,666	170,916	171,916	176,894	171,666	171,666	173,916	177,894	-	2,079,891
Depreciation															
6900	Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
		3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		3,020,737	3,448,643	3,460,836	3,388,500	3,214,776	3,140,679	3,367,981	3,329,915	3,429,273	3,396,417	3,425,375	3,357,267	-	39,980,399
Surplus (Deficit)		(1,108,646)	(1,380,663)	92,430	(14,433)	159,291	772,620	187,769	275,758	329,000	349,497	166,565	741,839	503,742	1,074,767

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY25-26

ADA = 2726.67														
	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 Budget
														2.6%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(1,108,646)	(1,380,663)	92,430	(14,433)	159,291	772,620	187,769	275,758	329,000	349,497	166,565	741,839	503,742	1,074,767
Cash flows from operating activities														
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Public Funding Receivables	193,179	-	-	-	-	310,563	-	-	-	-	-	-	(503,742)	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	240,421	-	-	-	-	-	-	-	-	-	-	(240,421)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(776,495)	-	-	-	-	-	-	-	-	-	-	776,495	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(1,447,767)	(1,376,889)	96,204	(10,659)	163,065	1,086,957	191,543	279,532	332,774	353,271	170,339	1,281,687		
Cash, Beginning of Month	12,609,693	11,161,926	9,785,037	9,881,241	9,870,581	10,033,646	11,120,603	11,312,145	11,591,677	11,924,451	12,277,722	12,448,061		
Cash, End of Month	11,161,926	9,785,037	9,881,241	9,870,581	10,033,646	11,120,603	11,312,145	11,591,677	11,924,451	12,277,722	12,448,061	13,729,748		

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY26-27

ADA = 2726.67		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 Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	1,611,519	1,611,519	2,900,734	2,900,734	2,900,734	2,900,734	2,900,734	3,102,130	3,102,130	3,102,130	3,102,130	3,102,130	-	33,237,356
8012	Education Protection Account	-	-	136,334	-	-	136,334	-	-	136,334	-	-	136,334	-	545,334
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	48,568	97,136	64,757	64,757	64,757	64,757	64,757	113,325	56,663	56,663	56,663	56,663	-	809,467
		<u>1,660,087</u>	<u>1,708,655</u>	<u>3,101,825</u>	<u>2,965,491</u>	<u>2,965,491</u>	<u>3,101,825</u>	<u>2,965,491</u>	<u>3,215,455</u>	<u>3,295,126</u>	<u>3,158,793</u>	<u>3,158,793</u>	<u>3,295,126</u>	-	<u>34,592,157</u>
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	340,834	-	340,834
8290	Title I, Part A - Basic Low Income	-	-	98,724	-	-	296,171	-	-	-	-	-	-	-	394,895
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		<u>-</u>	<u>-</u>	<u>98,724</u>	<u>-</u>	<u>-</u>	<u>296,171</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>340,834</u>	-	<u>735,729</u>
Other State Revenue															
8311	State Special Education	-	97,951	97,951	176,312	176,312	176,312	176,312	176,312	213,795	213,795	213,795	213,795	213,795	2,146,435
8550	Mandated Cost	-	-	-	-	-	79,214	-	-	-	-	-	-	-	79,214
8560	State Lottery	-	-	-	-	-	-	181,683	-	-	153,975	-	-	310,563	646,221
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	120,000	-	120,000
		<u>-</u>	<u>97,951</u>	<u>97,951</u>	<u>176,312</u>	<u>176,312</u>	<u>255,526</u>	<u>357,994</u>	<u>176,312</u>	<u>213,795</u>	<u>367,770</u>	<u>213,795</u>	<u>333,795</u>	<u>524,358</u>	<u>2,991,870</u>
Other Local Revenue															
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	312,652	312,652	312,652	312,652	312,652	312,652	312,652	312,652	312,652	312,652	312,652	312,652	-	3,751,823
		<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	<u>312,652</u>	-	<u>3,751,823</u>
Total Revenue		<u>1,972,739</u>	<u>2,119,257</u>	<u>3,611,151</u>	<u>3,454,455</u>	<u>3,454,455</u>	<u>3,966,174</u>	<u>3,636,137</u>	<u>3,704,419</u>	<u>3,821,573</u>	<u>3,839,214</u>	<u>3,685,239</u>	<u>4,282,407</u>	<u>524,358</u>	<u>42,071,578</u>
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	794,378	794,378	794,378	794,378	794,378	794,378	794,378	794,378	794,378	794,378	794,378	794,378	-	9,532,534
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140	Teachers' Extra Duty/Stipends	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	-	1,213,749
1150	Teachers' Extra Duty/Stipends	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	-	62,300
1200	Pupil Support Salaries	167,787	167,787	167,787	167,787	167,787	167,787	167,787	167,787	167,787	167,787	167,787	167,787	-	2,013,448
1300	Administrators' Salaries	94,938	94,938	94,938	94,938	94,938	94,938	94,938	94,938	94,938	94,938	94,938	94,938	-	1,139,250
1900	Other Certificated Salaries	56,530	56,530	56,530	56,530	56,530	56,530	56,530	56,530	56,530	56,530	56,530	56,530	-	678,357
		<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	<u>1,219,970</u>	-	<u>14,639,638</u>
Classified Salaries															
2100	Instructional Salaries	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	57,160	-	685,925
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340	Classified Stipends	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
2400	Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2900	Other Classified Salaries	34,683	34,683	34,683	34,683	34,683	34,683	34,683	34,683	34,683	34,683	34,683	34,683	-	416,197
		<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	<u>93,794</u>	-	<u>1,125,523</u>
Benefits															
3101	STRS	233,014	233,014	233,014	233,014	233,014	233,014	233,014	233,014	233,014	233,014	233,014	233,014	-	2,796,171
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	5,815	5,815	5,815	5,815	5,815	5,815	5,815	5,815	5,815	5,815	5,815	5,815	-	69,782
3311	Medicare	19,050	19,050	19,050	19,050	19,050	19,050	19,050	19,050	19,050	19,050	19,050	19,050	-	228,595
3401	Health and Welfare	158,087	158,087	158,087	158,087	158,087	158,087	158,087	158,087	158,087	158,087	158,087	158,087	-	1,897,039
3501	State Unemployment	-	-	-	-	-	41,944	5,397	704	663	532	68	68	-	49,308
3601	Workers' Compensation	6,593	6,593	18,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	-	91,114
3602	Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760	Accrued Leave	8,910	8,910	8,910	8,910	8,910	8,910	8,910	8,910	8,910	8,910	8,910	8,910	-	106,922
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		<u>431,468</u>	<u>431,468</u>	<u>443,468</u>	<u>431,468</u>	<u>431,468</u>	<u>431,468</u>	<u>473,412</u>	<u>436,866</u>	<u>432,172</u>	<u>432,132</u>	<u>432,001</u>	<u>431,537</u>	-	<u>5,238,930</u>

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY26-27

ADA = 2726.67		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 Budget
Books and Supplies															
4302	School Supplies	118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	-	3,660,804
4305	Software	176,092	119,092	38,592	68,092	13,092	13,592	81,092	11,092	15,592	11,092	11,092	11,092	-	569,600
4311	Office Expense	10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	115,000
5211	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
		319,095	601,633	406,575	328,793	217,105	196,768	321,292	295,732	317,754	458,681	478,488	478,488	-	4,420,404
Subagreement Services															
5102	Special Education	128,947	168,497	168,497	168,497	168,497	168,497	168,497	168,497	168,497	168,497	168,497	128,947	-	1,942,868
5106	Other Educational Consultants	351,144	427,014	638,194	656,889	595,853	542,844	603,147	621,227	708,999	535,256	542,287	510,216	-	6,733,071
5108	Instructional Services	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	-	3,788,724
		795,819	911,238	1,122,418	1,141,114	1,080,078	1,027,068	1,087,372	1,105,451	1,193,223	1,019,480	1,026,512	954,891	-	12,464,664
Operations and Housekeeping															
5200	Auto and Travel	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	49,500
5300	Dues & Memberships	-	23,688	-	-	-	-	-	-	-	-	-	-	-	23,688
5400	Insurance	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	-	318,356
5520	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	2,305	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	-	106,860
5910	Postage and Shipping	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	16,800
		30,435	65,823	42,135	42,135	42,135	42,135	42,135	42,135	42,135	42,135	42,135	42,135	-	517,604
Facilities, Repairs and Other Leases															
5610	Rent	1,857	1,857	6,556	6,556	6,556	6,556	6,556	6,556	6,556	6,556	6,556	6,556	-	69,277
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630	Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
		3,857	3,857	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	-	93,277
Professional/Consulting Services															
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820	Audit & Taxes	-	-	-	-	-	-	-	3,978	-	-	-	3,978	-	7,956
5810	Legal	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	200,000
5804	Professional Development	4,907	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	21,040
5805	General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806	Special Activities/Field Trips	5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	4,000	5,000	5,000	-	49,000
5514	Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892	Other taxes and fees	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5830	Payroll Service Fee	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5811	Management Fee	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	-	766,395
5812	District Oversight Fee	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	-	1,037,765
		180,020	174,580	177,830	176,580	175,580	174,830	175,830	180,808	175,580	175,580	177,830	181,808	-	2,126,856
Depreciation															
6900	Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
		3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		3,078,230	3,506,137	3,518,521	3,446,184	3,272,460	3,198,363	3,426,134	3,387,085	3,486,957	3,454,101	3,483,059	3,414,951	-	40,672,183
Surplus (Deficit)		(1,105,492)	(1,386,879)	92,630	8,271	181,995	767,811	210,003	317,333	334,616	385,113	202,181	867,455	524,358	1,399,395

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY26-27

ADA = 2726.67	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 Budget
Cash Flow Adjustments														3.3%
Monthly Surplus (Deficit)	(1,105,492)	(1,386,879)	92,630	8,271	181,995	767,811	210,003	317,333	334,616	385,113	202,181	867,455	524,358	1,399,395
Cash flows from operating activities														
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Public Funding Receivables	213,795	-	-	-	-	310,563	-	-	-	-	-	-	(524,358)	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	240,421	-	-	-	-	-	-	-	-	-	-	(240,421)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(789,152)	-	-	-	-	-	-	-	-	-	-	789,152	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(1,436,654)	(1,383,105)	96,404	12,045	185,769	1,082,148	213,777	321,107	338,390	388,887	205,955	1,419,960		
Cash, Beginning of Month	13,729,748	12,293,094	10,909,989	11,006,394	11,018,439	11,204,207	12,286,355	12,500,132	12,821,240	13,159,629	13,548,516	13,754,471		
Cash, End of Month	12,293,094	10,909,989	11,006,394	11,018,439	11,204,207	12,286,355	12,500,132	12,821,240	13,159,629	13,548,516	13,754,471	15,174,431		

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY27-28

Absolute!
Charter Group

ADA = 2726.67	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 Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	1,661,868	1,661,868	2,991,362	2,991,362	2,991,362	2,991,362	2,991,362	2,991,362	2,991,362	2,991,362	2,991,362	2,991,362	-	33,237,356
8012 Education Protection Account	-	-	136,334	-	-	136,334	-	-	136,334	-	-	136,334	-	545,334
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	48,568	97,136	64,757	64,757	64,757	64,757	64,757	113,325	56,663	56,663	56,663	56,663	-	809,467
	1,710,436	1,759,004	3,192,453	3,056,119	3,056,119	3,192,453	3,056,119	3,104,687	3,184,358	3,048,025	3,048,025	3,184,358	-	34,592,157
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	340,834	-	340,834
8290 Title I, Part A - Basic Low Income	-	-	98,724	-	-	296,171	-	-	-	-	-	-	-	394,895
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	98,724	-	-	296,171	-	-	-	-	-	340,834	-	735,729
Other State Revenue														
8311 State Special Education	-	97,951	97,951	176,312	176,312	176,312	176,312	176,312	213,795	213,795	213,795	213,795	213,795	2,146,435
8550 Mandated Cost	-	-	-	-	-	79,214	-	-	-	-	-	-	-	79,214
8560 State Lottery	-	-	-	-	-	-	181,683	-	-	153,975	-	-	310,563	646,221
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	120,000	-	120,000
	-	97,951	97,951	176,312	176,312	255,526	357,994	176,312	213,795	367,770	213,795	333,795	524,358	2,991,870
Other Local Revenue														
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	-	3,939,414
	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	328,284	-	3,939,414
Total Revenue	2,038,720	2,185,239	3,717,412	3,560,715	3,560,715	4,072,435	3,742,398	3,609,283	3,726,438	3,744,079	3,590,104	4,187,271	524,358	42,259,169
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	804,944	804,944	804,944	804,944	804,944	804,944	804,944	804,944	804,944	804,944	804,944	804,944	-	9,659,328
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140 Teachers' Extra Duty/Stipends	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	101,146	-	1,213,749
1150 Teachers' Extra Duty/Stipends	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	5,192	-	62,300
1200 Pupil Support Salaries	170,328	170,328	170,328	170,328	170,328	170,328	170,328	170,328	170,328	170,328	170,328	170,328	-	2,043,938
1300 Administrators' Salaries	96,688	96,688	96,688	96,688	96,688	96,688	96,688	96,688	96,688	96,688	96,688	96,688	-	1,160,250
1900 Other Certificated Salaries	58,226	58,226	58,226	58,226	58,226	58,226	58,226	58,226	58,226	58,226	58,226	58,226	-	698,707
	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	1,236,523	-	14,838,272
Classified Salaries														
2100 Instructional Salaries	57,139	57,139	57,139	57,139	57,139	57,139	57,139	57,139	57,139	57,139	57,139	57,139	-	685,668
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340 Classified Stipends	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
2400 Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2900 Other Classified Salaries	35,113	35,113	35,113	35,113	35,113	35,113	35,113	35,113	35,113	35,113	35,113	35,113	-	421,359
	94,202	94,202	94,202	94,202	94,202	94,202	94,202	94,202	94,202	94,202	94,202	94,202	-	1,130,426
Benefits														
3101 STRS	236,176	236,176	236,176	236,176	236,176	236,176	236,176	236,176	236,176	236,176	236,176	236,176	-	2,834,110
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	5,841	-	70,086
3311 Medicare	19,296	19,296	19,296	19,296	19,296	19,296	19,296	19,296	19,296	19,296	19,296	19,296	-	231,546
3401 Health and Welfare	164,984	164,984	164,984	164,984	164,984	164,984	164,984	164,984	164,984	164,984	164,984	164,984	-	1,979,806
3501 State Unemployment	-	-	-	-	-	-	42,162	5,169	704	663	532	68	-	49,298
3601 Workers' Compensation	6,922	6,922	18,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	-	95,069
3602 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760 Accrued Leave	9,043	9,043	9,043	9,043	9,043	9,043	9,043	9,043	9,043	9,043	9,043	9,043	-	108,517
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	442,261	442,261	454,261	442,261	442,261	442,261	484,423	447,430	442,965	442,924	442,794	442,330	-	5,368,434

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY27-28

Absolute!
Charter Group

ADA = 2726.67	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 Budget
Books and Supplies														
4302 School Supplies	118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	-	3,660,804
4305 Software	177,201	120,201	39,701	69,201	14,201	14,701	82,201	12,201	16,701	12,201	12,201	12,201	-	582,910
4311 Office Expense	10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	115,000
5211 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
	320,204	602,742	407,684	329,902	218,214	197,877	322,401	296,842	318,863	459,790	479,597	479,597	-	4,433,714
Subagreement Services														
5102 Special Education	133,417	172,967	172,967	172,967	172,967	172,967	172,967	172,967	172,967	172,967	172,967	133,417	-	1,996,507
5106 Other Educational Consultants	368,161	444,030	655,211	673,906	612,870	559,861	620,164	638,243	726,016	552,273	559,304	527,233	-	6,937,271
5108 Instructional Services	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	-	3,769,027
	815,664	931,083	1,142,264	1,160,959	1,099,923	1,046,914	1,107,217	1,125,296	1,213,068	1,039,325	1,046,357	974,736	-	12,702,805
Operations and Housekeeping														
5200 Auto and Travel	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	49,500
5300 Dues & Memberships	-	23,688	-	-	-	-	-	-	-	-	-	-	-	23,688
5400 Insurance	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	-	334,273
5520 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	2,305	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	9,505	-	106,860
5910 Postage and Shipping	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	-	16,800
	31,761	67,149	43,461	43,461	43,461	43,461	43,461	43,461	43,461	43,461	43,461	43,461	-	533,521
Facilities, Repairs and Other Leases														
5610 Rent	1,857	1,857	6,753	6,753	6,753	6,753	6,753	6,753	6,753	6,753	6,753	6,753	-	71,244
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
	3,857	3,857	8,753	8,753	8,753	8,753	8,753	8,753	8,753	8,753	8,753	8,753	-	95,244
Professional/Consulting Services														
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820 Audit & Taxes	-	-	-	-	-	-	-	3,978	-	-	-	3,978	-	7,956
5810 Legal	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	-	200,000
5804 Professional Development	4,907	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	21,040
5805 General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806 Special Activities/Field Trips	5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	4,000	5,000	5,000	-	49,000
5514 Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892 Other taxes and fees	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5830 Payroll Service Fee	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000
5811 Management Fee	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	-	766,395
5812 District Oversight Fee	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	-	1,037,765
	180,020	174,580	177,830	176,580	175,580	174,830	175,830	180,808	175,580	175,580	177,830	181,808	-	2,126,856
Depreciation														
6900 Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	3,128,265	3,556,172	3,568,752	3,496,415	3,322,691	3,248,595	3,476,584	3,437,089	3,537,189	3,504,333	3,533,290	3,465,183	-	41,274,560
Surplus (Deficit)	(1,089,545)	(1,370,932)	148,660	64,300	238,024	823,840	265,814	172,194	189,248	239,746	56,814	722,088	524,358	984,609

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY27-28

Absolute!
Charter Group

ADA = 2726.67	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 Budget
Cash Flow Adjustments														2.3%
Monthly Surplus (Deficit)	(1,089,545)	(1,370,932)	148,660	64,300	238,024	823,840	265,814	172,194	189,248	239,746	56,814	722,088	524,358	984,609
Cash flows from operating activities														
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288
Public Funding Receivables	213,795	-	-	-	-	310,563	-	-	-	-	-	-	(524,358)	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	240,421	-	-	-	-	-	-	-	-	-	-	(240,421)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(799,514)	-	-	-	-	-	-	-	-	-	-	799,514	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(1,431,069)	(1,367,158)	152,434	68,074	241,798	1,138,177	269,588	175,968	193,022	243,520	60,588	1,284,955		
Cash, Beginning of Month	15,174,431	13,743,362	12,376,204	12,528,637	12,596,711	12,838,509	13,976,686	14,246,275	14,422,243	14,615,265	14,858,785	14,919,373		
Cash, End of Month	13,743,362	12,376,204	12,528,637	12,596,711	12,838,509	13,976,686	14,246,275	14,422,243	14,615,265	14,858,785	14,919,373	16,204,328		

		REVENUE ASSUMPTIONS				
FACTORS		FY23/24	FY24/25	FY25/26	FY26/27	FY27/28
Enrollment		2811	2811	2811	2811	2811
Attendance Rate		97.0%	97.0%	97.0%	97.0%	97.0%
ADA		2726.67	2726.67	2726.67	2726.67	2726.67
COLA		5.00%	3.00%	3.00%	3.00%	0.00%
TK-3		\$ 9,624	\$ 9,913	\$ 10,210	\$ 10,516	\$ 10,516
4-6		\$ 9,769	\$ 10,062	\$ 10,364	\$ 10,675	\$ 10,675
7-8		\$ 10,059	\$ 10,361	\$ 10,672	\$ 10,992	\$ 10,992
9-12		\$ 11,657	\$ 12,007	\$ 12,367	\$ 12,738	\$ 12,738
Federal Special Education IDEA rate per ADA		\$ 125	\$ 125	\$ 125	\$ 125	\$ 125
Title I		\$ 394,895	\$ 394,895	\$ 394,895	\$ 394,895	\$ 394,895
ERMHS		\$ 50	\$ 50	\$ 50	\$ 50	\$ 50
State Special Education- AB602		\$ 820	\$ 820	\$ 820	\$ 820	\$ 820
State SELPA Fee		4%	4%	4%	4%	4%
Mandate Cost per ADA K-8		\$ 19.83	\$ 20.53	\$ 21.21	\$ 21.90	\$ 21.90
Mandate Cost per ADA 9-12		\$ 55.12	\$ 57.07	\$ 58.96	\$ 60.86	\$ 60.86
State Lottery Per ADA		\$ 237	\$ 237	\$ 237	\$ 237	\$ 237
In-Lieu Tax Rate		\$ 296.87	\$ 296.87	\$ 296.87	\$ 296.87	\$ 296.87
EPA Reveue per LCFF Calculator		\$545,334	\$545,334	\$545,334	\$545,334	\$545,334
EPA Rate		\$200.00	\$200.00	\$200.00	\$200.00	\$200.00

2023-24 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

	R:	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES															
4302	School Supplies		118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	3,660,804
4305	Software	School Pathways -License - 07/01/23 - 06/30/23 7	30,000	-	-	40,000	-	-	40,000	-	-	-	-	-	110,000
4305	Software	International Academy of Science	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Fuel Education c/o K12 Management	-	-	-	10,000	2,000	-	2,000	-	2,000	-	-	-	16,000
4305	Software	Reading Horizons	-	15,000	-	-	-	-	-	-	-	-	-	-	15,000
4305	Software	MicroAge	-	-	-	-	-	-	28,000	-	-	-	-	-	28,000
4305	Software	Age of Learning Inc	-	3,000	2,500	-	-	2,500	-	-	2,500	-	-	-	10,500
4305	Software	DreamBox Learning Inc	5,000	50,000	9,000	5,000	-	-	-	-	-	-	-	-	69,000
4305	Software	Achieve 3000 -License School	85,000	-	-	-	-	-	-	-	-	-	-	-	85,000
4305	Software	Renaissance	45,000	-	-	-	-	-	-	-	-	-	-	-	45,000
4305	Software	McGraw-Hill - Licenses	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Liminex, Inc.	-	-	9,000	-	-	-	-	-	-	-	-	-	9,000
4305	Software	N2Y,LLC - License - 07/23-08/31/23	-	-	7,000	2,000	-	-	-	-	-	-	-	-	9,000
4305	Software	Others	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
4305	Software		-	-	-	-	-	-	-	-	-	-	-	-	-
4311	Office Expense	Based on prior year trend	10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	115,000
4310	Noncapitalized Equipment	ERGO, staff and student chromebooks	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	75,000
TOTAL			316,336	598,875	403,817	326,035	214,347	194,009	318,534	292,974	314,995	455,923	475,729	475,729	4,387,304

2023-24 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

SUB-AGREEMENT SERVICES														
5102	Special Education	Lighthouse Therapy LLC	14,300	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	314,600
5102	Special Education	E-Therapy, LLC	5,900	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	129,800
5102	Special Education	Effectual Educational Consulting Services	6,600	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	145,200
5102	Special Education	The Talk Team	2,050	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	45,100
5102	Special Education	McColgan & Associates Inc.	1,350	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	29,700
5102	Special Education	Fagen Friedman & Fulfrostr LLP-Legal Svcs-08/22-f	1,700	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	37,400
5102	Special Education	PRN Nursing	1,550	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	34,100
5102	Special Education	CARD - Center for Autism and Related Disorders, I	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	22,000
5102	Special Education	Braille Abilities	2,100	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	46,200
5102	Special Education	All Other	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	66,000
5106	Educational Consultants	Vendors	10,812	86,681	297,862	316,557	255,521	202,512	262,815	280,894	368,667	194,924	201,955	2,649,083
5108	Instructional Services		320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	320,197	3,842,364
TOTAL			370,559	485,979	697,159	715,854	654,818	601,809	662,112	680,192	767,964	594,221	601,252	7,361,548

OPERATIONS AND HOUSEKEEPING														
5200	Auto and Travel	various	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	49,500
5300	Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	1,200
5300	Dues & Memberships	CCSA (\$5 per student	-	14,055	-	-	-	-	-	-	-	-	-	14,055
5300	Dues & Memberships	CSDC (\$3 per student	-	8,433	-	-	-	-	-	-	-	-	-	8,433
5400	Insurance	Chartersafe	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	275,008
5502	Janitorial		200	200	200	200	200	200	200	200	200	200	200	2,400
5900	Communications	T-Mobile	125	125	125	125	125	125	125	125	125	125	125	1,500
5900	Communications	T-Mobile	70	70	70	70	70	70	70	70	70	70	70	840
5900	Communications	Zoom Acct 5569	-	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	79,200
5900	Communications	Zoom other charges	300	300	300	300	300	300	300	300	300	300	300	3,600
5900	Communications	Verizon Wireless	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	21,720
5910	Postage & Shipping		1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	16,800
TOTAL			26,822	62,210	38,522	38,522	38,522	38,522	38,522	38,522	38,522	38,522	38,522	474,256

2023-24 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

FACILITIES, REPAIRS AND OTHER LEASES															
5610	Rent	Old Dominion Capital	increase by 3%	1,857	1,857	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	63,713
5630	Repairs & Maintenance	miscellaneous		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL				3,857	3,857	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	87,713

PROFESSIONAL/CONSULTING SERVICES															
5514	Bank Charges			100	100	100	100	100	100	100	100	100	100	100	1,200
5892	Other Taxes & Fees			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5806	Special Activities/Field Trips			5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	5,000	5,000	49,000
5810	Legal			16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
5804	Professional Development	Fresno County of Education		1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600
5804	Professional Development	Books for staff		3,440											3,440
5811	Management Fee	ACG Consulting	2% of revenue	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	61,025	732,300
5812	District Oversight Fee	RCOE	3% of LCFF revenue	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	79,305	951,660
5830	Payroll Service	Axia Group		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5820	Audit & Taxes	Wilkinson, Hadley, King	2% increase	-	-	-	-	-	-	3,978	-	-	-	3,978	7,956
5845	Printing			-	-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting	Board mbr 1		-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 2		-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 3		-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 4		-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 5		-	-	250	-	-	250	250	250	-	-	250	1,500
TOTAL				170,003	164,563	167,813	166,563	165,563	164,813	165,813	170,791	165,563	165,563	167,813	2,006,656

Payroll Benefits															
3601	Workers Copmensation	Chartersafe		5,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	68,341
3601	Workers Copmensation	Chartersafe-audit		-	-	12,000	-	-	-	-	-	-	-	-	12,000
TOTAL				5,695	5,695	17,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	5,695	80,341

Depreciation															
6900	Depreciation	See BS Reconciliation		3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288
TOTAL				3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288

2024-25 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

	Rate	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES															
4302 School Supplies			118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	3,660,804
4305 Software	School Pathways -License - 07/01/23 - 06/30/23 7/2	0%	30,000	-	-	40,000	-	-	40,000	-	-	-	-	-	110,000
4305 Software	International Academy of Science	0%	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
4305 Software	Fuel Education c/o K12 Management		-	-	-	10,000	2,000	-	2,000	-	2,000	-	-	-	16,000
4305 Software	Reading Horizons	0%	-	15,000	-	-	-	-	-	-	-	-	-	-	15,000
4305 Software	MicroAge	0%	-	-	-	-	-	-	28,000	-	-	-	-	-	28,000
4305 Software	Age of Learning Inc		-	3,000	2,500	-	-	2,500	-	-	2,500	-	-	-	10,500
4305 Software	DreamBox Learning Inc	0%	5,000	50,000	9,000	5,000	-	-	-	-	-	-	-	-	69,000
4305 Software	Achieve 3000 -License School	0%	85,000	-	-	-	-	-	-	-	-	-	-	-	85,000
4305 Software	Renaissance	0%	45,000	-	-	-	-	-	-	-	-	-	-	-	45,000
4305 Software	McGraw-Hill - Licenses	0%	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000
4305 Software	Liminex, Inc.	0%	-	-	9,000	-	-	-	-	-	-	-	-	-	9,000
4305 Software	N2Y,LLC - License - 07/23-08/31/23	0%	-	-	7,000	2,000	-	-	-	-	-	-	-	-	9,000
4305 Software	Others	10%	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
4311 Office Expense	Based on prior year trend		10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	115,000
4310 Noncapitalized Equipment	ERGO, staff and student chromebooks		15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	75,000
TOTAL			317,170	599,708	404,650	326,868	215,180	194,843	319,367	293,807	315,829	456,756	476,563	476,563	4,397,304

2024-25 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

SUB-AGREEMENT SERVICES															
5102	Special Education	Lighthouse Therapy LLC	0%	14,300	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	14,300	314,600
5102	Special Education	E-Therapy, LLC	0%	5,900	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	5,900	129,800
5102	Special Education	Effectual Educational Consulting Services	0%	6,600	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	6,600	145,200
5102	Special Education	The Talk Team	0%	2,050	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	2,050	45,100
5102	Special Education	McColgan & Associates Inc.	0%	1,350	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	1,350	29,700
5102	Special Education	Fagen Friedman & Fulfro	0%	1,700	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	1,700	37,400
5102	Special Education	PRN Nursing	0%	1,550	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	1,550	34,100
5102	Special Education	CARD - Center for Autism and Related Disorders, LLC	0%	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	1,000	22,000
5102	Special Education	Braille Abilities	0%	2,100	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	2,100	46,200
5102	Special Education	All Other	0%	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	3,000	66,000
5106	Educational Consultants	Vendors		10,812	86,681	297,862	316,557	255,521	202,512	262,815	280,894	368,667	194,924	201,955	2,649,083
5108	Instructional Services			318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	318,779	3,825,349
TOTAL				369,141	484,561	695,741	714,436	653,400	600,391	660,694	678,774	766,546	592,803	599,834	7,344,532

OPERATIONS AND HOUSEKEEPING															
5200	Auto and Travel	various	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	49,500
5300	Dues & Memberships	Accrediting Commission for Schools	-	1,200	-	-	-	-	-	-	-	-	-	-	1,200
5300	Dues & Memberships	CCSA (\$5 per student)	-	14,055	-	-	-	-	-	-	-	-	-	-	14,055
5300	Dues & Memberships	CSDC (\$3 per student)	-	8,433	-	-	-	-	-	-	-	-	-	-	8,433
5400	Insurance	Chartersafe	5%	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	24,063	288,758
5502	Janitorial			200	200	200	200	200	200	200	200	200	200	200	2,400
5900	Communications	T-Mobile		125	125	125	125	125	125	125	125	125	125	125	1,500
5900	Communications	T-Mobile		70	70	70	70	70	70	70	70	70	70	70	840
5900	Communications	Zoom Acct 5569	-	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	79,200
5900	Communications	Zoom other charges		300	300	300	300	300	300	300	300	300	300	300	3,600
5900	Communications	Verizon Wireless		1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	21,720
5910	Postage & Shipping			1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	16,800
TOTAL				27,968	63,356	39,668	39,668	39,668	39,668	39,668	39,668	39,668	39,668	39,668	488,006

2024-25 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

FACILITIES, REPAIRS AND OTHER LEASES															
5610	Rent	Old Dominion Capital	increase by 3%	3%	1,857	1,857	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	65,513
5630	Repairs & Maintenance	miscellaneous			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL					3,857	3,857	8,180	8,180	8,180	8,180	8,180	8,180	8,180	8,180	89,513

PROFESSIONAL/CONSULTING SERVICES															
5514	Bank Charges				100	100	100	100	100	100	100	100	100	100	1,200
5892	Other Taxes & Fees				1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5806	Special Activities/Field Trips				5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	5,000	49,000
5810	Legal				16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
5804	Professional Development	Fresno County of Education			1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600
5804	Professional Development	Books for staff			3,440										3,440
5811	Management Fee	ACG Consulting	2% of revenue		65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	65,628	787,532
5812	District Oversight Fee	RCOE	3% of LCFF revenue		81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	81,675	980,099
5830	Payroll Service	Axia Group			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5820	Audit & Taxes	Wilkinson, Hadley, King	2% increase		-	-	-	-	-	-	3,978	-	-	-	3,978
5805	General Consulting	Board mbr 1			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 2			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 3			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 4			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 5			-	-	250	-	-	250	250	250	-	-	1,500
TOTAL					176,976	171,536	174,786	173,536	172,536	171,786	172,786	177,764	172,536	172,536	2,090,327

Payroll Benefits															
3601	Workers Copmensation	Chartersafe	5%		5,980	5,980	5,980	5,980	5,980	5,980	5,980	5,980	5,980	5,980	71,758
3601	Workers Copmensation	Chartersafe-audit			-	-	12,000	-	-	-	-	-	-	-	12,000
TOTAL					5,980	5,980	17,980	5,980	5,980	5,980	5,980	5,980	5,980	5,980	83,758

Depreciation															
6900	Depreciation	See BS Reconciliation			3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288
TOTAL					3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288

2025-26 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

	R:	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES															
4302	School Supplies		118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	3,660,804
4305	Software	School Pathways -License - 07/01/2	0%	30,000	-	-	40,000	-	-	40,000	-	-	-	-	110,000
4305	Software	International Academy of Science	0%	-	20,000	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Fuel Education c/o K12 Management		-	-	-	10,000	2,000	-	2,000	-	2,000	-	-	16,000
4305	Software	Reading Horizons	0%	-	15,000	-	-	-	-	-	-	-	-	-	15,000
4305	Software	MicroAge	0%	-	-	-	-	-	-	28,000	-	-	-	-	28,000
4305	Software	Age of Learning Inc		-	3,000	2,500	-	-	2,500	-	-	2,500	-	-	10,500
4305	Software	DreamBox Learning Inc	0%	5,000	50,000	9,000	5,000	-	-	-	-	-	-	-	69,000
4305	Software	Achieve 3000 -License School	0%	85,000	-	-	-	-	-	-	-	-	-	-	85,000
4305	Software	Renaissance	0%	45,000	-	-	-	-	-	-	-	-	-	-	45,000
4305	Software	McGraw-Hill - Licenses	0%	-	20,000	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Liminex, Inc.	0%	-	-	9,000	-	-	-	-	-	-	-	-	9,000
4305	Software	N2Y,LLC - License - 07/23-08/31/23	0%	-	-	7,000	2,000	-	-	-	-	-	-	-	9,000
4305	Software	Others	10%	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	121,000
4305	Software			-	-	-	-	-	-	-	-	-	-	-	-
4311	Office Expense	Based on prior year trend		10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	115,000
4310	Noncapitalized Equipment	ERGO, staff and student chromebooks		15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	75,000
TOTAL			318,086	600,625	405,567	327,785	216,097	195,759	320,284	294,724	316,745	457,673	477,479	477,479	4,408,304

2025-26 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

SUB-AGREEMENT SERVICES														
5102	Special Education	Lighthouse Therapy LLC	14,300	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	314,600
5102	Special Education	E-Therapy, LLC	5,900	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	129,800
5102	Special Education	Effectual Educational Consulting Services	6,600	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	145,200
5102	Special Education	The Talk Team	2,050	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	45,100
5102	Special Education	McColgan & Associates Inc.	1,350	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	29,700
5102	Special Education	Fagen Friedman & Fulfrostr LLP-Legal Svcs-08/22-f	1,700	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	37,400
5102	Special Education	PRN Nursing	1,550	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	34,100
5102	Special Education	CARD - Center for Autism and Related Disorders, I	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	22,000
5102	Special Education	Braille Abilities	2,100	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	46,200
5102	Special Education	All Other	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	66,000
5106	Educational Consultants	Vendors	10,812	86,681	297,862	316,557	255,521	202,512	262,815	280,894	368,667	194,924	201,955	2,649,083
5108	Instructional Services		317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	317,290	3,807,484
TOTAL			367,652	483,072	694,252	712,947	651,911	598,902	659,205	677,285	765,057	591,314	598,345	7,326,667

OPERATIONS AND HOUSEKEEPING														
5200	Auto and Travel	various	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	49,500
5300	Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	1,200
5300	Dues & Memberships	CCSA (\$5 per student	-	14,055	-	-	-	-	-	-	-	-	-	14,055
5300	Dues & Memberships	CSDC (\$3 per student	-	8,433	-	-	-	-	-	-	-	-	-	8,433
5400	Insurance	Charte 5%	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	25,266	303,196
5502	Janitorial		200	200	200	200	200	200	200	200	200	200	200	2,400
5900	Communications	T-Mobile	125	125	125	125	125	125	125	125	125	125	125	1,500
5900	Communications	T-Mobile	70	70	70	70	70	70	70	70	70	70	70	840
5900	Communications	Zoom Acct 5569	-	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	79,200
5900	Communications	Zoom other charges	300	300	300	300	300	300	300	300	300	300	300	3,600
5900	Communications	Verizon Wireless	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	21,720
5910	Postage & Shipping		1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	16,800
TOTAL			29,171	64,559	40,871	40,871	40,871	40,871	40,871	40,871	40,871	40,871	40,871	502,444

2025-26 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

FACILITIES, REPAIRS AND OTHER LEASES															
5610	Rent	Old Dominion Capital	increas	3%	1,857	1,857	6,365	6,365	6,365	6,365	6,365	6,365	6,365	6,365	67,367
5630	Repairs & Maintenance	miscellaneous			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL					3,857	3,857	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	91,367

PROFESSIONAL/CONSULTING SERVICES															
5514	Bank Charges				100	100	100	100	100	100	100	100	100	100	1,200
5892	Other Taxes & Fees				1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5806	Special Activities/Field Trips				5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	5,000	49,000
5810	Legal				16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
5804	Professional Development	Fresno County of Education			1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600
5804	Professional Development	Books for staff			3,440										3,440
5811	Management Fee	ACG Consulting	2% of revenue		62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	62,470	749,640
5812	District Oversight Fee	RCOE	3% of LCFF revenue		83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	83,963	1,007,555
5830	Payroll Service	Axia Group			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5820	Audit & Taxes	Wilkinson, Hadley, King	2% increase		-	-	-	-	-	-	3,978	-	-	-	7,956
5845	Printing				-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting	Board mbr 1			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 2			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 3			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 4			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 5			-	-	250	-	-	250	250	250	-	-	1,500
TOTAL					176,106	170,666	173,916	172,666	171,666	170,916	171,916	176,894	171,666	171,666	2,079,891

Payroll Benefits															
3601	Workers Copmensation	Chartersafe	5%		6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	75,346
3601	Workers Copmensation	Chartersafe-audit			-	-	12,000	-	-	-	-	-	-	-	12,000
TOTAL					6,279	6,279	18,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	87,346

Depreciation															
6900	Depreciation	See BS Reconciliation			3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288
TOTAL					3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288

2026-27 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

	R:	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES															
4302	School Supplies		118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	3,660,804
4305	Software	School Pathways -License - 07/01/2	0%	30,000	-	-	40,000	-	-	40,000	-	-	-	-	110,000
4305	Software	International Academy of Science	0%	-	20,000	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Fuel Education c/o K12 Management		-	-	-	10,000	2,000	-	2,000	-	2,000	-	-	16,000
4305	Software	Reading Horizons	0%	-	15,000	-	-	-	-	-	-	-	-	-	15,000
4305	Software	MicroAge	0%	-	-	-	-	-	-	28,000	-	-	-	-	28,000
4305	Software	Age of Learning Inc		-	3,000	2,500	-	-	2,500	-	-	2,500	-	-	10,500
4305	Software	DreamBox Learning Inc	0%	5,000	50,000	9,000	5,000	-	-	-	-	-	-	-	69,000
4305	Software	Achieve 3000 -License School	0%	85,000	-	-	-	-	-	-	-	-	-	-	85,000
4305	Software	Renaissance	0%	45,000	-	-	-	-	-	-	-	-	-	-	45,000
4305	Software	McGraw-Hill - Licenses	0%	-	20,000	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Liminex, Inc.	0%	-	-	9,000	-	-	-	-	-	-	-	-	9,000
4305	Software	N2Y,LLC - License - 07/23-08/31/23	0%	-	-	7,000	2,000	-	-	-	-	-	-	-	9,000
4305	Software	Others	10%	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	11,092	133,100
4305	Software			-	-	-	-	-	-	-	-	-	-	-	-
4311	Office Expense	Based on prior year trend		10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	115,000
4310	Noncapitalized Equipment	ERGO, staff and student chromebooks		15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	75,000
TOTAL			319,095	601,633	406,575	328,793	217,105	196,768	321,292	295,732	317,754	458,681	478,488	478,488	4,420,404

2026-27 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

SUB-AGREEMENT SERVICES														
5102	Special Education	Lighthouse Therapy LLC	14,300	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	314,600
5102	Special Education	E-Therapy, LLC	5,900	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	129,800
5102	Special Education	Effectual Educational Consulting Services	6,600	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	145,200
5102	Special Education	The Talk Team	2,050	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	45,100
5102	Special Education	McColgan & Associates Inc.	1,350	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	29,700
5102	Special Education	Fagen Friedman & Fulfrostr LLP-Legal Svcs-08/22-f	1,700	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	37,400
5102	Special Education	PRN Nursing	1,550	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	34,100
5102	Special Education	CARD - Center for Autism and Related Disorders, I	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	22,000
5102	Special Education	Braille Abilities	2,100	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	46,200
5102	Special Education	All Other	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	66,000
5106	Educational Consultants	Vendors	10,812	86,681	297,862	316,557	255,521	202,512	262,815	280,894	368,667	194,924	201,955	169,884
5108	Instructional Services		315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	315,727	3,788,724
TOTAL			366,089	481,509	692,689	711,384	650,348	597,339	657,642	675,722	763,494	589,751	596,782	525,161

OPERATIONS AND HOUSEKEEPING														
5200	Auto and Travel	various	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	49,500
5300	Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	1,200
5300	Dues & Memberships	CCSA (\$5 per student	-	14,055	-	-	-	-	-	-	-	-	-	14,055
5300	Dues & Memberships	CSDC (\$3 per student	-	8,433	-	-	-	-	-	-	-	-	-	8,433
5400	Insurance	Charte 5%	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	26,530	318,356
5502	Janitorial		200	200	200	200	200	200	200	200	200	200	200	2,400
5900	Communications	T-Mobile	125	125	125	125	125	125	125	125	125	125	125	1,500
5900	Communications	T-Mobile	70	70	70	70	70	70	70	70	70	70	70	840
5900	Communications	Zoom Acct 5569	-	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	79,200
5900	Communications	Zoom other charges	300	300	300	300	300	300	300	300	300	300	300	3,600
5900	Communications	Verizon Wireless	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	21,720
5910	Postage & Shipping		1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	16,800
TOTAL			30,435	65,823	42,135	42,135	42,135	42,135	42,135	42,135	42,135	42,135	42,135	517,604

2026-27 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

FACILITIES, REPAIRS AND OTHER LEASES																
5610	Rent	Old Dominion Capital	increas	3%	1,857	1,857	6,556	6,556	6,556	6,556	6,556	6,556	6,556	6,556	6,556	69,277
5630	Repairs & Maintenance	miscellaneous			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL					3,857	3,857	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	93,277

PROFESSIONAL/CONSULTING SERVICES																
5514	Bank Charges				100	100	100	100	100	100	100	100	100	100	100	1,200
5892	Other Taxes & Fees				1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5806	Special Activities/Field Trips				5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	4,000	5,000	49,000
5810	Legal				16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
5804	Professional Development	Fresno County of Education			1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600
5804	Professional Development	Books for staff			3,440											3,440
5811	Management Fee	ACG Consulting	2% of revenue		63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	766,395
5812	District Oversight Fee	RCOE	3% of LCFF revenue		86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	1,037,765
5830	Payroll Service	Axia Group			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5820	Audit & Taxes	Wilkinson, Hadley, King	2% increase		-	-	-	-	-	-	3,978	-	-	-	3,978	7,956
5845	Printing				-	-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting	Board mbr 1			-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 2			-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 3			-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 4			-	-	250	-	-	250	250	250	-	-	250	1,500
5805	General Consulting	Board mbr 5			-	-	250	-	-	250	250	250	-	-	250	1,500
TOTAL					180,020	174,580	177,830	176,580	175,580	174,830	175,830	180,808	175,580	175,580	177,830	2,126,856

Payroll Benefits																
3601	Workers Copmensation	Chartersafe	5%		6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	79,114
3601	Workers Copmensation	Chartersafe-audit			-	-	12,000	-	-	-	-	-	-	-	-	12,000
TOTAL					6,593	6,593	18,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	91,114

Depreciation																
6900	Depreciation	See BS Reconciliation			3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288
TOTAL					3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288

2027-28 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

	R:	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES															
4302	School Supplies		118,003	432,542	327,984	240,702	184,014	178,176	235,200	279,641	297,162	442,589	462,396	462,396	3,660,804
4305	Software	School Pathways -License - 07/01/2	0%	30,000	-	-	40,000	-	-	40,000	-	-	-	-	110,000
4305	Software	International Academy of Science	0%	-	20,000	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Fuel Education c/o K12 Management		-	-	-	10,000	2,000	-	2,000	-	2,000	-	-	16,000
4305	Software	Reading Horizons	0%	-	15,000	-	-	-	-	-	-	-	-	-	15,000
4305	Software	MicroAge	0%	-	-	-	-	-	-	28,000	-	-	-	-	28,000
4305	Software	Age of Learning Inc		-	3,000	2,500	-	-	2,500	-	-	2,500	-	-	10,500
4305	Software	DreamBox Learning Inc	0%	5,000	50,000	9,000	5,000	-	-	-	-	-	-	-	69,000
4305	Software	Achieve 3000 -License School	0%	85,000	-	-	-	-	-	-	-	-	-	-	85,000
4305	Software	Renaissance	0%	45,000	-	-	-	-	-	-	-	-	-	-	45,000
4305	Software	McGraw-Hill - Licenses	0%	-	20,000	-	-	-	-	-	-	-	-	-	20,000
4305	Software	Liminex, Inc.	0%	-	-	9,000	-	-	-	-	-	-	-	-	9,000
4305	Software	N2Y,LLC - License - 07/23-08/31/23	0%	-	-	7,000	2,000	-	-	-	-	-	-	-	9,000
4305	Software	Others	10%	12,201	12,201	12,201	12,201	12,201	12,201	12,201	12,201	12,201	12,201	12,201	146,410
4305	Software			-	-	-	-	-	-	-	-	-	-	-	-
4311	Office Expense	Based on prior year trend		10,000	35,000	25,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	115,000
4310	Noncapitalized Equipment	ERGO, staff and student chromebooks		15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	75,000
TOTAL			320,204	602,742	407,684	329,902	218,214	197,877	322,401	296,842	318,863	459,790	479,597	479,597	4,433,714

2027-28 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

SUB-AGREEMENT SERVICES														
5102	Special Education	Lighthouse Therapy LLC	14,300	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	28,600	314,600
5102	Special Education	E-Therapy, LLC	5,900	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	11,800	129,800
5102	Special Education	Effectual Educational Consulting Services	6,600	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	145,200
5102	Special Education	The Talk Team	2,050	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	45,100
5102	Special Education	McColgan & Associates Inc.	1,350	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	29,700
5102	Special Education	Fagen Friedman & Fulfrostr LLP-Legal Svcs-08/22-f	1,700	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	37,400
5102	Special Education	PRN Nursing	1,550	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	34,100
5102	Special Education	CARD - Center for Autism and Related Disorders,	1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	22,000
5102	Special Education	Braille Abilities	2,100	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	46,200
5102	Special Education	All Other	3,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	66,000
5106	Educational Consultants	Vendors	10,812	86,681	297,862	316,557	255,521	202,512	262,815	280,894	368,667	194,924	201,955	2,649,083
5108	Instructional Services		314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	314,086	3,769,027
TOTAL			364,448	479,867	691,047	709,742	648,706	595,697	656,000	674,080	761,852	588,109	595,141	7,288,210

OPERATIONS AND HOUSEKEEPING														
5200	Auto and Travel	various	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	49,500
5300	Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	1,200
5300	Dues & Memberships	CCSA (\$5 per student	-	14,055	-	-	-	-	-	-	-	-	-	14,055
5300	Dues & Memberships	CSDC (\$3 per student	-	8,433	-	-	-	-	-	-	-	-	-	8,433
5400	Insurance	Charter 5%	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	27,856	334,273
5502	Janitorial		200	200	200	200	200	200	200	200	200	200	200	2,400
5900	Communications	T-Mobile	125	125	125	125	125	125	125	125	125	125	125	1,500
5900	Communications	T-Mobile	70	70	70	70	70	70	70	70	70	70	70	840
5900	Communications	Zoom Acct 5569	-	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	7,200	79,200
5900	Communications	Zoom other charges	300	300	300	300	300	300	300	300	300	300	300	3,600
5900	Communications	Verizon Wireless	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	1,810	21,720
5910	Postage & Shipping		1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	16,800
TOTAL			31,761	67,149	43,461	43,461	43,461	43,461	43,461	43,461	43,461	43,461	43,461	533,521

2027-28 YOSEMITE VALLEY CHARTER - EXPENSE DETAIL

FACILITIES, REPAIRS AND OTHER LEASES															
5610	Rent	Old Dominion Capital	increas	3%	1,857	1,857	6,753	6,753	6,753	6,753	6,753	6,753	6,753	6,753	71,244
5630	Repairs & Maintenance	miscellaneous			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL					3,857	3,857	8,753	8,753	8,753	8,753	8,753	8,753	8,753	8,753	95,244

PROFESSIONAL/CONSULTING SERVICES															
5514	Bank Charges				100	100	100	100	100	100	100	100	100	100	1,200
5892	Other Taxes & Fees				1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5806	Special Activities/Field Trips				5,000	3,000	5,000	5,000	4,000	2,000	3,000	4,000	4,000	5,000	49,000
5810	Legal				16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
5804	Professional Development	Fresno County of Education			1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600
5804	Professional Development	Books for staff			3,440										3,440
5811	Management Fee	ACG Consulting	2% of revenue		63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	63,866	766,395
5812	District Oversight Fee	RCOE	3% of LCFF revenue		86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	86,480	1,037,765
5830	Payroll Service	Axia Group			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
5820	Audit & Taxes	Wilkinson, Hadley, King	2% increase		-	-	-	-	-	-	3,978	-	-	-	3,978
5845	Printing				-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting	Board mbr 1			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 2			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 3			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 4			-	-	250	-	-	250	250	250	-	-	1,500
5805	General Consulting	Board mbr 5			-	-	250	-	-	250	250	250	-	-	1,500
TOTAL					180,020	174,580	177,830	176,580	175,580	174,830	175,830	180,808	175,580	175,580	2,126,856

Payroll Benefits															
3601	Workers Copmensation	Chartersafe	5%		6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	83,069
3601	Workers Copmensation	Chartersafe-audit			-	-	12,000	-	-	-	-	-	-	-	12,000
TOTAL					6,922	6,922	18,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	95,069

Depreciation															
6900	Depreciation	See BS Reconciliation			3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288
TOTAL					3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	45,288

Cover Sheet

Education Protection Account (EPA) Budget

Section:	II. Finance
Item:	B. Education Protection Account (EPA) Budget
Purpose:	Discussion & Potential Action - Vote
Related Material:	MRA EPA Board Presentation

BACKGROUND:

- Charter Impact will present the EPA Budget.
- The EPA provides schools with general purpose state aid funding pursuant to Section 36 of Article XIII of the California Constitution.
- The EPA funding is a component of a school's total LCFF entitlement as calculated in the Principal Apportionment.
- The EPA was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.
- The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

RECOMMENDATION:

- Consider approval of the EPA Budget.

Education Protection Account (EPA) Spending Plan

After the passage of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, schools across California began receiving funds through a new Education Protection Account (EPA) that was established by the voter initiative. Part of the requirements for receiving these funds is to post on the school's website a spending plan indicating how the funds are being used. The following is the spending plan for Yosemite Valley Charter School.

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- ☐ The spending plan must be approved by the governing board during a public meeting.
- ☐ EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (See the list of functions on the CDE website referenced below for which EPA funds may be used.)
- ☐ Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

The revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-14 Fiscal Year.

Yosemite Valley Charter School estimated 2023-2024 EPA entitlement: \$545,334.00

The school reports that the EPA funds will be used to cover salary and benefit costs of non-administrative certificated staff. The percentage of funds used per group will be determined by their share of costs to the general fund. Any difference in revenue and/or expenditures will be adjusted in teacher salaries.

Description	Cost Category	Amount
Salaries	Certificated	\$463,534.00
Benefits	Certificated	\$81,800.00

YOSEMITE VALLEY CHARTER SCHOOL

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Yosemite Valley Charter School;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Yosemite Valley Charter School has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 20____.

Board Member

Board Member

Board Member

Board Member

Board Member

Cover Sheet

Superintendent & Deputy Director Divvy Expenses

Section:	II. Finance
Item:	C. Superintendent & Deputy Director Divvy Expenses
Purpose:	Discussion & Potential Action

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 in March.

Yosemite Valley Charter School

Divvy Register (Steph Johnson and Laurie Goodman)

For the period ended May 31, 2023

Vendor Name	Card Holder	Transaction Date	Transaction Amount
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-

Total Disbursements in May \$ -

Cover Sheet

Proposed Addition to the Fiscal Policies & Procedures Manual: Divvy Reward Points & Appreciation Program

Section:	II. Finance
Item:	D. Proposed Addition to the Fiscal Policies & Procedures Manual: Divvy Reward Points & Appreciation Program
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- The school receives “points” for Divvy transactions.
- The school would like to create a way to utilize the points that align with proper fiscal processes and regulations fitting of a public school.
- Creation of a Staff/Student Appreciation Program will encourage staff and students and enable the school to recognize both groups without utilizing other school funds.

RECOMMENDATION:

- Consider the approval of the proposed addition to the Fiscal Policies and Procedures Manual to include a new section on Divvy Reward Points and establishment of an Appreciation Program for staff and students.



PROPOSED ADDITION TO THE FISCAL POLICIES & PROCEDURES MANUAL

DIVVY REWARD POINTS & APPRECIATION PROGRAM

REWARD POINTS

The School believes that the efforts of staff are a crucial part of the foundation of why students will be high achievers. The School believes that the care and inspiration provided by staff has helped students meet the California state curriculum standards. The School also believes students are more involved and committed to meeting and exceeding the state standards if they are inspired. Research shows that students who score higher on the Inspiration Scale demonstrated more progress in achieving their goals, when compared to those who felt less inspired.¹ The School believes the School and students can further benefit with an increased effort if the School utilizes an Appreciation Program to raise the value of their efforts.²

The School will not fund the Appreciation Program by any funds entrusted to the School by the Federal, State, or Local government or by donors, unless expressly stated in writing for this program. The Appreciation Program will be funded by the Reward Points collected from the use of school funds when purchases are made for school supplies, travel, and other necessary and standard purchases. The School will not incur additional and unnecessary fees in order to increase its collection of award points.

The Reward Points can be used for:

1. Staff Retirement Appreciation – purchase value should be based on length of service to the School (field of Education)
 - a. Year 5 – 9 \$100
 - b. Year 10 – 14 \$150
 - c. Year 15 – 19 \$200
 - d. Year 20 – 24 \$250
 - e. Year 25+ \$500
2. Staff Appreciation – the purchase should be based on the following achievements:
 - a. Increased student achievement
 - b. Propose procedures or ideas that result in eliminating or reducing School expenditures or improving School operations.
 - c. Perform special acts or services in the public interest.
 - d. By their superior accomplishments, for example by making exceptional contributions to the efficiency, economy, or other improvement in School operations and excellence in programs.
3. Student Graduation from the following grades
 - a. 8th Grade
 - b. 12th Grade
 - c. High School Diploma or Certificate of Completion
4. Student Achievement
 - a. Character
 - b. Community & Engagement
 - c. Academic Achievement



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

- d. Academic Milestone
- e. Physical Fitness

Any points awarded are the property of the School and can only be used by the express direction of the Board of Directors ("Board") according to this policy.

All Points purchases must be approved by the Superintendent prior to executing the purchase. Preapproval must be in writing and attached to the purchase documentation.

Any use of Reward Points outside of this policy will be deemed a violation and could subject the violator to additional discipline.

The Board reserves the right to alter this policy if it believes it will further benefit the School.

1. <https://blog.innerdrive.co.uk/inspire-your-students>
2. https://www.researchgate.net/publication/265965932_Expectancy-Value-Cost_Model_of_Motivation

Cover Sheet

Local Control and Accountability Plan (LCAP)

Section:	III. Academic Excellence
Item:	A. Local Control and Accountability Plan (LCAP)
Purpose:	Discussion & Potential Action - Vote

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.
- The school held a public hearing in May 2022 to gather input from stakeholders.

RECOMMENDATION:

- Consider the approval of the school's LCAP.

Cover Sheet

Local Indicator Review

Section: III. Academic Excellence
Item: B. Local Indicator Review
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).
- The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:
 - Basic Services and Conditions (Priority 1)
 - Implementation of State Academic Standards (Priority 2)
 - Parent and Family Engagement (Priority 3)
 - School Climate (Priority 6)
 - Access to a Broad Course of Study (Priority 7)

RECOMMENDATION:

- Consider the approval of the school's Local Indicator Review.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

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

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

YVCS has an extensive system to build relationships between staff and families. Relationships and communication are essential components of our non-classroom-based charter school, and we continuously strive to improve these systems. Based on our local education partner’s input, 99% of parents/guardians feel satisfied with the school’s progress in building relationships with families. Families interested in our charter school are met with staff members who will guide them through the enrollment and onboarding process. Once registered, families get placed on an Independent Study Teacher (IST) roster. The IST is part of a team of educators who will support the family throughout the year. The teacher works one-on-one with the parent, learning coach, and students to determine the student’s strengths, areas of need, learning goals, and interests. The school provides various curricular options, SEL support, community opportunities, and student support to ensure the student and family feel well-supported and connected to ensure the student is successful.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

YVCS uses every opportunity to improve relationships and provide academic opportunities for in-person and community-building events. Survey results indicated that families request more STEM, ARTS, and project-based learning events. YVCS continues to improve and expand its multi-tiered support layers, virtual academies, community-academic events, and professional development for parents and staff, with more opportunities planned for next year.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

YVCS continues to broaden and improve support for underrepresented families by providing access to technology, educational resources, communication, access to instruction, and social-emotional learning. We offer virtual English language development classes, interpretive services and translation of documents, internet hotspots at no cost to the family, and access to free educational resources in our lending library. We have also increased our events in rural areas by providing local community events and a mobile lending library. Each student has a working communication process and a record called The Family Trail Guide. This shared document allows a team to monitor and support our underrepresented families more effectively.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on our local education partner input, 99% of parents/guardians feel that YVCS provides a variety of activities as well as vendor and enrichment opportunities in which students can participate, and 97% feel that their child and family have access to professionals and resources to support social-emotional learning and other emotional health needs. Through partnership and collaboration, we have provided a flexible and personalized learning experience with services in the post-secondary areas of education, employment, and independent living for all high school students. This includes young adults with disabilities as well as a partnership with local psychologists to aid in Social Emotional Learning (SEL). Extensive data analysis and monitoring by a team of educators has deepened the partnerships for students. Partnerships are what we do best. Every decision made on behalf of the student is made in collaboration with the parent at our learning period meetings, IEP meetings, SST meetings, and parent/ teacher/ admin conferences. The independent study teacher works with the parent or learning coach to develop an Educational Plan that is standard-aligned and individualized to meet the learning needs and goals of the student.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

YVCS continues to build local partnerships to provide opportunities to increase student outcomes academically, socially, and professionally. Our focus area will be on delivering more in-person community events to aid in improving academic success and increasing our communication through multiple methods to ensure parents are well informed and engaged in increasing student engagement and participation in school programs and supports. Expanding the data analysis and monitoring systems of student progress continues to grow. Our focus continues to be ensuring that good teaching occurs in the home and in our virtual settings aligned with research-based best practices and standards. We provide parent education opportunities, parent workshops, and professional development to teachers focused on teaching and learning. According to the survey results, the planned outcome is building more relationships that result in better student outcomes.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

YVCS will continue to improve the engagement of underrepresented families. We have continued to work to hire highly qualified teachers living in the communities of the students they serve, as well as paraprofessional support. YVCS will be providing more local and constant events and engagement opportunities throughout the counties where our students reside to improve access to our school staff and resources. Every underrepresented family will have multiple departments and interactions to increase student outcomes. We are also planning events and engagement opportunities throughout the counties where our students reside so all can access our school staff and resources.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on our local education partner input, 99% of parents/guardians feel that YVCS welcomes parental participation at all levels and feel that the school keeps them well-informed about school activities. We continue to improve and grow our different educational partner groups like the School Site Council, English Language Advisory Committee, and our parent-led Parent Advocacy Team. In addition to the groups, surveying our parents is also necessary to gather feedback on the school's success in meeting student needs and accomplishing the school's mission and vision. The board of directors for the charter also has parents as trustees, ensuring that parents have a voice and a vote in the decision-making process for YVCS.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

YVCS continues to grow our School Site Council and encourages more support and involvement from our parents. We have focused on improving our communication methods to inform the school community of the opportunity to participate in the decision-making process and express the importance of parent input. Our goal is to continue to grow parent involvement for all groups of students and honor the requests and concerns they bring to the attention of the educators in the charter. Survey results show that our families know YVCS values their input and feedback.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

YVCS will continue to expand and engage our underrepresented families. YVCS has increased its efforts to provide translation support in meetings, document translation, and outreach opportunities to recruit underrepresented families to the various educational partner groups. To improve the engagement of underrepresented families, our school initiated a New Student Onboarding process. The new approach involves personalized phone calls, newsletters, and orientations where all families can ask questions and find out how and where to get support. We have a foster and homeless youth liaison that provides free resources, SEL support, and access to the student's curriculum. Our ELD coordinator ensures all students are engaged in ELD education and that our teachers provide research-based instruction. Through data analysis, interactive records, monitoring, and intervention, each underrepresented family will be engaged in the decision-making process connected to student outcomes.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Our local education partner's input shows that 91% of students feel safe and connected to their school. The results identified the areas of strength in the YVCS school climate are rapid responses from most departments to provide

support in all areas when students or families express a need. YVCS has identified that due to our non-classroom-based structure, the student's learning environment is their home which can create a barrier for the school and family to control the climate/environment for learning. Yosemite Valley Charter School has continuously increased efforts in staff education in several areas based on staff, family, and student needs. The following actions have improved the culture and climate of YVCS: daily office hours for families, office hours in specific areas, in-person community academic events, SEL teachers/classes, and family trail guides. The results of these actions are apparent in the survey results, graduation rates, and achievement scores.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

YVCS has an extensive system to track each student's access to a broad course of study. Each student has an individual learning plan which aligns with their grade level, interests, and data results. Resources and courses are identified according to each plan. Virtual classes and specialized classes are available at every grade level for individuals with exceptional needs. YVCS has an educational team that works with the student and parents to develop personalized learning and graduation plans (high school). Educational funds are provided for each student. Parents, in partnership with the teacher, order curriculum, services, recourses, and enrichment services through a portal that contains over 700 vendors and an extensive library for teaching and learning in all subjects aligned with a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

YVCS uses several select tools such as their SIS, personal educational plan, team-level communication system (family train guide), and weekly professional learning community meetings to record, monitor, and measure the extent each student has access to and enrolled in a broad course of study. Any changes in the plan, resources, and online courses are logged into communication systems. There were no differences detected across school sites or within any student group.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

YVCS has worked extensively on requiring all students to use grade level curriculum aligned with grade level standards supported by several types of resources. According to local measures, there are no barriers to access of a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Based on local measures, YVCS has added grade band-specific, subject-area experts to support the selection, implementation, and monitoring of effectiveness in all aspects of a broad course of study as it relates to each student. Achievement data throughout the year will be used to determine any course corrections needed for the individualized learning plan. According to data, resources, courses, enrichment services, and other identified requests are added or changed to increase student access and success.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Cover Sheet

2023-2024 Parent Student Handbook

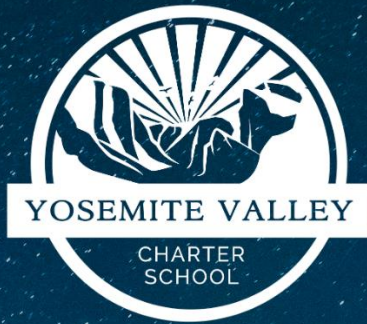
Section:	III. Academic Excellence
Item:	C. 2023-2024 Parent Student Handbook
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- This is the draft of the 2023-2024 Parent Student Handbook to communicate helpful information about the school, programs, processes, and expectations.

RECOMMENDATION:

- Consider the approval of the school's 2023-2024 Parent Student Handbook.



PARENT STUDENT HANDBOOK

2023–2024

THE JOURNEY OF LEARNING
Continues...



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School Mission Statement

Mission Statement

The mission of the Yosemite Valley Charter School is to improve the academic achievement of children in Fresno County and adjacent counties. The mission will be accomplished through a virtual and project-based curriculum model that emphasizes hands on and experiential learning, which focuses on meeting individual students' needs, while helping them become proficient at the California Common Core State Standards (CCSS) and California Contents Standards (CCS), including Next Generation Science Standards for their grade level.

Description of the Program

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.

Our programs provide students with many opportunities to:

- Learn at home or on the go with options for flexible, standards-based learning pathways using a variety of curriculum, online platforms, virtual academies and/or bundled textbook programs.
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Teacher.
- Participate in optional field trips and school events as desired and based on current public health guidelines.
- Choose from numerous and diverse Community Partner (Vendor) services.

Schoolwide Learner Outcomes (SLOs)

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

EVERY Yosemite Valley Charter School STUDENT

Is a...

NAVIGATOR OF THE DIGITAL WORLD

Navigator of the digital world who is proficient in the use of technology, media and online resources.

SELF-DIRECTED INDIVIDUAL

Self-directed and motivated student who is able to set attainable goals to achieve academic success.

PERSONALIZED LEARNER

Personalized learner who is able to thrive in the style of education that best fits their individual needs.

INDEPENDENT CRITICAL THINKER

Independent critical thinker who has the ability to problem-solve, take ownership and apply their knowledge to a variety of problems.

RESPONSIBLE CITIZEN

Responsible citizen who demonstrates integrity and respect while actively seeking knowledge of local and global issues.

EFFECTIVE COMMUNICATOR

Effective communicator who can thoughtfully articulate their thinking with confidence while collaborating with peers.

Western Association of Schools & Colleges (WASC) Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

Admissions, Registration, & Intake

Required registration documentation includes: Proof of age, immunization record or waiver, proof of residence, and school entry age required documents.

The student must reside within a county our school serves and provide proof of residency prior to registration. All families must submit a new proof of residence annually. If a family moves while attending our school, they must submit a new proof of residence within ten days of a mid-year change in residence to their Teacher. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster Youth and students of active military families.

School Entry Age Documents are required for TK-1st grade levels including Report of Health Examination and Oral Health Assessment. Waivers may be submitted if these documents are not completed by a physician and dentist at the time of registration.

Proof of Residency (POR): This is verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot,

mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: [Verification of Residence](#)
- Transitional living: [Housing Questionnaire](#)

Verification of POR is done upon initial enrollment and then annually thereafter. The school will follow guidelines outlined in the Residency Policy.

High School Transcripts are necessary for enrolling high school students to determine proper class placement and for creating Individualized Graduation Plans (IGP). Official transcripts should be submitted from their previous high school. During the registration process, unofficial transcripts can be submitted by hand, faxed, or emailed until an official transcript can be obtained.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Master Agreement: Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

Grade Level: All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

School Program: Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

The Parent/Guardian Role

- Regularly support your student in daily learning during the school day, following the Educational Plan assigned by your teacher.
- Treat all Teachers and school staff with respect and professionalism.
- Work in collaboration with your Teacher.
- Make sure your student participates in online and/or other required intervention support if needed and as assigned by your Teacher.
- Complete and submit the monthly Student Learning Log (attendance log) on the due date.
- Complete the STAR 360 online assessment during each of the 3 testing windows.

- Support student(s) in attending state-mandated testing Smarter Balanced Assessment System (SBAC), California Science Test (CAST), English Language Proficiency Assessments for California (ELPAC) (if needed), California Alternate Assessments (CAA) (if needed), and Physical Fitness Test (PFT).
- Maintain consistent 2-way communication with your student's teachers. Reply to all emails, phone calls, and text messages within 2 school days.
- Attend scheduled Learning Period meetings with your student(s), as well as any other necessary meetings (on the phone, via web conference, or in person), with school staff.
- Understand and follow the Learning Period Expectations:
 1. The Learning Coach and all enrolled students must be present at each Learning Period meeting.
 2. Please set aside 1 hour for a single student and 15 minutes for each additional student to meet with the teacher for each Learning Period meeting.
 3. Bring curriculum to your Learning Period meeting to review progress in all core academic subjects.
 - a. Bring all of the work completed since the last learning period meeting and be prepared to discuss the curriculum plan for the weeks ahead.
 - b. If there is not a curriculum plan you will work with your teacher to create one for the next Learning Period.
 4. RSVP to your Learning Period meeting invitation from the teacher within 48 hours.
 5. After 2 attempts to schedule the Learning Period meeting, the teacher will schedule a Learning Period meeting for you to attend.

Student Behavioral Expectations

Learning takes place in a variety of settings. These may include, but are not limited to:

- Home classroom
- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events
- Tutoring/Intervention/Clubs/Other online interaction

At our school, the primary focus is on student learning. Any behaviors preventing students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person on an online platform is prohibited.
6. Use only your own username and password for online platforms and do not share these with others besides your Learning Coach, parent/guardian, or Teachers.
7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)
8. Do not lay down during any online classes, office hours or tutoring.
9. Dress Code for Virtual Classroom and In Person Events. Our students are expected to dress appropriately during virtual class sessions and in-person events. The following dress code will apply:
 - a. Students will wear an appropriate shirt and shorts, pants, skirts.
 - b. Clothing not allowed are halter tops, spaghetti strapped tops, crop tops, beachwear, swimwear, tube tops, bare midribs or chests, see-through or fishnet outfits or off the shoulder and low cut tops are not acceptable. Shorts or skirts that could be considered revealing or distracting are not allowed.
 - c. Any item of clothing with inappropriate writing (i.e. advertising alcohol, drugs, sex, gang related, and/or offensive material.)
 - d. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
 - e. No sunglasses in virtual classrooms. Your face must be clearly visible.

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

Consequences

School staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

School Calendar

As a public charter school, the School offers families full-time, continued enrollment throughout the entire school year. To access a PDF/printable version of the school calendar please click [HERE](#).

July 2023						
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 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
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		

December 2023						
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						



2023-2024
Yosemite Valley
CHARTER
SCHOOL
School Calendar

January 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			

February 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		

March 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						

April 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				

May 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

June 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						

School Year Dates

Aug 7	Teachers Back to Work
Aug 23	First Day of School
Jan 26	End of Semester 1
Feb 9	Report Cards Due
June 7	Last Day of School
June 12	Report Cards Due
Jun 14	Last Teacher Work Day

Holidays

July 4	Independence Day
Sep 4	Labor Day
Nov 10	Veteran's Day
Nov 17-24	Thanksgiving Break
Dec 18-Jan 2	Winter Break
Jan 15	Marlin 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

Learning Period Dates

LP1	8/23-9/15 (17)
LP2	9/18-10/13 (20)
LP3	10/16-11/9 (18)
LP4	11/13-12/15 (19)
LP5	1/3-1/26 (17)
LP6	1/29-3/1 (22)
LP7	3/4-4/12 (24)
LP8	4/16-5/10 (19)
LP9	5/13-6/7 (19)

Events - Dates TBD

Community Opportunities
Field Trips
Adventure Days

School Accountability

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

Testing Windows

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

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

Teacher In-Service Days
 Report Cards
 Graduation: 5/30 Fresno & 5/31 Monterey

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

Curriculum Choices & Learning Paths

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:

- A variety of curriculum options and platforms
- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual and in-person support

If you are looking for an engaging, easy-to-follow learning platform, explore the school adopted options below managed by our Curriculum Department. Other curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the [Ordering System](#).

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Teacher and she/he will work with you to identify alternative lessons to meet the lesson objectives.

Optional Opportunities for Synchronous Instruction

- An assigned teacher will be offering opportunities for synchronous instruction through a regularly scheduled Learning Launchpad session.
- Grades TK-8 will have a session scheduled each school day.
- Grades 9-12 will have a session scheduled weekly.
- Topics of Focus:
 - Mondays will focus on Social Emotional Learning
 - Tuesdays-Fridays will focus on English Language Arts
- In addition, School staff will be offering opportunities for daily live interaction for all grades. This will occur through Teacher check-ins, club offerings, and other special opportunities.

- All of these sessions will be optional and your child will not be penalized if they do not choose to participate.

Curriculum: Transitional Kindergarten - 6th Grade

Transitional Kindergarten through 6th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of curriculum for a personalized learning path. A discussion with your credentialed Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten:

- [Recommended Curriculum Options](#)
- [Curriculum Ordering System \(COS\) Curriculum](#)
- Other Curriculum - Can be ordered through the [Ordering System](#)

Kindergarten-6th Grade:

- [Recommended Curriculum Options](#)
- Elementary School Virtual Academy - Uniquely-designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Curriculum Ordering System \(COS\) Curriculum](#)
- Other Curriculum - Can be ordered through the [Ordering System](#)

3rd-6th Grade:

- [Recommended Curriculum Options](#)
- Elementary School Virtual Academy - Uniquely-designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Curriculum Ordering System \(COS\) Curriculum](#)
- Other Curriculum - Can be ordered through the [Ordering System](#)

Curriculum: Middle School

7th-8th Grade:

- [Middle School Virtual Academy](#) - Uniquely-designed courses taught live twice weekly by a HSVA Teacher in an online classroom. Internet access is required to attend scheduled courses and submit work.
- MSVA [Edgenuity](#) - Online (MSVA Teacher instructor supports classes
- [Bright Thinker Online](#)-This is an asynchronous online curriculum.
- [Bright Thinker Packets](#)- The curriculum has a paper packet for each unit.
- [Saxon Math](#) & [Nicole the Math Lady](#)

- [K12](#) - Online Only
- [ALEKS](#) - Online math course
- [Acellus](#) - Online, customizable option that can be completed when teaming with the I Teacher
- [Mr. D Math](#)
- [Edmentum](#)
- [Curriculum Ordering System \(COS\) Curriculum](#)
- Other Curriculum - Can be ordered through the [Ordering System](#)

Curriculum: High School

[High School Curriculum website](#)

Our school offers an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various curricula and vendor options, including all AG core courses, AP courses, concurrent enrollment, dual enrollment and many other online providers. Students have the freedom to choose courses in:

9th-12th Grade:

- [High School Virtual Academy](#) - Uniquely-designed courses taught live twice weekly by a HSVA Teacher in an online classroom. Internet access is required to attend scheduled courses and submit work.
- HSVA [Edgenuity](#) - Online (HSVA Teacher instructor supports classes)
- [Silicon Valley High School](#) - Video based, self paced (within the semester) and teacher supported.
- [Bright Thinker Online](#)-This is an asynchronous online curriculum.
- [Bright Thinker Packets](#)- The curriculum has a paper packet for each unit.
- [BYU](#)- Asynchronous Online Learning through the BYU platform with bite-size learning and activities to demonstrate content mastery
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [Edgenuity Direct](#) (Imagine Learning)- Asynchronous online learning supported by teachers employed by Edgenuity-
- [eDynamic Learning](#)- Asynchronous online learning supported by teachers employed by eDynamic
- [Mr. D Math](#)- Asynchronous/Live online learning supported by teachers employed by Mr. D Math
- [Curriculum Ordering System \(COS\) Curriculum](#)
- A combination of the above
- Other Curriculum - Can be ordered through the [Ordering System](#)
- Dual and Concurrent Enrollment in Community College courses.

AP courses are also offered through Edgenuity Direct, BYU, K12, UC Scout, APEX, and other curricula options that offer College Board adoptable AP courses with an AP instructor attached.

High School Curriculum Agreement

Below is the curriculum agreement for high school students in the Charter School. Please review the specific requirements outlined for each curriculum.

Proctoring Agreement for A-G Coursework

UC requires all major assessments to be proctored for all "a-g" courses. Major assessments are unit tests and final exams. Any curriculum provider that does not offer proctored assessments, as well as any student utilizing the "a-g" course outlines will need to have an approved proctor oversee their exams and assessments.

Major assessments must be taken in a supervised setting with an approved proctor. An approved proctor is an educational partner, such as the parent, guardian, tutor, learning coach, or IST. Proctors will supervise the student as they take major assessments, verifying academic integrity. By acknowledging receipt and agreement to the contents of the Parent Student Handbook, you are confirming that you will proctor your student's major assessments when the service is not automatically provided by the curriculum vendor and when the student is utilizing the "a-g" course outlines.

In addition, you are agreeing to the following:

- While testing, I will make sure the student is only accessing approved notes, information, and other resources.
- If the student is using materials that are not allowed, I will reach out to the student's teacher and request the student retake the assessment. If I am the Teacher, I will re-assign this assessment.

Course Outlines

Course Outlines all contain key assignments that are used to demonstrate mastery of unit standards. All key assignments are required to be submitted to the IST, even if they are not used as a work sample.

BYU

The School is happy to continue to partner with BYU Independent Study, and offer high quality course options that fit your educational needs. As the School continues to strive for excellence, there is a new requirement for all courses taken within BYU. All course work will need to be completed two weeks prior to the end of each semester and students will need to sign up to have their final proctored. This is a time sensitive task and may take two weeks to complete. The deadline for all work (outside the final exam) to be completed for the 2023-2024 school year will be:

- Fall Semester deadline: **January 12, 2024**
- Spring Semester deadline: **May 24, 2024**

Silicon Valley High School

The School is happy to continue to partner with Silicon Valley High School, and offer a high quality course options that fit your educational needs. As the School continues to strive for excellence, there is a new requirement for all courses taken within Silicon Valley. **For each unit, the School will require a unit assignment to be turned into the student's Teacher as a work sample for each learning period.** It is recognized that quizzes and tests are important; however, they are not a true reflection of the learning taking place. The assignments are projects that show what the student has learned within that unit of study.

In addition, all course work will need to be completed two weeks prior to the end of each semester so SVHS teachers can grade assignments. Final exams will not be unlocked until all coursework is graded. **Students taking Science courses will need to complete ALL labs and students taking World Language classes will need to complete ALL zoom appointments in order to complete the course.** This is a time sensitive task. The deadline for all work (outside the final exam) to be completed for the 2023-2024 school year will be:

- Fall Semester deadline: **January 12, 2024**
- Spring Semester deadline: **May 24, 2024**

Bright Thinker Packets

Bright Thinker Packets require the completion of an online gradebook that will be provided by the School. ISTs and LCs should work together to make sure this gradebook is completed each Learning Period.

Bright Thinker Packets are all composed of 10 units. Units 1-5 make up the A section of a course and units 6-10 make up the B section of a course. [Pacing Guide](#)

Bright Thinker Online

Bright Thinker Online requires weekly online grading. ISTs and LCs should work together to make sure this grading is completed each Learning Period.

eDynamic

Online grading is required if no HQT is ordered. ISTs and LCs should work together to make sure this grading is completed each Learning Period.

BY SIGNING/INITIALING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT, PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT HIGH SCHOOL CURRICULUM AGREEMENT.

Library

The Library is a place to find wonderful resources for free! It is available to all Yosemite Valley Charter School students. You have access to many non-consumable items such as: children's picture books,

novels, games, puzzles, and Science, Language Arts, History, and Math curriculum. There are many consumable items that have been returned and are available to you at no cost to Planning Amounts.

Click [here](#) to get the latest library news, schedule a visit appointment, or to view open times for the library. This site also includes links to the appointment and Library Ordering System.

Other Quick Links

- [Placing an Order](#)

Each student is allowed to check out up to 20 curriculum items (text books, teacher's guides, etc.) for the whole school year (due the end of June). Students can also check out up to 15 enrichment items (books, games, puzzles, etc.) for 3 months with the option to re-checkout for an additional 3 if another family has not requested the item for a total of 6 months. Library items can be returned at any time.

Graduation Requirements

High school graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school, it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses (Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)	30
English	6 semester courses	30
Math	4 semester courses (Algebra 1 must be completed)	20
Science	4 semester courses (Must include 1 year of Physical Science and 1 year of Biological Science)	20

Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
Total =		200 Credits

* Once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

4-Year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
b	English	4 years
c	Mathematics	3 years <i>(Algebra or higher)</i>
d	Laboratory Science	2 years <i>(At least 2 of the 3 disciplines of Biology, Chemistry, & Physics)</i>
e	Language Other Than English	2 years <i>(Must be 2 years of the same language)</i>
f	Visual & Performing Arts	1 year
g	College-Preparatory Elective	1 year

Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved. All “a-g” courses must be completed with a grade of C or better. There are alternative ways to meet

“a-g” requirements through testing and community college courses. Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

For more information, please visit the sites below:

- [“A-G” Requirements](#)
- [Yosemite's "a-g" Course List](#)
- [SAT Information](#)
- [ACT Information](#)

The following is our suggested course sequence for all high school students. All students will be meeting high school graduation requirements and AG requirements in 9th and 10th grade.

Suggested Course Sequence			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ul style="list-style-type: none"> • English 9 • Math • Biology • Visual & Performing Arts • <i>College & Career Exploration</i> • PE 	<ul style="list-style-type: none"> • World History • English 10 • Math • Earth Science or Chemistry • <i>World Language 1</i> • <i>CTE elective</i> • PE 	<ul style="list-style-type: none"> • US History • English 11 • <i>Math</i> • <i>Science</i> • <i>World Language 2</i> • <i>CTE Elective</i> • Elective 	<ul style="list-style-type: none"> • Economics <i>and</i> Government • English 12 • <i>Math</i> • <i>CTE Elective</i> • Elective • Elective

** Italicized courses are not high school graduation requirements, but are recommended. Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.*

High School Elective Credit for 7th & 8th Graders

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by 7th and 8th grade students. As a parent-choice school, we allow 7th and 8th graders to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Teacher to discuss starting high school courses early prior to enrolling in high school level courses.

Partial Credit

Students who come to us with partial credit in high school courses will be able to make up those missing credits through Unit Packets.

Students withdrawing before the end of the semester may have partial credits given on their withdrawal report card.

If a student leaves our school within the first 3 weeks of instruction, they can have 'NG' grades on their withdrawal report card. After 3 weeks of instruction, letter grades will be issued with partial credit. Students cannot earn full credit if they withdraw more than 2 weeks before the last day of the semester.

Post High School Graduation Supports

Alumni Network

When students graduate from Yosemite Valley Charter School, they continue to be supported in their college and career journey through the [Alumni Network](#).

Alumni Career Services

The Career Services Team offers:

- Self Interest Discovery Opportunities
- Alumni Coaching
- Job Help Office Hours
- Job Corps & Post Secondary Workshops
- Mentorship Opportunities
- Networking & [Career Fairs](#)
- Career Guidance
- [Podcast](#)

[Informational Video](#)

Contact Jonathan Quijas at jonathan.quijas@centralvcs.org for more information.

Academic Expectations

Before the start of each school year, Teachers will schedule a meeting to create an Educational Plan for each student enrolled. This plan will take into consideration the student's needs, goals, and preferred learning styles and will align with grade-level state standards. Once a plan is developed with

Teacher approval, the Teacher will verify in each Learning Period that the plan is being followed and assigned work is being completed. If at any point the plan is not successful, as determined by the Teacher, the Teacher will re-evaluate student needs and adjust the plan accordingly. To ensure a student's ongoing progress, some of the adjustments that may be made may include, but are not limited to, a change of curriculum, adjustments to the student's daily learning schedule, enrollment in one of our online classes (e.g., Accelerated Launchpad (i.e. targeted intervention classes), tutoring, Virtual Academy, Learning Launchpad), or the assignment of an intervention/extra support to address the student's specific areas of need. (Teachers are responsible for assigning and approving all Educational Plans.

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Teachers work together to provide support for struggling students. Families are required to meet with their Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Our ultimate goal is to help students meet graduation requirements. It is incredibly important for students to pass courses so that graduation is attainable within 4 years of high school.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be "on track" for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected

to meet with their Teacher(s) regularly to ensure adequate progress is made toward completing courses.

Educational Plans (Ed Plans) & I Can Statements

The school is committed to empowering each student to reach their full potential. Students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the Educational Plans, the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Ed Plans for each student. Visit the School's [website](#) for more information on Ed Plans.

Helpful Definitions:

- Course Outlines: Standard aligned plan for students without a curriculum.
- Ed Plans: Standards-aligned plan individualized with curriculum, services, and resources to meet the students academic needs.
- I Can Statements: User-friendly, student focused interpretation of grade level state standards that can be used in conjunction with a student's Ed Plan.

Academic Integrity (Dishonesty and Plagiarism)

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work the student has completed.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism - This includes cheating and/or any attempt to obtain credit for academic work through fraudulent, deceptive, Artificial Intelligence (AI), or dishonest means. Some examples of this include (but are not limited to):
 - a) Use another's work and claim it as your own
 - b) Submitting an assignment to more than one course
 - c) Copy from text , website, or other course material (this includes answer keys)
 - d) Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
 - e) Buying a paper or project
 - f) Sharing files

- g) Copying from another person's work
- h) Turning in work completed by another person, including a learning coach or tutor
- i) Asking for answers in a chat room or threaded discussion.
- j) Use of an online translator or foreign language dictionary on exams.
- k) Manipulating online assessments to achieve a passing score without mastering the content.
- l) Marking an assignment on a Course Outline as complete when the work has not been taught or mastered.

[Turnitin.com](https://turnitin.com) will be used to check student plagiarism. Teachers will specify which assignments will be required to be submitted to turnitin.com.

A student that uses AI and claims it as their own work is considered plagiarism.

- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- **Third offense:** A grade of F in the class, in-person conference, and placement on Academic Probation for 1 year
- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by a school staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from school staff

[Turnitin.com](https://turnitin.com) will be used to check student plagiarism. Teachers will specify which assignments will be required to be submitted to turnitin.com

Using AI and claiming it as your own work is considered plagiarism.

Report Cards

Report Cards - TK-6th

Students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Teacher affirms the learning plan and is guided by the Educational Plan.

Report Cards are not required for grades TK-6, but families may request them from their teacher. While TK-6 report cards are not required, they are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Please consider your family participation in these types of activities when deciding to request a report card or not. If you do not request a report card, nothing will be stored in a student's cumulative file.

Parents of TK-6th grade students have three Report Card options (Option B is the default if you do not make a selection):

- **Option A:** I would like my teacher to create a Report Card and I would like a copy filed in my student's Cumulative Record.
- **Option B:** I would like my teacher to create a Report Card and I would NOT like a copy filed in my student's Cumulative Record.
- **Option C:** I DO NOT want a Report Card to be generated.

Your Teacher will communicate directly with you to ask which option you would like for Report Cards.

Review of Student Work

Families share all of the learning that has occurred during Learning Period meetings with their Teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards listed on the student's Educational Plan.

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and Instructional School staff. The data is used solely to show grade level and school-wide trends for accreditation purposes.

Report Cards - High School/Middle School

All 7th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on progress made in the student's assigned courses.

Students in high school/middle school earn letter grades. High school students need to complete requirements and lessons as outlined by their Teacher or by the Secondary Content Teacher, as

applicable.

The chart below shows the grading rubric for quality of assigned work:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59 % and below	F

Attendance

- Parents/Guardians are responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Teacher at the end of each month. The Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed 10 percent or more of the school days, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your Teacher.
- Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and he/she may be subject to withdrawal. (Refer to Non-Compliance Policy)

Withdrawing Your Student

To submit the withdraw request for your student, please provide your Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work samples

You will be contacted by office personnel to collect any of the missing items noted above. Once collected, you will receive a Withdrawal Confirmation email and your request will be complete.

Parents can print the list of all student Non-Consumable items from the Ordering System. Parent/Guardian must ensure that all Non-Consumable items are returned to the school's Library or at a scheduled park day. Parents can find the schedule to a local Library Park Day [HERE](#). All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

Please Note: Last day of documented attendance is the last day of enrollment.

Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense. Delivery of subscription services and/or boxes may also be subject to cancellation for remaining months falling outside the student's active enrollment.

As a public charter school, Yosemite Valley is mandated by the state to follow up with families who withdraw and to ensure students are enrolled in another educational program. If we are unable to confirm enrollment with the new school information provided you may be contacted by the Records Department for more information. Please be advised if we are unable to confirm new enrollment your child will be reported as truant/drop-out.

Educational Materials & Restitution Policy

This policy supports the School's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

1. Overview: Students attending School may receive access to certain School property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

The School shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to the School. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school

property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

Withholding Grades, Diploma and Transcripts and Transferring Students

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

2. Procedures:

1. The School shall use inventory systems that clearly identify the student and type of school property issued to the student.
2. The School shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
3. The School shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
 - a. The School shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
 - b. The Written Notice will inform families the School may contact law enforcement and/or refer the debt to a collections agency.
 - c. If the parent/guardian disagrees with the School's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
 - d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.
4. Upon receiving notification of the School's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to the School or return missing property.
5. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, School may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if the School is withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.
6. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.

7. The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid the School having to seek a legal recourse. If the Second Written Notice is unsuccessful, the School may consider referring the debt to a collections agency as a last resort.

Parent & Family Engagement Policy

Schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318.

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Yosemite Valley Charter School (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of its schools. Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy has been incorporated into the School's plan developed pursuant to federal law, and submitted to the California Department of Education with the School's Consolidated Application.

II. Involvement in Drafting the School Plan

Parents and family members of participating children will be involved in the development of the School plan required by federal law. On an annual basis, the School will submit the School plan to the Governing Board for review and suggested changes after holding a parent meeting and before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the School plan and submit comments.

If the School plan is not satisfactory to the parents of participating children, the School will submit any comments from parents of participating children with the School plan when it is submitted to the CDE.

III. Coordination, Technical Assistance, and Other Support

The School will ensure the coordination, technical assistance and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. § 6318(a)(3)(A)) to the school for parent involvement activities;
- The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that

the activities occur.

- The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

IV. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

V. Notice

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the school wide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to providing this notice to parents of participating children, the School will post the information on its website.

VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and

improvement of Title I, Part A programs, the parent involvement policy and the school-wide program plan, the School will involve parents of participating students as follows:

- The School will conduct two Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy and the school-wide program plan. These meetings will be held at flexible times.
- Parents not attending the Family Learning Nights will be contacted to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school-wide program plan and recommend any changes.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 60 days.
- If the school-wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

VII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The School will include one of parent on its board of directors as non-voting members;
- The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.
- The School will hold one Family Math and Science Event and one Family Literacy Event to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will hold quarterly classes for parents and students to learn how to use computers and the internet in accordance with the School's internet use policy. The training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.
- The School will provide quarterly seminars on parenting skills and parent child communication.

C. Education on Parent Involvement

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, and other in-service training held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

VIII. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool

programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic

procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program)

IX. Annual Evaluation

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

X. School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School will seek out input from parents to annually evaluate the effectiveness of the School Parent Compact and provide feedback and suggestions for revision.

XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the School will do the following:

- The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's administrative staff will visit the classes to interact with the parents.

The School will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the School will do the following:

- If any parent needs a disability-related modification or accommodation, including auxiliary aids or services, to participate, they need only contact the School at least 72 hours before the scheduled event so every reasonable effort can be made to provide the accommodation.

XII. Notices

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- A notice regarding the parent's right to request information regarding the following:
 - o Professional qualifications of the student's teacher(s);
 - o The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
 - o Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs.
- Any other notices required by law.

XIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

Homeless & Foster Youth

Homeless and Foster students in Yosemite Valley Charter School will be closely monitored by their Teacher, Regional Coordinator, and High School Leads. Students who have Performance Indicators below grade level will be encouraged to enroll in intervention programs and an intervention plan will be developed and closely monitored by the Teacher and other leaders. Monitoring of achievement and course correction as well as increasing and decreasing the time of the task and direct instruction as needed for students who need intervention will occur each month during the Learning Period meetings. For more information on supports for Homeless and Foster Youth students, please visit our [website](#) and the California Department of Education's [website](#). Additionally, Yosemite Valley Charter School's Homeless Student Liaison can be reached at this [email address \(McKinneyVento@centralvcs.org\)](mailto:McKinneyVento@centralvcs.org) for additional assistance.

Special Education



School staff are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Informational Videos:

- [Senior Special Education Director Dr. Steven James - Welcome](#)
- [Welcome to our Special Education Department!](#)
- [Transition Services](#)

Common Questions

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

Your assigned Teacher is the best person to initially discuss any academic questions or concerns with. Your Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks, and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

How is it determined that a student is eligible to receive Special Education?

Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by the school via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

What is an Individual Education Program (IEP)?

An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information on which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is usually delivered virtually and is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by the school.

May a family maintain the same Special Education NPA Providers/individual therapists, if they are enrolled in the same school from year to year?

Each NPA oversees the scheduling and availability of their services providers. Our Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Please note: The Special Education Department is happy to work with families, however, we are not able to guarantee that they may maintain the same NPA providers/individual therapists.

Should Special Education Teachers be included in the development of a student's educational plan, designed by the Teacher?

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's educational plan, which is designed by the learning coach and Teacher.

While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Teacher collect work samples for students with an IEP?

The school Work Sample policy is the same for all students.

Planning Amounts



Academic & Enrichment Program Ordering Description

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In order to allow families flexibility on their personalized learning path we allocate a Planning Amount that is used for

carefully selecting educational products, such as curriculum, technology items, supplemental enrichment materials, and field trip opportunities, and services, such as enrichment lessons and classes to fit each student's academic goals. All orders must be nonsectarian and are approved by your Teacher.

Product:

- Enrichment Materials
- Curriculum
- Technology Items*
- Educational Field Trips

Service:

- Fine Art Lessons & Classes
- Performing Art Lessons & Classes
- Academic Enrichment Classes
- Physical Education Classes
- Tutoring Services
- STEM Classes

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

All materials ordered through the school with state funding are the property of the school. Materials are loaned to enrolled students for educational purposes only. All materials must be returned to the school upon withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

With the exception of manufacturer defect or error, all product order purchases are final. If purchased materials are no longer needed or wanted, items may be returned to the charter school, but refunds will not be provided. Requests to return or refund due to defect and error are to be submitted using the *Request Order Help* button located within each individual Ordering System (OS) order.

All services requested through the school with state funding will only be provided with an Enrichment Certificate during the student's enrollment period. Any services provided without an Enrichment Certificate and/or beyond the student's enrollment dates will be the financial responsibility of the family. Upon withdrawal, families shall be responsible for notifying their service vendor(s) they are no longer enrolled with the school.

Requests to cancel services must be received prior to the start date listed on the enrichment certificate or refunds may not be possible. Requests are to be submitted using the *Request Order Help* button located within each individual Ordering System (OS) order.

How to Request Services/Products

Visit the [Ordering System](#) (OS) to request services and products.

SERVICES:

1. School requests Services from Community Partners through School's issuance of an Enrichment Certificate.
2. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate.
3. The Enrichment Certificate will detail requested Services, Dates of Services, fees for Services, and other relevant information.
4. Community Partners must first receive an Enrichment Certificate before providing Services to students. Backdating service requests is not permitted.
5. Services should only be rendered for the dates listed on the Enrichment Certificate. If the Enrichment Certificate dates have past/expired, the Community Partner must cease providing Services until the family requests another Enrichment Certificate with current dates.
6. If services need to be canceled or dates of services modified, families may notify the Community Partner (Vendor), but also need to formally request the cancellation and/or adjustments through the School using the Request Order Help button located in the individual Ordering System (OS) order. The School will handle the transaction directly with the Community Partner (Vendor).

PRODUCTS:

Product orders can be requested from any vendor so long as the request meets the School's educational guidelines for approval and the vendor supports third-party purchasing

Product order type is selected for products and materials, but there may also be some instances where a "service" is listed as a product. This occurs when the payment method requested by the vendor is purchase order. Often you will find Community Partners (Vendors) who provide live, virtual instruction services for students in this category. For example, eDynamic Learning, BYU, and Silicon Valley High School courses would be found in the Product section of the OS even though they provide a service to students.

Community Partners (Vendors) who provide in-person services cannot be ordered as a product and must be onboarded as a service provider.

TECHNOLOGY:

Technology devices can be ordered through the Ordering System. To see a current catalog of available devices, please visit the [Tech Catalog](#).

ORDERING GUIDELINES:

Educational Vendor Policies and Procedures are in place to ensure Charter School planning amounts are budgeted and expended on Charter School-approved educational items and services. The Policy requires the Charter School carefully evaluate all requests for educational items and services made

through the Ordering System. No purchases can be made without the Charter School's approval.

These guidelines provide additional information to help the Charter School community better understand what educational items and services the Charter School may or may not approve through the Ordering System ("OS"). **Please note:** the Charter School retains the discretion to reject any request for educational items and services through the OS.

- **OS Requests Must Align with Student's Educational Plan:** The Charter School shall only approve educational items and services that meet the following requirements:
 - Support student's personalized curriculum and educational plan
 - Align with State standards
- **Educational Requirements:**
 - Students and learning coaches/parents must attend regular learning period meetings, turn in quality work samples as requested, consistently engage in assigned learning each school day, and complete attendance logs. If a student fails to meet these requirements, the Charter School will not approve the student's requests for educational items or services.
 - Teachers must ensure students access all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any other educational items and services through the OS.
- **Charter School Must Approve Educational Items and Services:**
 - Students will not receive educational items or services without Charter School approval.
 - Charter School will issue an Enrichment Certificate for approved services and activities. Enrichment Certificate must be received **before** students can participate in these educational services and activities.
 - Charter School is responsible for purchasing approved educational items.
 - Parents will not be reimbursed for any purchases of educational items and services made "out of pocket".

- **Educational Quality Items and Services Limited to Student Need:**
 - Teachers will only approve educational items and services that are educational quality (e.g., not top of the line). Only basic items and services may be approved.
 - Charter School will not approve educational items or services beyond what is needed to meet a student's learning objectives.
 - Charter School may approve requests for services that support a student's course of study or educational plan, however the Charter School is not obligated to approve and pay for all requests.
 - Charter School will only approve services that are listed on an approved vendor's Detailed List of Services (DLS).
- **Educational Items are Charter School Property and Must be Returned:**
 - All materials purchased by the Charter School are considered school property.
 - Once a student withdraws from the Charter School, items must be returned to the Charter School.
 - If the student transfers to another school that uses the OS, parents must return the educational item unless otherwise directed by the Charter School.
 - Material transfers between siblings are permitted if the receiving sibling remains enrolled with the Charter School that purchased the materials.
 - Once an item is no longer needed it should be returned.
 - "Consumable" items used during the course of the school year (e.g., crayons, paper, pencils, etc.) do not have to be returned to the Charter School, unless the student withdraws from the Charter School before the end of the school year. All items must be returned upon withdrawal.
 - Students must take reasonable care of educational items. Parents may be held responsible for paying for lost, stolen, or damaged educational items. Broken or damaged items should be reported promptly and returned to the school for evaluation.
 - With the exception of manufacturer defect or error, all product order purchases are final. If purchased materials are no longer needed or wanted, items may be returned to the charter school, but refunds will not be provided.
 - Requests to cancel services must be received prior to the start date listed on the enrichment certificate or refunds may not be possible.
- **No Dangerous Educational Items or Services:**
 - Charter School will not approve dangerous educational items and services that expose students, teachers, or staff to unreasonable risk.
 - Charter School will not approve educational items that are too large or heavy to easily lift, transport, or store.

- Educational Items and Services only for Charter School Students:
 - Charter School will only approve educational items and services for enrolled students (e.g., not siblings enrolled in other schools).
 - Charter School may approve parent educational workshops directly supporting a student's academic learning needs up to \$350 per school year per family. Funds cannot be used to pay for college or continuing education credits.
- Questions about Guidelines:
 - If parents have questions regarding purchasing guidelines, they are advised to contact their Teacher.
 - If Teachers have questions regarding these guidelines, they are advised to reach out to their Regional Coordinator for further guidance and assistance.
- Examples of Educational Items Charter School May Approve:
 - Educational curriculum, such as textbooks, workbooks, reading books, etc.
 - Supplemental educational materials, such as microscopes, math manipulatives, calculators, etc.
 - Basic school supplies, such as notebooks, pencils, and rulers
 - Raw materials in educational quantities for learning basic skills, such as fabric, yarn, or crochet hooks
 - Basic equipment to support learning goals, such as educational-quality technology such as computers, musical instruments, or sewing machines. Please note: Parents are responsible for overseeing students' internet usage on Charter School-educational technology
 - Educational quality classes or lessons through approved educational vendors (Approved classes or lessons will be displayed in the Detailed List of Services (DLS) for each vendor within the OS).
 - Pre-approved educational technology and curriculum items.

**Technology, such as Laptops, should be ordered through the Tech Catalog from within the Tech order type and cannot be purchased via third party vendors as enrichment Product order types. Kindles (devices only, no bundles), Kindle Fire Tablets, and other small technology devices like LeapPads may be purchased via the enrichment "Product" order type.*
- Examples of Prohibited Educational Items: The Charter School will not approve the following educational items and services through the OS:
 - Educational products and services that are not aligned with a student's course of study

- Top-of-the-line educational items and services
 - Educational items requested in excessive quantities
 - Sectarian or denominational items (e.g. Horizons and Abeka curriculum materials)
 - Field trips to locations like amusement and water parks, trampoline parks, ziplining, etc.
 - Items that could cause injury, such as pesticides, model rocket engines, and other dangerous items (knives, fencing and archery equipment, etc.)
 - Personal items for students, such as backpacks, clothing, costumes, personal hygiene items, etc.
 - Family gym memberships and large, heavy, or excessive exercise equipment
 - Items usually used to furnish homes and yards, such as furniture, organizational supplies, kitchen equipment, household tools, plants, gardening tools, planter boxes, decorative pots, etc.
 - Home and office equipment, televisions, mobile phones, etc.
 - High-end office equipment like electronic die cutting machines, binding machines, etc.
 - Arts and crafts items that are unrelated to a student's course of study or educational plan, or are excessive, appear intended for sale or as personal gifts
 - Toys, stickers, or other items not related to a student's course of study or educational plan
 - DNA kits
 - Live animals and animal supplies, such as bees, chicks, egg incubators, fish, jellyfish, etc.
 - Parts, software, or hardware for educational items not owned by the Charter School.
 - Video game hardware or software (Charter School may approve certain educational technology and software)
 - Registration, performance, or competition fees for extracurricular activities
 - Subscriptions or products from vendors that do not support third-party billing or require recurring payments.
 - Out-of-state field trips, Chaperone tickets for individual Field Trips (School-sponsored field trips follow different chaperone guidelines)
 - Travel, lodging, or food
- **Budgeting Guidelines**
 - Categories are included in the system to track and monitor funds.
 - Items will be categorized as Curriculum, Core Educational Services, and Enrichment Supplies & Other.
 - Teachers will be selecting the category after families place orders.
 - Funds are allocated to each category and additional funds cannot be used for a category that has been exhausted without teacher approval.

- Teachers can approve additional funds in a given category if all of the below expectations are met:
 - Student follows their educational plan and all academic needs are met.
 - Student/family is compliant with the signed Master Agreement.
 - The request is for items that meet all ordering guidelines.
 - Supporting documentation (e.g., lesson plans, educational plans, etc.) are provided as needed.

Field Trips & Events

The School believes in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Teacher approval based on the student's educational plans.

No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.

School-sponsored trips are those that are single-day, community based, or those that are specifically approved by the Governing Board of Yosemite Valley Charter School (such as multi-day trips, or those costing the Yosemite Valley Charter School in excess of \$100 per pupil). The Superintendent of Yosemite Valley Charter School shall establish a process for approving a staff member's request to conduct a school-sponsored trip that fall outside the limitations of this section. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, school and student expense, and transportation and supervision requirements. The Superintendent may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any field trip is limited by the amount of Planning Amount Funds available for that student. The teacher of record is responsible for mapping out a child's field trip plan for the year to enhance the child's Educational Plan.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Given the need for adequate supervision of the students attending school-sponsored trips and given the nature of the educational program offered by the School has approved the use of student planning amounts to pay for the costs of admission for one chaperone per enrolled student with a maximum of two chaperones per four (4) children in a family who are enrolled in the School. If applicable, the School will approve the use of student planning amounts to pay for the costs of admission for an additional chaperone for additional children in a family and who are enrolled in the School in excess of four (up to eight). Children in a family means children living, part- or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be instructional funds available to each family. Student planning amounts cannot be used for non-enrolled siblings or guests.

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone using enrichment funds when available.

It is the responsibility of parents/guardians to ensure proper supervision over their children enrolled in the School at all times during a school-sponsored trip. In some instances, chaperones may take their own non-enrolled children (two years and older) as guests on appropriate school-sponsored trips, provided they make arrangements with the venue directly for the purchase of admittance and they assume full responsibility for their behavior and safety, with approval of the Superintendent. Guest tickets are no longer purchasable from the School directly and all transactions for non-enrolled students must be between the vendor and the parent/guardian directly.

The staff chaperone shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. Staff chaperones shall always have an emergency contact phone number for the Superintendent. If a serious discipline incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the school group without prior approval of the School's staff chaperone.

Accommodations

If a student requires an accommodation to participate in a field trip due to a child's special education needs identified in the child's Individual Education Plan (IEP) or Section 504 plan, the parent may request the accommodation from the Superintendent.

Student and Family Responsibilities

All persons on the field trip or excursion shall be deemed to have waived all claims against the School or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults, parents and guardians taking any field trip or excursion shall sign a statement waiving all claims when placing their orders in the Field Trip and Events system.

All students on a school-sponsored trip are under the jurisdiction of the School and shall be subject to school disciplinary rules and regulations.

Before a student can participate in a school-sponsored trip, the School's staff chaperone shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities.

Transportation

When privately owned and operated vehicles are used to transport students to a school-sponsored trip, except as provided below, the owner of the vehicle must have liability for his/her passengers. The owner must provide proof of acceptable, current insurance coverage to include a minimum acceptable liability limit for privately owned vehicles. When transporting students, other than the driver's children, the owner of the car must provide proof of coverage of:

1. Bodily injury at \$100,00 or more for one person and \$300,000 or more for more than one person
2. Or combined single limit bodily injury at \$300,000 or more
3. Coverage for property damage at \$50,000 or more
4. Coverage for uninsured motorists
5. Medical payments coverage for passengers at \$5,000 or more.

When only transporting the driver's own children, the owner of the car must provide proof of insurance coverage at the minimum required by California law. Parent(s)/guardians are solely responsible for transporting their children to the location where the field trip starts. The staff chaperone will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

The School's staff chaperone shall use a field trip confirmation list to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. School staff chaperones shall always have an emergency contact phone number for the Superintendent. If a serious discipline or safety incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the School group without prior approval of the School's staff chaperone.

Cancellation Policy

Parents may cancel prior to the booking close for a full refund. After booking closes, there is no refund.

Waitlisting

When enabled, the School will offer priority booking for the next trip that is the same as the missed trip for waitlisted families. For example, if Family A is waitlisted on Zoo Trip A they will get a priority invite to book for Zoo Trip B when booking opens for that trip.

Pre-Release Priority Booking

When the School pre-releases a new trip to a waitlisted group, families will have one (1) week priority to book their tickets. After one (1) week, the trip will be released to all students. A family who has received the pre-release invite will be removed from the waitlist whether they booked a ticket or not.

Teacher Approval

Field Trip and Event orders require the approval of the Teacher before they are processed. Teachers will consider chaperone guidelines and number of allowable tickets when reviewing a field trip request. Approved field trips will show Teacher Approved Status in the Ordering System.

Safety Policies & Procedures

The school will follow all county and venue health and safety guidelines. If a venue has stricter safety protocols than the county, we will follow the venue requirements and always yield to the safer protocols. Check the venue's website for further information should you need clarification.

To prevent the spread of germs, the CDC recommends washing hands for at least 20 seconds with soap and warm water. Be sure to wash the back of your hands, in between fingers, and under fingernails as the friction helps effectively remove dirt and germs from the skin.

How to Reserve School-Organized Field Trips & Events

All school-organized field trips and events are booked through the [Field Trips & Events System](#) (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Teacher for approval.

Field trips may be impacted by Centers for Disease Control & Prevention (CDC) and or the State and Federal Departments of Education Guidelines with regard to COVID-19 and in-person interaction/gatherings.

Technology

Choosing technology can be overwhelming. The Tech Team helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements, and must be ordered through the tech department. School issued technology has school approved software that assists the student accomplish their educational goals.

Technology Equipment Costs

All students in grades 3rd-8th and 11th grade will be issued a Chromebook to support their learning experience, align with our school SLOs, and support assessment participation. Parents/guardians can choose to upgrade their student's device to a school issued laptop. All other grade levels can select a device from the ordering system utilizing educational funds. School issued devices are typically business-class devices. They also include software licensing for productivity applications (Microsoft Office, Google Workspace, Zoom, online security applications, etc.) and device management software to ensure students are productive and safe on their school-issued computing devices. All taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the price. Due to these factors, the school is not able to price match.

Pricing also includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), tablet protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device during the student's tenure with the school is included. These items are factored into the Planning Amount cost of tech items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student

How to Order Technology

- Review the [Tech Catalog](#) to see the list of technology devices available for students
- Computer, tablet, and hotspot requests are placed in the [Ordering System](#) under "Tech Orders"
- Printers can be ordered as a product order (typically via Amazon Product or Office Depot) through

- the [Ordering System](#)
- For tech support, please email help@centralvcs.org to request support. An IT Team Member will reach out to help resolve your issue right away!

Tech Returns

All Tech items are the property of the school. Students should plan to return the tech item at the end of the student's school enrollment. The tech item can either be returned at the Lending Library or a shipping label can be provided by the Tech Team. Please contact the tech team (help@centralvcs.org) for detailed directions on how to return items.

The school is unable to sell any enrichment/technology items to families.

For Technology assistance or questions, please email help@centralvcs.org.

Parent & Student Information Technology Acceptable Use Policy

It is the school's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to school policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

DEFINITIONS:

1. School, Organization, and or We – Yosemite Valley Charter School and its subsidiaries, programs, and divisions
2. ITD - Information Technology Department
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
4. Resources - Devices, systems, services or networks owned, operated or issued by the school
5. User - Any person(s) accessing or utilizing school resources that is not a resource operator
6. AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES:

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

1. You agree to learn about and comply with all the information outlined in this AUP document.
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - a. Never leaving items unattended
 - b. Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
 - c. Never removing protective accessories or features (e.g. cases, bumpers)
 - d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
 - e. Maintaining student supervision by parent/guardian during access and usage
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
5. You are expected to make a reasonable effort to protect your passwords, information and data.
6. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
7. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
8. Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

ACCEPTABLE USE OF SCHOOL RESOURCES BY USERS:

1. All school-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any school network should be assumed as private property.
4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
5. The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES:

1. All commercial or for-profit usage is prohibited.
2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
3. Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17](#), USC)
4. Any attempt to circumvent ITD/school security measures, content filters or access restricted resources is prohibited.
5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
7. Publicly advertising internal authentication methods and/or password conventions.
8. Impersonation of any user other than yourself is prohibited.
9. Unauthorized falsification or modification of any school records is prohibited.
10. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
11. Political lobbying or advertising is prohibited.
12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. school-owned or operated resources must be maintained by ITD or authorized third parties.

EXPECTATION OF PRIVACY:

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

1. Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
2. Monitor an individual's use of school-owned resources
3. Locate or track the location of a school-owned resource
4. Confiscate, search, disable or wipe any school-owned device, item or their contents/data

Personal devices are private. The ITD does not and will not access personal devices outside of school-provided online platforms. For instance, the school would be able to see that a student logged in and sent an email from a school-issued email inbox on a personal device, but the school will not be able to see any other actions taken on the personal device.

Social Media Guidelines

Non-Compliance Policy

Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- No evidence to support that a student is engaged in learning at least 85% of each attendance day
- 2+ missing assignments/work samples
- Unable to verify a sufficient body of work for all classes/courses
- Not participating in local benchmark, diagnostic, or alternate assessments
- Not participating in assigned academic intervention
- No response from parent/guardian following 2 attempts
- Missing attendance logs
- 2+ missed/unscheduled LP or other meetings
- Unable to verify student is engaged in assigned learning on 60% or more of instructional days in a school week
- Not meeting participation requirements per a course/class syllabus
- 2 or more missed/unexcused SAI/service sessions
- Not participating regularly in ELD Live classes and or other ELD assignments or the equivalent, in accordance with department protocol

In these instances, the school may:

- Contact the family by text via phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Regional Coordinator will attempt to contact the family again by phone and email, and a letter of non-compliance will be sent to the address on file if those attempts are unsuccessful. The letter will request a resolution within five school days.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, a second letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than five days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

Tiered Re-engagement strategies for families struggling with attendance:

- Students must be engaged in verifiable learning activities daily. Teachers will verify this through weekly communication via phone calls, emails, logging into curricular platforms and checking

attendance logs. Families will need to regularly log attendance in School Pathways. This can be done easily from any device (phone, tablet, or computer) and your teacher is here to help. Our school will reach out to families who are struggling with attendance in a timely manner to verify contact information and offer a variety of supports to ensure student success.

Residency:

- A student must maintain residency in the state and county of the residence(s) of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn.
- Owning a home in California or in a particular county does not qualify a student to attend the school, unless it can be shown that the student is also living in the home at least three days per week during the school year.
- If there is reason to believe that a student's residency is in question, the school may investigate in order to determine the authenticity of the home address.
- Children who have two residences due to shared custody must have both parents in agreement to enroll in the school and reside in the region served by the charter school at least 3 days a week.

Work Samples

To meet California Independent Study Guidelines, Work Samples for all 4 core subject areas in Transitional Kindergarten-8th grades (English Language Arts, Mathematics, Social Studies, and Science) and all classes on the Master Agreement for High School, will be required and reviewed by Teachers at the end of each Learning Period. Students are required to submit work samples as requested by their Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Half of the collected English Language Arts work samples will focus on student writing. The Teacher will provide guidance on which Learning Periods need to include a writing work sample.

Acceptable Work Sample Criteria:

- Original or scanned PDF version
- Demonstrates neat and organized work
- Aligns with the student's Educational Plan for the Learning Period
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's first and last name and full date of completion (ex: MM/DD/YYYY) in the top right-hand corner
- If a work sample includes a student's Nickname, the parent or teacher can write or type the Legal First and Last Name (or Preferred Name, if applicable)
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)

- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Missing student first and last name and full date of completion (MM/DD/YYYY)
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work
- Not grade level appropriate
- Not aligned with Educational Plan
- Whiteout in the "Header" of the Work Sample including student name, date, or course/subject information. Please do not use whiteout.
- The parent/guardian must initial any changes or corrections made to the Work Sample to verify its validity. (i.e. crossed out dates)

Learning Period Meetings

Our main purpose as a school is to support student improvement and achievement. We partner with the Learning Coach to review student progress towards state standards, curriculum completion, and retention of content and information. The Learning Coach will bring evidence of progress during the Learning Period (LP) Meeting. (See Parent and Guardian Roles) A body of work will be shared with the Teacher and discussions will be held regarding student progress. A body of work can be defined as a healthy sampling of material for each subject. Examples include but are not limited to: lesson content, completed projects, chapter reviews, reading logs, completed standards-aligned curriculum, course outlines, written assignments, essays, art projects, and worksheets. The teacher will collect one sample from each subject, choosing from the numerous samples presented. (See Work Samples section) In addition, the teacher may decide to conduct additional screenings, diagnostics, or brief activities to determine goals and next steps necessary to support the student's Educational Plan.

Progress each Learning Period will be documented by your Teacher. The Learning Coach, student, and Teacher will work together to establish goals and create a plan of action to accomplish the goals.

Testing & Assessment

Assessment data is critical to the school for many reasons. It is one of many indicators of student learning used to make decisions that directly impact a student's Educational Plan. Assessment also drives programmatic decision making school-wide, and is a required part of the WASC accreditation and charter renewal processes. Because of this, it is very important to the school that all students participate in school-wide and state-wide assessments.

Internal Diagnostic: Star 360

Our school has adopted the Renaissance Star 360 as an ongoing benchmark requirement for all students. The Star 360 Reading and Math tests are computer adaptive tests that determine a student's current ability and identifies the next steps a student needs to reach grade-level proficiency and achieve mastery of state standards. Our school uses this ongoing assessment to inform instructional practices and monitor student growth. It is required three times per year: Fall, Winter, and Spring. Students will take the assessment online at home, and parents will be sent the instructions and login information via email.

Why Star 360? Due to its adaptive nature it meets the students at their level and automatically changes the difficulty level based on student response patterns. Star 360 provides data-driven insights by pinpointing student needs down to the sub-skill level to support successful implementation of curriculum. The school provides parents with results of the assessment so the student's Educational Plan can be adjusted based on the academic needs. In some cases, a student's score will necessitate additional diagnostics or closer review.

Screenings and Diagnostics

Screenings and diagnostic assessments will be assigned by the teacher and completed periodically throughout the school year. These assessments vary by grade level and topic. They will be done during LP Meetings and proctored by the teacher.

Data from screenings and diagnostics is used to help Teachers further identify areas of need. A Teacher and Learning Coach will work together to review a student's results in conjunction with work samples, standards mastery, reading fluency, writing, and Star 360 results. After review of this data, the Teacher may determine that additional intervention and support is needed.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

Your child may be taking one or more of the following statewide assessments. Please note that all California public schools are required by the US Department of Education under the Every Student Succeeds Act (ESSA) to achieve 95% participation in state testing. Having less than 95% of our students test drastically decreases

our academic achievement level and can therefore put our charter and California State Dashboard standing at risk. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. Your student's summative performance and progress will be assessed using an alternate school-wide benchmark in its place. This exemption/alternate does not exist for the ELPAC or Physical Fitness Test.

As students of a public charter school, our students participate in the following state standardized tests:

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) & Math

- **Who takes these tests?** Grades 3–8 and grade 11
- **When does this take place?** March-May
- **Which standards are tested?** The California Common Core State Standards

CAASPP: California Science Test (CAST)

- **Who takes the test?** Grades 5 and 8 and once in High School.
- **When does this take place?** March-May
- **Which standards are tested?** The California Next Generation Science Standards

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

- **Who takes these tests?** Grades 3–8 and grade 11 whose (IEP) identifies the use of CAA
- **When does this take place?** March-May- Proctored in person
- **Which standards are tested?** The CA State Standards through Core Content Connectors

Physical Fitness Test

- **Who takes the test?** Grades 5, 7, and 9
- **When does this take place?** February-March in person
- **Which standards are tested?** The Healthy Fitness Zones (1 Mile Run/Walk, Curls Ups, Trunk Lift, Push Ups & Shoulder Stretch).

ELPAC (For English Learners Only)

- **Who takes the test?**
 - **Initial Assessment:** Students who have a home language survey that lists a language other than English will be identified as either an English learner student or as initially fluent in English.
 - **Summative Assessment:** All English learner students- every year until they are reclassified as proficient in English.
 - Students previously designated as English Learners at another public school must be tested every year until they are reclassified.
- **When does this take place?**

- **Initial Assessment:** The first 30 days of enrollment.
- **Summative Assessment:** February-March
- **Which standards are tested?** The 2012 CA English Language Development Standards.

School staff administers all state standardized tests virtually and/or at facilities located within driving distance of your home for individual student needs. A testing schedule will be provided by your Teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through the school's Parent Portal.

Often our families have questions or concerns about the CAASPP SBAC/CAST assessments. We want our families to be informed about assessments so they feel they are prepared and more comfortable with the experience. Your Teacher will be offering test practice, review of the questions types, and other technology support to help your student become familiar with what they will encounter on the test. Discussing with your Teacher any hesitations you have regarding testing is encouraged. Our Teachers want to support you in any way possible.

Records Department

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts. Submit your request using our [Online Form](#).

Document Requested	Expected Time of Processing
Work Permit	2-3 Business Days
Enrollment Verification	2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	3-5 Business Days
Copies of CUME (Student Records)	3-5 Business Days

Work Permits

Entertainment Work Permits

Families can download the *Application for Permission to Work in the Entertainment Industry* form DLSE 277 from the [CA Department of Industrial Relations Website](#).

The family will fill out the top portion of the form and then submit your request using our [Online Form](#).

The Records Department will typically process the form within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will sign, stamp, and provide the family with two copies. One will be sent via email, the other through regular US mail.

The family then has three options when submitting the completed application back to the CA Department of Industrial Relations.

- Online
- By Mail
- In-Person

Non-Entertainment Work Permits

Families download a *Statement of Intent to Employ a Minor and Request for Work Permit* form CDE B1-1 from the [CA Department of Industrial Relations Website](#). They may also obtain this form from their potential employer. Once the family fills out the top section of the B1-1 form they email it to Records@theaxiagroup.com.

The Records Department will receive this form and process within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will fill out and sign the bottom portion of the B1-1 form and complete form B1-4, which is the actual permit. Both forms will then be mailed to the family.

Concurrent College Enrollment

For all concurrent college enrollment requests, please send all community college forms to your student's IST (Independent Study Teacher). For questions regarding concurrent enrollment, please contact your student's High School Counselor.

High School Counselors:

Carmen Marroquin

carmen.marroquin@centralvcs.org

Last Names A-Lea

Yessenia Medina

yessenia.medina@centralvcs.org

Last Names Leb-Z

Please note, concurrent enrollment application forms may take 3-5 business days to process.

- Concurrent enrollment means a high school student takes community college courses while remaining a full-time high school student.

- High School students must remain full-time high school students in good academic standing. Students must take a minimum of 15*-20 credits per semester in high school. (*College course must be on the Master Agreement for students to drop down to 15 credits).
- High School students can take a maximum of 11 community college units per semester.
- Students may take core academic or elective courses at a community college.
- Students should consult with their high school counselor before enrolling in a community college course. The counselor will advise on college courses and check graduation requirements.
- The high school counselor will take into consideration the student's academic standing and overall GPA when approving a concurrent enrollment. Please ensure that all official transcripts from previous community college courses have been sent to the Records Department, missing official transcripts may delay the approval process.
- [Concurrent Enrollment 101: Presentation for Families](#)
- [Central Schools Guide to Concurrent Enrollment Programs](#) for links to regional community colleges' programs, forms, and CE guides to classes that fulfill our high school graduation requirements.

Credit Conversion

The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:

- Remedial courses count towards the Elective graduation requirement.
- US History and World History courses must cover a comprehensive timeline. US History courses must cover the Reconstruction to present day. World History courses must cover the 1800s to present day.

The school does not determine which courses are transferable to 4-year universities. The student's future college will review the community college transcript and determine any units awarded.

Please check the chart below for the community college unit conversion rate:

Community College Units	High School Credits
1 unit	2.5 credits
1.5-2.5 units	5 credits
3 units or more	10 credits

*If a student is awarded less than 1 unit at the community college, then we will issue the same amount of credit in high school. For example, if a student completes 0.5 units at a community college, then we will award 0.5 credits on the high school transcript.

Process to Enroll

1. Family picks a community college and fills out the college's concurrent enrollment form.
2. Family submits the concurrent enrollment form to their IST (Independent Study Teacher).
3. The high school counselor reviews community college course(s) and determines which high school graduation requirements will be fulfilled, how many units will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
4. The high school counselor signs the concurrent enrollment form and returns the form to the family with directions for next steps.
5. Student enrolls in college course(s).
6. In order for the community college course(s) to be added to the high school transcript and count towards high school graduation requirements, the following steps MUST be completed:
 - Family provides proof of enrollment to the school counselor by the high school's add/drop deadline
 - Family must sign the Master Agreement Addendum
 - Family must provide work samples for each Learning Period

Once final semester grades are posted, please submit official transcripts to the Records Department so that the grade can be changed on the high school transcript. The report card and high school transcript will show an "Incomplete" grade until official transcripts are received. We recommend families to order digital official transcripts.

Email official transcripts to: records@theaxiagroup.com

Transcripts can also be mailed to the Records Department at:

Yosemite Valley Charter School
Attn: Records – CC Transcripts
1773 W. San Bernardino Road, B46
West Covina, CA 91790

**If you have any questions, please contact your high school counselor. Please notify your counselor if there are any changes made to the community college schedule.*

Harassment

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of the School.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and School Board. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

The School will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school computer, but is brought to the attention of school staff, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes student learning.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

Any one who feels they have been a victim of harassment or are being bullied should inform their Teacher and/or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and take the appropriate steps to fully address the issue.

Expulsion & Suspension

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from school, without re-enrollment privileges, and must be approved by the school board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from school, from one or more regular classes, for no more than five (5) school days and includes all school-related activities.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of vendor locations, at a school-sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code sections 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This reason shall not be the basis of a suspension for children in kindergarten or any of grades 1 to 8, inclusive. This reason shall not constitute grounds for a student in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, such as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or of former section 288a, or committed a sexual battery as defined in Penal Code

section 243.4.

- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - Unlawfully offered, arranged to sell, or sold prescription drugs.
 - Made terrorist threats against school officials, students, and/or school property.
 - Committed sexual harassment as defined in Education Code section 212.5.
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5.
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
 - Engaged in, or attempted to engage in, hazing. For purposes of this policy, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. “Hazing” does not include athletic events or school-sanctioned events.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- A. “Electronic act” means the creation or transmission originated on or off a school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (l) Posting to or creating a burn page. “Burn page” means an internet website

created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

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

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

(iv) Notwithstanding paragraph (A) and subparagraph (i), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

B. "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Suspension & Expulsion for Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by school policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having Special Education needs, the school shall comply with federal and state law.

Due Process Statement

The school shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the School Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

Statements & Notices

Grievance Policy and Procedure

Our school is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Teacher and supervisor. Both Teacher and supervisor will respond within ten school days.

If the concern or grievance is not resolved, the parent/guardian may, within ten school days, request a meeting with school leadership to discuss the concern or grievance. The school leadership will investigate and respond within 10 school days. A written email and letter will be sent to the family that will address the concern and outcome.

Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the

amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Parental Notification of Teacher Qualifications

The School receives Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, schools receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the School will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's teachers, including at a minimum:

1. Whether the student's teacher: Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the School at (559) 258-0800.

School Accountability Report Card (SARC) Notification

The School's SARC is available on the school [website](#). A hard copy is available for viewing at the school office located at 3610 E. Ashlan Avenue, Fresno, CA 93726.

Signature of Receipt & Acknowledgement

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Parent/Guardian's Role
- Student Behavioral Expectations
- Curriculum Choices & Learning Paths
- High School Curriculum Agreement (Applicable for grades 9th-12th)
- Academic Expectations & Integrity
- Report Cards & Grading
- Attendance
- Educational Materials & Restitution Policy
- Special Education
- Planning Amounts & Educational Plans
- Field Trips & Events
- Technology Usage
- Non-Compliance
- Work Samples
- Learning Period Meetings
- Testing & Assessments
- All Statements & Notices

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

Cover Sheet

Changing from a Targeted to a School-Wide Title 1 School

Section:	III. Academic Excellence
Item:	D. Changing from a Targeted to a School-Wide Title 1 School
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- **A targeted assistance school** uses Title I funds to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.
- **A school-wide program** uses Title I funds to upgrade the entire educational Program of the school. Title I funds can be used to serve all children.
- **A targeted assistance school** must use its Title I funds only for eligible students to supplement, and in no case supplant, the amount of funds that, in the absence of Title I funds, would be made available from non- federal funds.
- **A school-wide program's** services must be extra to ALL students. The school must use its Title I funds to supplement, and in no case supplant, the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.

RECOMMENDATION:

- Consider approval of the revisions to change from a Title 1 Targeted Assistance School to a School-wide Title 1 School.



TITLE 1: TARGETED TO SCHOOL-WIDE

For the 23-24 school year, the charter will move from TAS to SWP:

Each charter school has followed the process and all the required steps to move from TAS to SWP.

Targeted (TAS) Title 1:

A TAS program is to assist schools and LEAs to meet their responsibility to provide for all their students served the opportunity to meet the challenging state academic standards (Every Student Succeeds Act [ESSA] Section 1115[b]). Schools selected to receive Title I may use funds to provide services to eligible students identified as having the greatest need for special assistance (ESSA Section 1115[a]).

Newly Authorized School Wide Program (SWP):

For schools that meet the 40 percent student low-income threshold, the LEA will provide the low-income percentage;

The local Board approval date of the approved SWP plan.

*The Local Governing Board approval date must occur on or before **June 30** of the current school year. A school may begin to operate as a SWP on the day the Local Governing Board approved the SWP plan. The SWP Waiver approval date must be either the same or before the Local Board's approval of the SWP Plan

A description of the activities the school will include ensuring that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

- Ensure that those students' difficulties are identified on a timely basis; and
- Provide sufficient information on which to base effective assistance to those students. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Annually reviewing and revising, as necessary, the schoolwide plan (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)

Cover Sheet

Grant Plans

Section: III. Academic Excellence
Item: E. Grant Plans
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- The school is ready to approve updated or new grant plans for the 2023-2024 school year.
- Public Hearings were held at the May Board meeting if applicable.
- The schools have already presented each of the three grants and how the funds will be allocated to serve students.

RECOMMENDATION:

- Consider approval of the revised Educator Effectiveness Grant, Arts, Music, & Instructional Materials Block Grant, and the Prop 28 Arts Grant.

Educator Effectiveness Block Grant 2022

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

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
285,692	November 18, 2021	

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Administrator Induction Program - VCOE	12,500	7,500	\$20,000			40,000.00
Beginning Teacher Induction	10,000	10,000				20,000.00
Intern Mentorship Program	1,000	2,000				3,000.00
New and Veteran Teacher System Support	12,000	5,504	\$20,000			37,504.00
Subtotal	35,500.00	25,004.00	40,000.00	0.00	0.00	100,504.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development Connected to Community Academic Events	5,000	5,000	\$5,000			15,000.00
Resources to support Community Academic Events	5,000	5,000	\$5,000			15,000.00
Curriculum Development	3,000	3,000				6,000.00
Subtotal	13,000.00	13,000.00	10,000.00	0.00	0.00	36,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Daily Office Hours for Engagement	7,500	7,500				15,000.00
Clubs and mentorship Programs for HS	1,000	1,000				2,000.00
High School Tutors for Student Support	5,000	5,000	\$5,000			15,000.00
Student Success Practice and Recognition Program connected to Achievement			\$5,000			5,000.00
Subtotal	13,500.00	13,500.00	10,000.00	0.00	0.00	37,000.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Cornerstone Support Group for Services	15,000	15,000				30,000.00
Course Development for SEL Parent and Staff	2,000	2,000				4,000.00
Website Support of SEL and Crisis Alert	1,000	1,000				2,000.00
Subtotal	18,000.00	18,000.00	0.00	0.00	0.00	36,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Parent and Community Liaison	1,500	1,500	\$5,000			8,000.00
Website and Newsletter Communication	500	500				1,000.00
Development of Clubs and Events/Field Trips	500	5,000	\$5,000			10,500.00
Theme-based District Wide Culture focus	500	500	\$5,000			6,000.00
Subtotal	3,000.00	7,500.00	15,000.00	0.00	0.00	25,500.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
PLC with Gen Ed and Special Ed	5000	5000	\$2,021.33			12,021.33
System to Co-teach and Co-monitor	5000	5000				10,000.00
PD Regarding Instructional Practices	5000	10000				15,000.00
Subtotal	15,000.00	20,000.00	2,021.33	0.00	0.00	37,021.33

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Dataworks Content Lessons	3,000	3,000				6,000.00
English Learner Group PD	10,000	10,000				20,000.00
High School Support Courses and Mentor	1,000	1,000				2,000.00
Subtotal	14,000.00	14,000.00	0.00	0.00	0.00	28,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Network for Research Practices	1,500	1,500				3,000.00
Professional Network for Parents - Strategies	500	1,500				2,000.00
Professional Network for IS Charters	500	500				1,000.00
Subtotal	2,500.00	3,500.00	0.00	0.00	0.00	6,000.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Aligned of courses with Community Colleges	1,000	3,000				4,000.00
Expansion of Courses for High School VA	2,000	5,000				7,000.00
PD of Culture Responsive Ethnic Studies	500	500				1,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	3,500.00	8,500.00	0.00	0.00	0.00	12,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Virtual Academy Course for Teachers	1,000	15,000				16,000.00
Virtual Academy Course for Parents	500	5,000				5,500.00
PLC and course development for "Launch Pad"	500	1,000				1,500.00
Behavior Management for TK- K	1,000	5,000				6,000.00
Subtotal	3,000.00	26,000.00	0.00	0.00	0.00	29,000.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	35,500.00	25,004.00	40,000.00	0.00	0.00	100,504.00
Subtotal Section (2)	13,000.00	13,000.00	10,000.00	0.00	0.00	36,000.00
Subtotal Section (3)	13,500.00	13,500.00	10,000.00	0.00	0.00	37,000.00
Subtotal Section (4)	18,000.00	18,000.00	0.00	0.00	0.00	36,000.00
Subtotal Section (5)	3,000.00	7,500.00	15,000.00	0.00	0.00	25,500.00
Subtotal Section (6)	15,000.00	20,000.00	2,021.33	0.00	0.00	37,021.33
Subtotal Section (7)	14,000.00	14,000.00	0.00	0.00	0.00	28,000.00
Subtotal Section (8)	2,500.00	3,500.00	0.00	0.00	0.00	6,000.00
Subtotal Section (9)	3,500.00	8,500.00	0.00	0.00	0.00	12,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (10)	3,000.00	26,000.00	0.00	0.00	0.00	29,000.00
Totals by year	121,000.00	149,004.00	77,021.33	0.00	0.00	347,025.33

Total planned expenditures by the LEA:

347,025.33

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

LEA Name:	Yosemite Valley Charter School
Contact Name:	Damien Phillips
Email Address:	damien.phillips@centralvcs.org
Phone Number:	(559) 258-1109

Total Amount of funds received by the LEA:	\$791,592
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Date of adoption at a public meeting:	
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[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development - County Office		50,000	50,000	50,000	150,000.00
Professional Development - Other Educational Partners		30,000	20,000		50,000.00
Subtotal		80,000.00	70,000.00	50,000.00	200,000.00

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Materials and resources for in-person academic best practices		150,000	100,000	100,000	350,000.00
Subtotal		150,000.00	100,000.00	100,000.00	350,000.00

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Culturally Relevant Resources		10,000	10,000	10,000	30,000.00
Subtotal		10,000.00	10,000.00	10,000.00	30,000.00

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Operational Costs, Retirement		111,592	100,000		211,592.00
Subtotal		111,592.00	100,000.00		211,592.00

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(6)

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

Summary of Expenditures

Total Planned Expenditures by the LEA:	791,592.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		80,000.00	70,000.00	50,000.00	200,000.00
Subtotal Section (2)		150,000.00	100,000.00	100,000.00	350,000.00
Subtotal Section (3)		10,000.00	10,000.00	10,000.00	30,000.00
Subtotal Section (4)		111,592.00	100,000.00		211,592.00
Totals by year	0.00	351,592.00	280,000.00	160,000.00	791,592.00

Total planned expenditures by the LEA:
791,592.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

YOSEMITE VALLEY CHARTER SCHOOL

PROP 28 GRANT PLAN

2023



Prop 28 Grant Plan

LEA Name:	Yosemite Valley Charter
Contact Name:	Damien Phillips
Email Address:	damien.phillips@centralvcs.org
Phone Number:	(559) 258-1109

Total Amount of anticipated funds:	2023-2024 SY	\$370,398
	2024-2025 SY	
	2025-2026 SY	

Anticipated Date of Adoption at a Public Meeting:	June 2023
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1. Overview

BACKGROUND:

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act. The measure requires the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

OBJECTIVE:

Arts education is essential for every student. When students participate in the arts, they are presented with challenges that allow them to think, feel, and express themselves in creative ways unique to the varied and diverse genres of the discipline.

Every student at Yosemite Valley Charter School (School) will have access to a high-quality, standards based arts education programming in Transitional Kindergarten through 12th grade.

GOALS/FOCUS AREAS:

Over the next 3 years, and first 3-year phase of the new Prop 28 funding, the School will strive to:

1. **SCHOOL CULTURE:** Continue to foster and sustain a school culture that values arts education
2. **CURRICULUM & INSTRUCTION:** Ensure all TK-12 students have access to standards-based art education that includes authentic and integrated learning

<p>experiences</p> <ol style="list-style-type: none"> 3. INSTRUCTIONAL MATERIALS, SUPPLIES, EQUIPMENT, & TECHNOLOGY: Ensure materials, equipment, and partnerships are maintained to provide creative spaces and resources for all arts programming 4. PROFESSIONAL DEVELOPMENT & STAFFING: Provide ongoing professional development and additional staffing to support and provide arts education 5. COLLEGE & CAREER: Establish visual, performing, and media arts College and Career Readiness Pathways 6. COMMUNICATION: Disseminate effective communication, collaboration, and outreach with all stakeholders
<p>2. Statement of Need/Need Assessment:</p> <p>Yosemite Valley Charter School's personalized learning model allows teachers, parents, and students to design a learning plan around the interests and needs of each student. As such, the arts are encouraged and used as innovative ways to access learning in all content areas. The school is able to provide curriculum, learning materials, and opportunities for engaging in learning through modalities and methods that best connect with the learner. The Prop 28 funding will supplement existing programs and opportunities for all students to experience learning through the arts.</p> <p>Thus far in the 2022-2023 school year, students utilized more than 75 Community Partners (vendors) specializing in the arts. Students experienced over 4000 learning experiences focused on the arts including fine and multi-media arts, music, dance, and theater.</p> <p>An Arts & Music Grant Staff Survey conducted earlier this school year, found that there are at least twenty-two school staff members who have interest in arts instruction. Experiences and skills varied, however, the passion and interest levels were evident and consistent among interested staff.</p>
<p>3. Program(s) Description:</p> <p>Focus Area 1: School Culture <i>Continue to foster and sustain a school culture that values arts education</i></p> <p>As part of the school's Personalized Learning Model, teachers are able to incorporate innovative teaching strategies, unique, experiential experiences, and leverage student personal interests and hobbies. As such, the arts, in all its forms, are in some way incorporated into each student's Education (Ed) Plan.</p> <p>Focus Area 2: Curriculum & Instruction</p>

The school's art program will provide students with a comprehensive art education that develops their creativity, critical thinking, and technical skills. School staff will strive to foster a love of art and appreciation for its role in learning and our shared community.

The school will develop a system to assess students' progress and achievement through the grant funds and will include an analysis in participating students' internal benchmark and state test scores.

Focus Area 3: Instructional Materials, Supplies, Equipment, & Technology

Students will have access to a range of resources to support student learning. This may include art supplies, technology, and equipment. The school will identify opportunities to highlight student achievement in the arts and ensure the display of student work.

Focus Area 4: Professional Development & Staffing

School staff will receive training and professional development on how arts education can be incorporated into students' Educational Plans.

Focus Area 5: College & Career

Students that have arts education are five times less likely to drop out of high school, are four times more likely to earn a bachelor's degree, and are 30% more inclined to pursue a professional career¹. The school will provide additional opportunities for students to explore career opportunities in the arts and related fields. In addition, increased opportunities for arts education should impact student achievement as demonstrated through school benchmark assessments, state assessments, and graduation rates.

Focus Area 6: Communication

The school will continue to use multiple methods of school-stakeholder communication. Families will receive updates and information related to arts education through digital weekly communication, periodic social media, and consistent Teacher correspondence.

4. Budget & Budget Allocation:

Anticipated Budget

Anticipated Funding for 2023-2024	Enrollment	Low Income	Enrollment Funding	Low Income Funding	Total Funding
	2,457	1,089	\$278,757	\$91,641	\$370,398

* SSC estimates are based on 2021-2022 Free & Reduced Priced Meals data and are subject to change.

¹ [NEA 2012](#)

Expenditure Plan

Anticipated Allocation of Funds	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26
2023-2024 STAFFING & SALARIES 80% = \$29678.40			
Paraprofessional Personnel Costs	\$25,000		
Community Arts Educator Personnel Costs	\$100,000		
Single Subject Arts Teacher (MSVA & HSVA)*	\$120,000		
2023-2024 Arts Education Support 20% = \$74,079.60			
Training	\$		
Supplies & Materials	\$74,000		
Arts Educational Partnership Programs	\$		
TOTALS	●Y1	●Y2 ●Y3	●Y3 ●Y2 ●Y1
Subtotal	\$319,000	Any Remaining 2023-24 Funds + 2024-25 Allocations	Any Remaining 2023-24 & 2024-25 Funds + 2025-26 Allocations

* Position is included in the Shared MOU between Yosemite Valley Charter School & Monarch River Academy.

5. Annual Reporting Requirements

Reporting Metric	2023-24	2024-25	2025-26
Arts Education Programs			
Academic Arts Adventure Days	Y	Y	Y
GATE Program(s)	Y	Y	Y
Full-Time Equivalent Teachers			
Community Arts Educators	6	6	7
Single Subject Arts Teacher (MSVA & HSVA)*	1	1	2
Classified Personnel			
Paraprofessionals	3	3	4

Number of Students Served	General Student Enrollment	Low Income Students	General Student Enrollment	Low Income Students	General Student Enrollment	Low Income Students
Transitional Kindergarten	70	119				
Kindergarten	286					
1st Grade	259	90				
2nd Grade	267	101				
3rd Grade	278	94				
4th Grade	244	92				
5th Grade	245	97				
6th Grade	190	67				
7th Grade	174	66				
8th Grade	153	54				
9th Grade	117	53				
10th Grade	109	42				
11th Grade	112	40				
12th Grade	96	39				
STUDENT TOTALS						
Subtotal	2589	954				

Cover Sheet

Updated Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO)

Section: IV. Operations
Item: A. Updated Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO)
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- The school is looking for approval to update Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO) for the various staffing categories.
- Classified and Administrators do not need PNL because they have PTO. As such PNL is being rolled into PTO.
- This update, if approved, will be added to the Employee Handbook.

RECOMMENDATION:

- Consider approval of the updated Updated Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO) language.



SICK LEAVE, PERSONAL NECESSITY LEAVER, & PAID TIME OFF

	Sick Leave	PNL	PTO
Teachers	<ul style="list-style-type: none"> 32 hours annual Cap 120 hours Hours beyond cap go into STRS retirement bank 	<ul style="list-style-type: none"> 48 hours annual Cap 48 hours Hours beyond cap go into Sick Leave bank 	None
Coordinators	<ul style="list-style-type: none"> 40 hours annual Cap 120 hours Hours beyond cap go into STRS retirement bank 	<ul style="list-style-type: none"> 48 hours annual Cap 48 hours Hours beyond cap go into Sick Leave bank 	None
Classified	<ul style="list-style-type: none"> Cap 120 hours See Below 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Cap 168 hours
Administrators	<ul style="list-style-type: none"> Cap 120 hours See Below 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Cap 168 hours

Full Time Teachers

Prior to the beginning of their school year teachers will receive 32 hours of Sick Leave and 48 hours of Personal Necessity Leave (PNL). If the additional hours of PNL put them over the 48 hour PNL cap the additional hours will be placed into an individual's Sick Leave bank. If an individual goes over the 120 hour Sick Leave cap additional hours will be placed in their STRS retirement account which is uncapped.

If an individual is hired as a full time teacher after the school year begins they will receive a prorated amount of Sick Leave and PNL based on the percentage of the remainder of the school year that is left. Fractional amounts will be rounded to the nearest tenth.

Part-time Teachers

Receive 24 hours of PNL on an annual basis. This time does not accrue from year to year.

Coordinators

Prior to August 1, will receive 40 hours of Sick Leave and 48 hours of PNL into their accounts. If the additional hours of PNL put them over the 48 hour PNL cap the additional hours will be placed into an individual's Sick Leave Bank. If an individual goes over the 120 hour Sick Leave cap additional hours will be placed in their STRS retirement account which is uncapped.



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Administrators – Sick Leave and Paid Time Off (PTO) is based on days worked:

Sick Leave hours will be placed into individual administrators' accounts in July. Once the 120 Sick Leave cap is reached any additional hours will be placed into their STRS retirement account.

210-220 - 88 hours sick leave

221 + - 96 hours of sick leave

PTO - Capped at 168 PTO is accrued each pay period

210-220 – 88 hours PTO 3.67 hours per pay period

221+ – 96 hours PTO 4 hours per pay period

Full-time Classified Employees

Sick Leave in July all classified employees will have 24 hours placed into their Sick Leave Bank and then accrue 3 hours per pay period with a 120 cap.

PTO - Cap at 168 hours

- 215 - 88 hours PTO 3.67 hours per pay period
- 230 - 96 hours PTO 4 hours per pay period

On July 1, 2023 any remaining PNL will be rolled into Administrative and Classified team members PTO even if this places them above the 168 hour cap. They will be able to utilize these hours.

Part-time Classified Employees

On their first day of work they will have 24 hours of Sick Leave placed into their bank. These hours can not accrue from one school year to the next.

Cover Sheet

Compensation Policy

Section:	IV. Operations
Item:	B. Compensation Policy
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- The school worked with legal and CharterSAFE to revamp the Compensation Policy to include essential, required information.
- The proposed version is concise and better meets the needs of the school.
- Highlighted changes include:
 - Removal of the job descriptions and pay scales/schedules, which will be made accessible to staff through the internal repository of school information
 - Travel/mileage reimbursement
 - Classified overtime eligibility to align with employment status and regulations

RECOMMENDATION:

- Consider approving the updated Compensation Policy.

Cover Sheet

Revised Salary Schedules

Section: IV. Operations
Item: C. Revised Salary Schedules
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- After careful consideration and strategic financial planning, the school is proposing a 5% salary increase for the following:
 - Counselors
 - Coordinators
 - Directors
 - Teachers
 - SPED Support
- The increase is reflected in the 2023-2024 school budget.
- The new salary amounts would go into effect July 1, 2023.

RECOMMENDATION:

- Consider approving the revised Salary Schedules.



Current Salary Schedule:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Counselor	\$68,250	\$70,298	\$72,407	\$74,578	\$76,816	\$79,121	\$81,494	\$83,939	\$86,457	\$89,051	\$91,723	\$94,474	\$97,308	\$100,228	\$103,234

1. Annual Salary for Counselor is based on 201 workdays. The 201 workdays is a minimum number of workdays, Counselors may need to work additional days beyond the work calendar.
2. Annual Stipend Additions:
 - a. Master Stipend is \$1,000 paid in two installments in December and March
 - b. Annual Doctorate Stipend is \$3,000
 - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



Coordinator Salary Schedule

Current Salary Schedule:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Coordinator 1	\$78,301	\$80,650	\$83,069	\$85,561	\$88,128	\$90,772	\$94,225	\$97,052	\$99,963	\$102,962	\$106,051	\$109,232	\$112,509	\$115,885	\$119,361
Coordinator 2	\$84,898	\$87,445	\$90,068	\$92,770	\$95,553	\$98,420	\$101,372	\$104,414	\$107,546	\$110,772	\$114,095	\$117,518	\$121,044	\$124,675	\$128,415
Coordinator 3	\$91,279	\$94,017	\$96,837	\$99,743	\$102,735	\$105,817	\$108,991	\$112,261	\$115,629	\$119,098	\$122,671	\$126,351	\$130,141	\$134,046	\$138,067

1. Coordinators:
 - a. Coordinator 3: Regional Coordinators + Admin Role (Admin Credential required and no student roster)
 - b. Coordinator 2: Regional Coordinators + Teacher Roster of 10 students, up to 17, Virtual Academy Coordinator, Lead SST, Community Engagement (Leads a team of other staff)
 - c. Coordinator 1: Secondary Education Specialists, English Language, Student Success Team, 504, & Testing (Student threshold of 18 students)
2. Annual Stipend Additions:
 - a. Master Stipend is \$1,000 paid in two installments in December and March
 - b. Annual Doctorate Stipend is \$3,000
 - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



Administrative Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Assistant Director 210 Day Calendar	\$112,875	\$115,500	\$118,125	\$120,750	\$123,375	\$126,000	\$128,625	\$131,250	\$133,875	\$136,500
Director 1 215 Day Calendar	\$133,875	\$136,500	\$139,125	\$141,750	\$144,375	\$147,000	\$149,625	\$152,250	\$154,875	\$157,500
Director 2 Assistant Superintendent 220 Day Calendar	\$154,875	\$157,500	\$160,126	\$162,750	\$165,375	\$168,000	\$170,625	\$173,250	\$175,875	\$178,500
Superintendent 230 Day Calendar	\$170,625	\$173,250	\$175,875	\$178,500	\$181,125	\$183,750	\$186,375	\$189,000	\$191,625	\$194,250

1. Directors may hold a student roster of 5 up to 10.
2. Annual Stipend Additions:
 - a. Master Stipend is \$1,000 paid in two installments in December and March
 - b. Annual Doctorate Stipend is \$3,000
 - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



Independent Study Teacher & Virtual Independent Study Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL							
	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	\$65,520 **	\$65,520 **	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520
2	\$65,520 **	\$65,520 **	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520	\$67,158
3	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520	\$67,486	\$68,837
4	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520	\$67,158	\$69,173	\$70,558
5	\$65,520	\$65,520	\$65,520	\$67,158	\$67,158	\$68,837	\$70,902	\$72,322
6	\$65,520	\$65,520	\$65,520	\$68,837	\$69,173	\$70,558	\$72,675	\$74,130
7	\$65,520	\$65,520	\$67,486	\$70,558	\$71,248	\$72,322	\$74,491	\$75,983
8	\$65,520	\$65,520	\$69,510	\$72,322	\$73,386	\$74,491	\$76,354	\$77,883
9	\$65,520	\$65,520	\$71,595	\$74,130	\$75,587	\$76,727	\$78,266	\$80,998
10	\$65,520	\$65,520	\$73,744	\$76,725	\$77,854	\$79,028	\$81,393	\$84,643
11				\$79,026	\$80,191	\$81,399	\$84,242	\$87,606
12				\$81,397	\$82,997	\$83,840	\$87,190	\$90,234
13				\$83,839	\$85,487	\$86,775	\$90,242	\$92,941
14					\$88,051	\$89,378	\$93,401	\$95,729
15						\$92,507	\$96,202	\$98,600
20						\$95,744	\$99,089	\$101,559
25							\$102,061	\$104,605
30								\$108,267

1. Master Stipend is \$1,000 paid in two installments in December and March.
2. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March. The \$3,000 is inclusive of the \$1,000 Master Stipend.
3. Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.
5. Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



Specialized Independent Study Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL							
	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	\$65,520 **	\$65,520 **	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520	\$66,830
2	\$65,520 **	\$65,520 **	\$65,520	\$65,520	\$65,520	\$65,520	\$67,486	\$68,835
3	\$65,520	\$65,520	\$65,520	\$65,520	\$65,520	\$67,486	\$69,510	\$70,900
4	\$65,520	\$65,520	\$65,520	\$65,520	\$67,486	\$69,510	\$71,595	\$73,028
5	\$65,520	\$65,520	\$65,520	\$67,486	\$69,510	\$71,595	\$73,744	\$75,218
6	\$65,520	\$65,520	\$65,520	\$69,510	\$71,595	\$73,744	\$75,956	\$77,474
7	\$65,520	\$65,520	\$65,520	\$71,595	\$73,744	\$75,956	\$78,234	\$79,799
8	\$65,520	\$67,486	\$68,141	\$73,744	\$75,956	\$78,234	\$80,581	\$82,193
9	\$65,520	\$69,510	\$70,867	\$75,956	\$78,234	\$80,581	\$82,998	\$84,658
10	\$65,520	\$71,595	\$74,055	\$78,234	\$80,581	\$82,998	\$85,904	\$87,621
11			\$74,055	\$80,581	\$82,998	\$85,489	\$88,480	\$90,689
12				\$82,998	\$85,489	\$88,053	\$91,135	\$93,409
13				\$85,489	\$88,053	\$90,695	\$93,869	\$96,212
14					\$90,695	\$93,415	\$96,685	\$99,098
15						\$96,219	\$99,586	\$102,071
20						\$99,105	\$102,573	\$105,133
25							\$105,651	\$108,287
30								\$111,535

1. Master Stipend is \$1,000 paid in two installments in December and March
2. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March. The \$3,000 is inclusive of the \$1,000 Master Stipend.
3. Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.
5. Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



SPED Case Manager Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL							
	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	\$65,520 **	\$65,520 **	\$65,520	\$65,520	\$65,520	\$66,830	\$68,167	\$69,530
2	\$65,520 **	\$65,520 **	\$65,520	\$65,520	\$67,486	\$68,501	\$70,214	\$71,618
3	\$65,520	\$65,520	\$65,520	\$67,486	\$68,835	\$69,871	\$71,618	\$73,051
4	\$65,520	\$65,520	\$65,520	\$68,835	\$70,900	\$71,967	\$73,767	\$75,242
5	\$65,520	\$65,520	\$67,486	\$70,212	\$73,028	\$74,127	\$75,979	\$77,499
6	\$65,520	\$65,520	\$69,510	\$71,616	\$75,218	\$76,720	\$78,639	\$80,212
7	\$65,520	\$66,830	\$71,248	\$73,765	\$77,474	\$79,406	\$81,391	\$83,019
8	\$65,520	\$68,835	\$73,030	\$75,978	\$79,799	\$82,186	\$84,239	\$85,925
9	\$65,520	\$70,900	\$74,855	\$78,257	\$82,193	\$85,062	\$87,188	\$88,932
10	\$65,520	\$73,382	\$76,727	\$80,604	\$84,658	\$87,613	\$89,803	\$91,600
11				\$83,022	\$87,198	\$90,242	\$92,498	\$94,348
12				\$85,513	\$89,815	\$92,949	\$95,273	\$97,179
13				\$88,079	\$92,509	\$95,738	\$98,131	\$100,093
14					\$95,284	\$98,610	\$101,075	\$103,096
15						\$102,061	\$104,613	\$106,705
20						\$105,633	\$108,274	\$110,440
25							\$111,523	\$113,753
30								\$117,165

1. Master Stipend is \$1,000 paid in two installments in December and March
2. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March. The \$3,000 is inclusive of the \$1,000 Master Stipend.
3. Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.
5. Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



SCHOOL PSYCHOLOGIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$89,250	\$93,266	\$97,463	\$101,849	\$106,432	\$111,221	\$116,227	\$119,714	\$123,305	\$127,004	\$130,814	\$134,738

PROGRAM SPECIALIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$87,697	\$91,205	\$94,853	\$98,648	\$102,593	\$106,697	\$110,965	\$114,294	\$117,723	\$121,254	\$124,892	\$128,639

SPEECH & LANGUAGE PATHOLOGIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$91,873	\$95,548	\$99,370	\$103,345	\$107,479	\$111,778	\$116,249	\$119,736	\$123,329	\$127,028	\$130,840	\$134,764

OCCUPATIONAL THERAPIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$87,697	\$91,205	\$94,853	\$98,648	\$102,593	\$106,697	\$110,965	\$114,294	\$117,723	\$121,254	\$124,892	\$128,639

NURSE

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$80,300	\$83,512	\$86,853	\$90,327	\$93,940	\$97,698	\$101,605	\$105,669	\$109,897	\$114,292	\$118,864	\$123,618

1. Annual Salary for Counselor is based on 205 workdays of a 12-month calendar. The 205 workdays is a minimum number of workdays, Counselors may need to work additional days beyond the work calendar.
2. Annual Stipend Additions:
 - a. Master Stipend is \$1,000 paid in two installments in December and March
 - b. Annual Doctorate Stipend is \$3,000
 - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.

Cover Sheet

Field Trip Policy

Board Policy No. 6153

Section:	IV. Operations
Item:	D. Field Trip Policy / Board Policy No. 6153
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- The school endeavors to provide extracurricular and supplemental, in-person learning opportunities through the Field Trip & Events Program.
- Unfortunately, it is common for families to sign up to attend and then do not. This is problematic for several reasons and has prompted the school to propose an adjustment to the Field Trip Policy to encourage families to honor their commitment to attend events they have reserved.

RECOMMENDATION:

- Consider approving the school's recommendation to revise the Field Trip Policy.



YOSEMITE VALLEY CHARTER SCHOOL

Instructional | Program

FIELD TRIP POLICY

The Governing Board of Yosemite Valley Charter School recognizes that school-sponsored trips are an important component of a student's development. These types of trips supplement and enrich the homeschooling and classroom learning experience. In addition, field trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. School-sponsored field trips may be conducted in connection with the Yosemite Valley Charter School's course of study or school-related social, educational, cultural, athletic, school band activities or other extracurricular or co-curricular activities.

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

1. Define the Requirements for a Field Trip
2. Explain Supervision, Chaperone and Guest Policies
3. Identify Instructional Funds Available to Each Family for Field Trips
4. Identify Transportation Options and Insurance Requirements for Transportation

1. Overview: No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.

School-sponsored trips are those that are single-day, community based or those that are specifically approved by the Governing Board of Yosemite Valley Charter School (such as multi-day trips, or those costing the Yosemite Valley Charter School in excess of \$100 per pupil). The Superintendent of Yosemite Valley Charter School shall establish a process for approving a staff member's request to conduct a school-sponsored trip that fall outside the limitations of this section. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, school and student expense, and transportation and supervision requirements. Superintendents may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any field trip is limited by the amount of enrichment funds available for that student. The teacher of record is responsible for mapping out a child's field trip plan for the year to enhance the child's educational plan.

2. Field Trip Supervision: Given the need for adequate supervision of the students attending school-sponsored trips and given the nature of the educational program offered by Yosemite Valley Charter School, Yosemite Valley Charter School has approved the use of student planning amounts to pay for the costs of admission for one chaperone per enrolled

student, with a maximum of two chaperones per four (4) children in a family who are enrolled in Yosemite Valley Charter School. If applicable, Yosemite Valley Charter School will approve the use of student planning amounts to pay for the costs of admission for an additional chaperone for additional children in a family and who are enrolled in Yosemite Valley Charter School in excess of four (up to eight). Children in a family means children living, part- or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be instructional funds available to each family. Student planning amounts cannot be used for non-enrolled siblings or guests.

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone using enrichment funds when available. Yosemite Valley Charter School will not provide the cost of admission for any chaperones for vendor trips and independent enrichment trips.

It is the responsibility of parents/guardians to ensure proper supervision over their children enrolled in Yosemite Valley Charter School at all times during a school-sponsored trip. In some instances, chaperones may take their own non-enrolled children (two years and older) as guests on appropriate school-sponsored trips, provided they make arrangements with the venue directly for the purchase of admittance and they assume full responsibility for their behavior and safety, with approval of the Superintendent. Guest tickets are no longer purchasable from the School directly and all transactions for non-enrolled students must be between the vendor and the parent/guardian directly.

The staff chaperone shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. Staff chaperones shall always have an emergency contact phone number for the Superintendent. If a serious discipline incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the school group without prior approval of the School's staff chaperone.

3. Accommodations: If a family requires special accommodation due to a child's special education needs identified in the child's Individual Education Plan (IEP) or Section 504 plan, the family may request accommodation from the Superintendent.

4. Student and Family Responsibilities: All persons making the field trip or excursion shall be deemed to have waived all claims against the Yosemite Valley Charter School and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults, parents, and guardians taking any field trip or excursion shall sign a statement waiving all claims when placing their orders in the Field Trip and Events system.

All students on a school-sponsored trip are under the jurisdiction of Yosemite Valley Charter School and shall be subject to school disciplinary rules and regulations.

Before a student can participate in a school-sponsored trip, the School's staff chaperone shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the

parent/guardian shall provide specific permission for his/her child to participate in the water activities.

5. Transportation: Parent(s)/guardian(s) are solely responsible for transporting their children to the location where the field trip starts. The staff chaperone will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

The School's staff chaperone shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. School staff chaperones shall always have an emergency contact phone number for the Superintendent. If a serious discipline or safety incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the School group without prior approval of the School's staff chaperone.

6. Cancellation Policy: Parents may cancel prior to the booking close for a full refund. ~~After booking closes, if a waitlisted participant registers and fills the desired canceled spot(s), the same number of tickets may be canceled for a full refund.~~ After booking closes, ~~if the ticket cannot be transferred to a waitlisted student or chaperone~~ there is no refund.

7. Attendance Policy: If a cancellation is not completed in accordance with the policy, trip attendance is required. Students and chaperones unable to attend reserved trips must notify the School as soon as possible but no later than 24-hours prior to the trip start date. Failure to notify the School is considered trip non-attendance and may result in the revocation of future privileges.

The first incidence of trip non-attendance will result in a warning with no further remedial action.

The second incidence of trip non-attendance will immediately suspend future trip reservations for that student and require participation in an appeal process with the School's Director of Community Engagement. After appeal, the ability to reserve trips may be restored at the School's discretion.

The third incidence of trip non-attendance will immediately suspend future trip reservations for the student for the remainder of the school year with no possibility of appeal

8. Waitlisting: When enabled, the School will offer priority booking for the next trip that is the same as the missed trip for waitlisted families. For example, if Family A is waitlisted on Zoo Trip A they will get a priority invite to book for Zoo Trip B when booking opens for that trip.

98. Pre-Release Priority Booking: When the School pre-releases a new trip to a waitlisted group, families will have one (1) week priority to book their tickets. After one (1) week, the trip will be released to all students. A family who has received the pre-release invite will be removed from the waitlist whether they booked a ticket or not.

109. Independent Study Teacher (IST) Approval: Field Trip and Event orders require the approval of ISTs before they are processed. ISTs will consider chaperone guidelines and number of allowable tickets when reviewing a field trip request. Approved field trips will show IST Approved Status in the Ordering System.

Adopted: January 27, 2022

Revised: June 22, 2023

Cover Sheet

Board Metrics Report - June

Section:	V. Governance
Item:	A. Board Metrics Report - June
Purpose:	Presentation & Potential Discussion - Informational

BACKGROUND:

- End of School Year Board Report
- This report includes:
 - 2023-2024 Enrollment information
 - Testing & Assessment
 - Community Engagement
 - Special Education
 - 2023-2024 School Plans including:
 - Staffing (Org Chart)
 - Onboarding 2.0
 - Hiring Process
 - RTI
 - Middle School
 - ESVA
 - Community Engagement
 - Curricular Plan
 - Regional Coordinator Teams

RECOMMENDATION:

- Provide School Administrators with input and guidance.



Board Metrics

Yosemite Valley Charter School
June 2023

School Enrollment

Students Enrolled for the 2023-2024 School Year:

Grade	Totals
TK	8
KN	105
1	229
2	222
3	232
4	239
5	207
6	199
7	173
8	156
9	111
10	98
11	100
12	98
Totals	2177

- There are new students currently in the process of being enrolled now.
- Between Monarch River Academy & Yosemite Valley Charter School there are 801 active In-Progress + Completed (awaiting import) new students in the Enrollment Process.
- Conservative projections include 398 expected new applicants between now and the first day of school.

Testing & Assessment

Becky Bennett, Testing Coordinator

Internal Benchmark Progress Report 2022-2023

Star 360 Assessments (Reading, Mathematics, Early Literacy)

Growth Report

To determine the rate of student growth the Student Growth Percentile (SGP) is calculated to see how adequately students are progressing over the course of the year. The SGP is determined by

first calculating growth between current test scores and up to two previous scores, then comparing that calculation to the growth of academic peers. See table:

Greater Growth	Typical Growth	Less Than Typical Growth
66th – 95th SGP	35th – 65th SGP	5th – 34th SGP

Reported are the percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Assessment score history. The given calculations used the student's earliest score in Fall compared to their latest score in the given window. The Statewide Median is also provided for comparison.

Star Mathematics Assessment	Students 1st-12th Grades
-----------------------------	--------------------------

- Fall- Spring 22-23
 - 55.8%** of students made typical or greater than typical growth.
 - CA Statewide Median 48%

Star Reading Assessment	Students 1st-12th Grades
-------------------------	--------------------------

- Fall- Spring 22-23
 - 62.2%** of students made typical or greater than typical growth.
 - CA Statewide Median 47%

Star Early Literacy Assessment	Students TK-KN Grades
--------------------------------	-----------------------

- Fall- Spring 22-23
 - 64%** of students made typical or greater than typical growth.

Proficiency Report

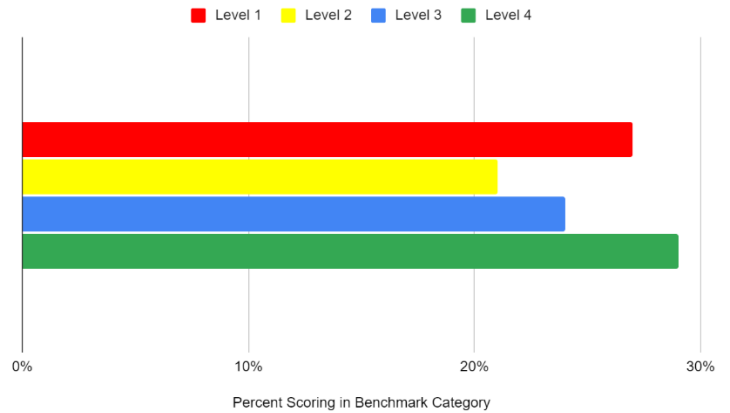
Rather than measuring growth over time, proficiency levels are calculated based on California state referenced cut-scores. These show how the proficiency level on the state test corresponds to the Star Assessment scores. The standard against which the scores are judged can be described as performance levels such as Below Basic, Basic, Proficient, and Advanced. To remain consistent with California's standard benchmarks, performance levels in this report are referred to as Level 1, Level 2, Level 3, Level 4. Below you will find the percent of students in each Benchmark Category as described.

Star Mathematics Assessment

Students 1st-12th Grades

Spring Star Math: Benchmark by State Categories by School

Grade	Level 1	Level 2	Level 3	Level 4
Yosemite Valley	27%	21%	24%	29%



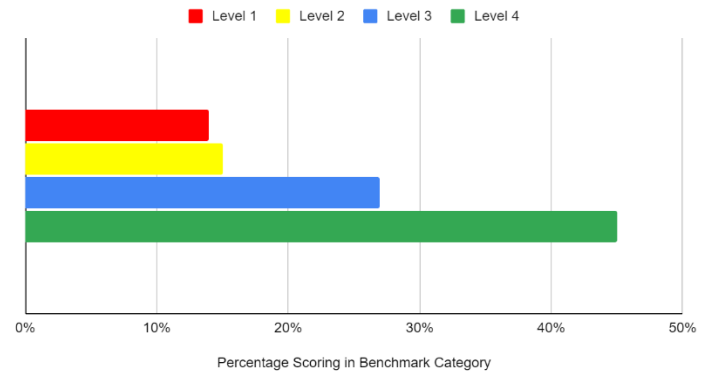
Star Reading Assessment

Students 1st-12th Grades

Spring Star Reading: Benchmark by State Categories by School

Grade	Level 1	Level 2	Level 3	Level 4
Yosemite Valley	14%	15%	27%	45%

Star 360 Reading

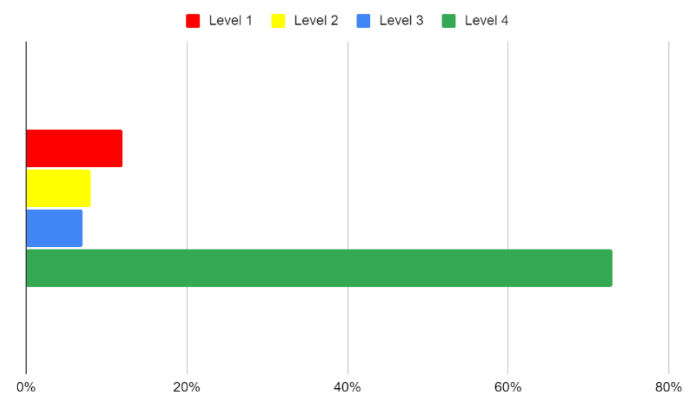


Star Early Literacy Assessment

Students TK-KN Grades

Spring Star Early Literacy: Benchmark by District Categories by School

Grade	Level 1 (Below 20 PR)	Level 2 (20-39 PR)	Level 3 (40-54 PR)	Level 4 (55 PR +)
Yosemite Valley	12%	8%	7%	73%



Participation

Participation rates for Star 360 were improved to 98.5% this Spring with only a handful of students not tested. This includes a particular sub-group for whom the assessment has been deemed inappropriate and an alternative assessment is given in its place.

Community Engagement

Micheline Fitzgerald, Director of Community Engagement

End of Year Progress Report

Our in-person comeback story is epic! The 2022-23 school year was our first attempt at community building after the global pandemic that halted all in-person interactions and moved our school to virtual connections. Our team consisted of adjunct duties for event implementation by the Teachers, event lead from the Regional Coordinators, Academic Adventure (field trip) planning by The Axia Group, the Community Resources Engagement Assistant, and the Director of Community Engagement. Graciously, the Board has granted us the building capacity to make a major impact on our in-person events for the 23-24 school year.

End of Year Statistics

2022-2023	Yosemite Valley Charter	Monarch River Academy	Total
Virtual Student Clubs	348	103	451
Adventure Days	633	179	821
MS/HS Hangouts	71	Events were hosted in Fresno, likely both schools represented.	71
Academic Adventures (50 total trips)	Student and Chaperone Tickets = 2544	Student and Chaperone Tickets= 693	3227 tickets

Our program serves the general student body throughout the sixteen counties in our most densely populated areas. Based on LCAP goals, the department increases student achievement by offering hands-on STEAM activities, thematic literature, physical activities, and social interactions for the whole family.

The charter was not sure how well these would be attended and you can see from the stats that we had incredible interest for the first year with a small team to implement our lofty goals. Our goals for the first year were to offer in-person community building, Academic Adventure opportunities, and online clubs and to reintroduce the community to our school. We surpassed the goal for 22-23 and have lofty goals for 23-24.

For the 23-24 school year, the Community Arts team will document and connect all activities and events to our LCAP goals, school mission, and vision. We have ten Community Arts Educators,

a Secondary Activities Specialist, and paraeducators to support our events. The team plans to host events in Bakersfield, Visalia, Kingsburg, South Fresno, East Clovis, North Fresno, Northwest Fresno, Madera, Merced, Monterey County, and Mammoth. We will impact the student body by hosting consistent events that families can plan on and look forward to. Our locations and event planning have come from parent feedback surveys, accountability reports, and staff input from families.

Special Education

Dr. Steven James, Senior Special Education Director

End of Year Report

- **Assessment Team & Services Team**
 - We performed 144 Intellectual Assessments
 - Only 30 were contracted out
 - We kept 125 of our Virtual Speech and OT Services in-house.
 - Over 100 Health Assessments were performed by our School Nurse
 - The assessment team had their initial reports reviewed by F3 Law and we found 100% of their reports were defensible in a court of law.
 - We had over 80 initial SpEd Assessments this school year, compared to 30 last school year 2021-22.
- **Reading Horizons**
 - Is a Research Based Peer Reviewed program we are using for our struggling readers. It is Orton-Gillingham based and we have extended the duration and frequency from 1x 30 minutes a week to 3x 30 minutes a week. The data strongly indicates positive gains for a majority of our students.
- **Grade Appropriate Standards Based Education**
 - We graduated 24 Special Education from our two schools
 - We fully exited 14 students from special education (8 at YVC & 6 at MRA.)
 - We implemented a study skills course for our HSVA students.
 - The inclusion (Least Restrictive Environment) has grown and we are pushing into these virtual courses.
 - We piloted a Special Day Class (SDC) in our Moderate-to-Severe program.
 - We had great feedback from the families
 - Students have become more social
 - One went from refusing to be on camera to reading in front of her peers and attending prom
 - We have only one student currently receiving SAI in a 1:1 setting in our Mild-to-Moderate Program. Prior to the school year we had nearly 100. The families are also seeing the benefit as the students are working in small groups and can be observed by the Speech & Language teachers.
- **Future Developments**
 - We have hired internally for a SDC Coordinator and we will be building that program in the Fall

- We will have a Study Skills program for the Middle School students next year
- We have hired an additional Speech & Language Pathologist (SLP) to provide virtual services
- We are hoping to have a BCBA, OT, and an in-person SLP for next school year.

2023-2024 School Plans

School Administrative Team

Org Chart for 23/24 – Steph Johnson



Onboarding 2.0 – Anna Wilkinson, Dr. Yolanda Vazquez, Denise Voth, Natalie Douty

- Tiers of Support Flyer (behavioral, emotional, academic)
- SPED separate office hour sessions
- Paraprofessional summer curriculum ordering before 1st day of school
- New Family Orientations beginning in May

Hiring Process – Anna Wilkinson & Dr. Damien Phillips

- Revised screening process
- HR paper screening
- Pre-screening interview
- Group session for top-tier candidates
- Summer Work for Classified
 - Management/Classified Handbooks
 - Ed Plan/Bright Thinker Alignment
 - Ordering
 - Ed Plan revisions

RTI – Jenny Plumb, Maria Thoeni, Dr. Yolanda Vazquez, Barbara Bolaños

- SPED Tiers of Support
- [5 Levels](#) - staff training, parent education, improved 504 process, expanded SST team
- Special Day Classes
- Alignment of Case Managers and Specialized Academic Instruction (SAI)
- Staff feedback survey
- Website - Visual support/resource/training vault for families
- Parent training (1-1 consult and/or group live, recorded series)

Middle School Updates – Amy Wilkinson, Maria Thoeni

- Secondary Team
- 7th-8th is MSVA
- 3-day per week option added for 7-8 ELA and 7-8 Math
- MSVA Teachers also oversee Edgenuity
- Report Cards required
- Events specific to this age group
- SS/Science Course Outlines- developing a more structured plan

ESVA Updates – Lorinda Riffel, Maria Thoeni

- 3-day per week option added for 3-6 ELA and K-6 Math
- TK-2 has 4-day per week foundational reading plus 2 day for Literature and writing
- Homework club available so that students can get help 4 days per week no matter what
- Events- field trips, park days, virtual academic events

Community Engagement – Michelene Fitzgerald, Jenny Plumb, Dr. Damien Phillips

Parent Education

Community Arts Educators

- 10 total, spread throughout the community

- Intended to provide Arts Education, Parent training, and Community groups

- 1 Secondary Activity Specialist - Sports, e-Sports, Secondary events

Arts & Music Grant

- Used to bring Art and STEM to the community

Awards and Incentives delivered in person at events

Streamlined Curricular Plan – Natalie Douty, Jenny Plumb

- Bright Thinker/Ed Plan Alignment/Writing Project
- Curriculum and Instruction Specialist Team
 - IST & Parent supports and resources
 - Onboarding curriculum plan in place by 1st day of school
- [Curriculum Flyer](#)
- TK Update
 - Putting on a regional team
 - Overseen by Natalie

RC Teams – Barbara Bolaños

- [RC Teams \(ISTs only\)](#) - 9 RC Teams
- [IST Meetings Schedule 23-24](#)
- [All-Staff Meetings Schedule 23-24](#)
- [Staff In-Service Days \(Draft\)](#)

Cover Sheet

2023-2024 Board Meeting Calendar

Section:	V. Governance
Item:	B. 2023-2024 Board Meeting Calendar
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- The 2023-2024 Board Meeting Calendar was drafted in line with the previously approved annual meeting schedule.

RECOMMENDATION:

- Consider approving the 2023-2024 School Board Meeting Calendar.

July 2023						
S	M	T	W	T	F	S
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30	31					
August 2023						
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September 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	Aproval 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

Sept 28
Dec 7
Jan 25
Feb 22
May 23
June 20

January 2024						
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February 2024						
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March 2024						
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31						
April 2024						
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June 2024						
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23	24	25	26	27	28	29
30						10

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

Cover Sheet

Annual Brown Act Training for 2023-2024

Section: V. Governance
Item: C. Annual Brown Act Training for 2023-2024
Purpose: Discussion & Board Direction - Informational

BACKGROUND:

- Annually, Board Members must complete Brown Act and Conflict of Interest Training.
- The school organizes the training and needs guidance to plan this year's:
 - Month: August or September
 - Good days/times that work for all Board members
 - Live or recorded training
 - If live: In person, virtual, or both



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BROWN ACT & BOARD TRAINING

1. Governance Fundamentals/Basics

- a. Brown Act Basics
- b. General Governance
- c. Managing & Mitigating Conflicts of Interest
- d. Governance vs. Management

2. Mission & Planning

- a. Creating/Refining a Mission & Vision
- b. Overview of Strategic Planning

3. Performance Monitoring and Oversight

- a. Lead Administrator/Executive Director Evaluation Process (Toolkit)
- b. Bylaws Review (Toolkit)
- c. Monitoring Academic Growth & Performance
- d. Monitoring Financial Performance & Sustainability

Cover Sheet

Board Member Resignation

Section:	V. Governance
Item:	D. Board Member Resignation
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- Dr. Angela Tos resigned from the Board Effective May 31, 2023.

RECOMMENDATION:

- Consider voting to approve to accept Dr. Angela Tos' resignation.

Cover Sheet

Board Member Vacancy

Section:	V. Governance
Item:	D. Board Member Vacancy
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- Per historical practice, the Board Vacancy has been posted on the school website calling for interested candidates to submit their interest and resume.
- Two individuals have already expressed interest.

RECOMMENDATION:

- Provide guidance and direction on the Board's search for a new Board Member to fill the open position/term.

Cover Sheet
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
Superintendent - Closed Session

Section:	V. Governance
Item:	E. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent - Closed Session
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- The Board will meet in Closed Session to continue the Board's review of the Superintendent.
- Any action taken in Closed Session will be reported out in Open Session.

Cover Sheet

Report Out of Any Action Taken in Closed Session

Section:	V. Governance
Item:	F. Report Out of Any Action Taken in Closed Session
Purpose:	Board Report of Action, if Any

BACKGROUND:

- The Board will report out any actions taken in Closed Session for the Public Employee Performance Evaluation.