

California Department of Education
Fiscal Year 2015–16
Nonclassroom-Based Funding Determination - Mitigating Circumstances Summary Sheet

A. Charter School Information (complete lines 1 to 4)

1. Charter School:	Yosemite-Wawona Elementary Charter School	2. Charter No.:	1610
3. Funding % Requested with mitigating circumstances	100%	4. CDS Code:	20-65185-0129015

B. Nonclassroom-Based Funding Determination Criteria

Funding Determination Criteria	Certificated Staff to Total Public Revenues Ratio	Instruction and Instruction-Related Services to Total Revenues Ratio	Pupil toTeacher Ratio
100% Funding [5 CCR, Sec. 11963.4 (a)(3)]	= or > 40%	= or > 80%	< 25 : 1
85% Funding [5 CCR, Sec. 11963.4 (a)(2)]	= or > 40%	= or > 70%	Not Applicable
70% Funding [5 CCR, Sec. 11963.4 (a)(1)]	= or > 35%	= or > 60%	Not Applicable

C. Enter the reported Charter School's Ratios and PTR from the Form FDF

	Certificated Staff Costs to Total Public Revenues Ratio	Instruction and Instruction-Related Services Costs to Total Revenues Ratio	Pupil toTeacher Ratio (PTR)
Enter the charter school's calculated ratios from the FDF in Section VI. Line 1. and VI. Line 2 ----->.	24.38 %	26.01 %	5 : 1

If the reported ratios / PTR do not meet the funding determination criteria for the funding level requested, review the regulations in Section D and complete Sections E and F. Sign and attach any documentation that provides further support or clarification.

D. Regulations

California *Code of Regulations*, Title 5 (5 CCR), Sec. 11963.4(e): A reasonable basis for the ACCS to make a recommendation other than one that results from the criteria specified in subdivision (a) may include, but not be limited to, the following: the information provided by the charter school (FDF) pursuant to paragraphs (2) through (8), inclusive, of subdivision (b) of section 11963.3, documented data regarding individual circumstances of the charter school (e.g., one-time or unique or exceptional expenses for facilities, acquisition of a school bus, acquisition and installation of computer hardware not related to the instructional program, special education charges levied on the charter school by a local educational agency, restricted state, federal, or private grants of funds awarded to the charter school that cannot be expended for teacher salaries, or contracted instructional services other than those for special education), the size of the charter school, and how many years the charter school has been in operation.

E. Mitigating Circumstances (complete this section and attach any supporting documentation)

1. Explain why the charter school did not meet the criteria for the funding determination requested. Include specific measures or actions taken by the charter school to comply.

Yosemite-Wawona Elementary Charter School opened in 2014-2015 as a public charter school. Prior to that year the school was operated as a foundation after being closed by the district as a public school in 2010. During the time the school was a public school it was awarded supplemental funding (S. 136) from the Department of the Interior. This was funding awarded to schools that lie inside Yosemite National Park. The funding was to be made in payments for the years 2006-2009. The school was closed during that time and the final payment was not made to the school until it reopened as a public charter school. This money was the \$133,333.00 listed in Federal Revenues.

In 2014-2015, this was YWECS first year of operation as a public charter school. The school had five students and one teacher. Due to the number of students and the supplemental funding payment from the Department of Interior, YWECS was unable to spend the amount required on instruction.

The \$133,333 was not deposited until Nov. 26, 2014 which made it difficult to account for these funds in the operating budget. Operating in 2015-2016, YWECS has increased registration to 12 students, 1 certificated teacher and 2 student/ office aides. YWECS is increasing the curriculum material to meet the new common core standards while implementing updated electronic curriculum. Computers and iPads are being purchased to provide students a personal device to use for educational needs. We have been updating curriculum and instruction needs to meet these new standards and intend to spend the money that was awarded to us to increase the educational and staffing needs for our students. We anticipate the school increasing in population in the next two years.

2. List and explain the mitigating circumstance(s) to be considered by the CDE and Advisory Commission on Charter Schools (ACCS).

Yosemite-Wawona Elementary Charter School lies inside Yosemite National Park. We are a rural, mountain school. Most of our students have parents that live and work inside Yosemite National Park. These parents provide emergency services for the National Park in law enforcement and firefighting as well as building and grounds. A majority of National Park Service personnel that reside inside Yosemite National Park are required housing occupants. Due to the nature of the jobs most of these parents do not have weekends or evenings off and summer vacations are very difficult to take as this is the peak season in Yosemite. Emergency service details can be weeks long and we feel it is important to help accommodate those families who can benefit from a flex schedule. We also have several families who drive up from neighboring communities so their child can attend YWECS. In the winter, snow makes it difficult to get to Wawona. The road is a chain controlled, mountain road and is closed frequently. We do not offer public transportation and the nearest town is a 35 minute drive. Without this funding determination and flexibility our students and families have difficulties. We want to be able to offer the flex program to help relieve some of this strain on our National Park Service connected families and those that commute to our school. We want to offer more flexibility and options to the families that attend YWECS given our unique, rural location. This allows these families to provide a public education, instead of home schooling options, while being able to meet all of the educational needs of the students.

Although, YWECS is increasing registration, we rely heavily on the funding for each child to operate our school. We have been fortunate to have the supplemental one time funding from the Department of Interior but need the non-classroom based funding to continue to meet the educational needs of our students.

3. Provide any other pertinent information that may assist the CDE and ACCS in conducting a detailed review or develop a reasonable basis for a recommendation.

YWECS Charter Petition was set up to include a Flex Program for our students. Last year was the first year of operation and the school was unaware that YWECS had to file for a NBF determination. The school kept detailed records for the flex program students accounting for classroom as well as non- classroom instructional minutes. We required those in our flex program to meet every 20 days for instructional material and accountability.

On page 15-16 of YWECS Charter Petition we have established a Flex Program. It states:

The Flex Program will be a home-study option for students in grades kindergarten through eighth grade allowing families and their children more flexibility in their schooling options. The family and the charter teacher will work together to create a personalized learning plan that will be catered to meet the needs and interests of the individual student. Parents will have access to a credentialed supervising teacher who will assist in planning, implementing, assessing and adjusting the student's educational program. Parents and their students will meet with the supervising teacher at least once every 20 school days to turn in completed school work, record and establish learning objectives for the next learning period, provide any needed guidance and tutoring, and evaluate effectiveness and any needed supplementation or change to the student's program. Families will have access to all resource materials at the school. Flex Program students will also have the opportunity to join in on selective Core Program classes such as, but not limited to: instruction in mathematics, science, English Language Arts, social studies, art and field trips. Daily attendance will be recorded on an official attendance sheet by each parent for a set attendance period. Every Flex Program parent will sign-off on the attendance sheet for each day that instruction is given and will identify the subjects covered and/or taught. The parent will turn the attendance sheet in to the supervising teacher who will make a copy for the student's file and will then give the original to the school secretary for official reporting to the state.

Given YWECS unique and rural location our program would greatly benefit from being able to offer a Flex Program to our students. Due to the small student population every penny counts to provide a high quality education for the students.

Note: The \$18,122 Section D (a) was transferred in as foundation. The Foundation transferred their remaining funds to the School and are reported as such on the audited actuals.

F. Certification

I hereby certify to the best of my knowledge and belief, that the information is true and correct.

Signature of Charter School's Director, Principal, or Governing Board Chairperson

Esme McCarthy

Print Name of Charter School's Director, Principal, or Governing Board Chairperson

YWECS Administrator

Title of Authorized Individual

16-Aug-16

Date