

Yosemite Valley Charter School

Regular Scheduled Board Meeting



January 27, 2022 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA 93726

Zoom Link: <https://zoom.us/j/4183238475>

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Agenda

	Presenter(s)	Time
I. Opening Items		5:15 PM
A. Record Attendance		1 m
B. Call the Meeting to Order	Dr. Larry Jarocki	1m
C. Flag Salute		1m
D. Discussion & Potential Action on the Approval of the Agenda (p.1-4)	Dr. Larry Jarocki	1m
E. Public Comment	Dr. Larry Jarocki	5 m
F. Discussion and Potential Action to Approve the December 9, 2021 Board Meeting Minutes (p.5-9)	Dr. Larry Jarocki	1 m
II. Finance		5:25 PM
A. Discussion & Potential Action on the November & December 2021 Financials (p. 10-46)	Jim Surmeian	10 m
B. Discussion & Potential Action on the Addition of the Utility Stipend to the Compensation	Dr. Laurie Goodman	5 m

Policy (p. 47-104)		
C. Discussion & Potential Action on the Addition of the Substitute Teacher Compensation to the Compensation Policy (p. 46-105)	Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the Updated Employee Handbook (p. 106-172)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Auditor Engagement (p. 173-175)	Dr. Laurie Goodman	5 m
III. Academic Excellence		5:55 PM
A. SEL & Transition Program Student Presentations (p. 176)	Yolanda Vazquez & Student Presenters	10 m
B. Discussion & Potential Action on the School Accountability Report Card (SARC) (p. 177-204)	Dr. Laurie Goodman	10 m
C. Presentation & Potential Action on the High School A-G Grant (p. 205)	Dr. Laurie Goodman	5 m
IV. Operations		6:20 PM
A. Presentation & Potential Discussion of the COVID-19 School Report (p. 206-207)	Dr. Laurie Goodman	5 m
B. Presentation & Potential Discussion of the School's Enrollment Report & 2022-2023 Enrollment Proposal (p. 208-211)	Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the Proposed Revisions to the Vendor Agreement (p. 212-221)	Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the Proposed Virtual Educational Services Addendum (p. 222-224)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Proposed Revisions to the Field Trip Policy (p. 225-229)	Dr. Laurie Goodman	5 m

F. Discussion & Potential Action on the Virtual Activities Waivers (p. 230-236)	Dr. Laurie Goodman	5 m
G. Discussion & Potential Action on the Classified Contracts for 2022-2023 (p. 237-243)	Dr. Laurie Goodman	5 m
V. Closed Session		6:55 PM
A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/Principal (p. 244)	Dr. Larry Jarocki	15 m
B. Report Out of any Action Taken During Closed Session	Dr. Larry Jarocki	5 m
VI. Governance		7:15 PM
A. Discussion & Potential Action on the February Board Meeting Format (p. 245)	Dr. Larry Jarocki	5 m
B. Brown Act Board Training (p. 246)	Dr. Laurie Goodman	2 m
VII. Closing Items		7:22 PM
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting	Dr. Larry Jarocki	1 m
Regular: February 22, 2022 at 5:15 PM		
C. Adjourn Meeting	Dr. Larry Jarocki	1 m

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.

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**))

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.

Yosemite Valley Charter School

Board Meeting Minutes



December 9, 2021 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA 93726

Zoom Link: <https://zoom.us/j/4183238475>

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Directors Present

Dr. Larry Jarocki, Jennifer McQueen (remote), Jonna Durst, Dr. Angela Tos (remote), & Carrie Stumpfhauser

Directors Absent

None

Guests Present

Stephanie Johnson, Mariah Jordan, Kimmi Buzzard (remote), Dr. Steven James (remote), Maria Thoeni (remote), Mitchel Casados, Yolanda Vazquez (remote), Lorraine Sewell (remote), Amy Fiesen (remote), Mitchel Casados (remote), Julien Ros (remote)

Minutes

1. Opening Items
1.A. Record Attendance
1.B. Call the Meeting to Order
Dr. Larry Jarocki called the meeting of the board of directors of Monarch River Academy to order on Thursday, December 9, 2021 at 5:16 PM.

1.C. Flag Salute
Dr. Larry Jarocki led the Flag Salute.
1.D. Approval of the Agenda
Carrie Stumpfhauser made a motion to approve the agenda. Dr. Angela Tos seconded the motion. The board VOTED unanimously to approve the motion.
1.E. Public Comment
No public comments were made.
1.F. Review & Approval of Minutes
Dr. Angela Tos made a motion to approve the minutes from the Board Meeting on November 18, 2021. Carrie Stumpfhauser seconded the motion. The board VOTED unanimously to approve the motion.
2. Finance
2.A.Moderate-Severe Teacher Financial Support Policy
Carrie Stumpfhuaser motioned to approve the Moderate-Severe Teacher Financial Support Policy Dr. Angela Tos seconded the motion The board VOTED unanimously to approve the motion
3. Academic Excellence
3.A. Educator Effectiveness Block Grant - Plan Presentation & Stakeholder Input
<ul style="list-style-type: none"> • Dr. Goodman presented stakeholder feedback from staff and parents. • Carrie Stumpfhauser asked about the surveys that were shared and if the responses were combined. Dr. Laurie Goodman confirmed that yes, they were combined. Carrie shared that when the survey was included in the Weekly Buzz that it was not as easy to find. • Carrie Stumpfhauser asked how the stakeholder feedback was incorporated into the Educator Effectiveness Plan. Dr. Goodman shared that there was already a lot of alignment with stakeholder feedback in the plan.

<p>Carrie Stumpfhauser made a motion to approve the Educator Effectiveness Block Grant Plan.</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<p>Board member joined.</p>
<p>3.B. Pupil Engagement</p>
<ul style="list-style-type: none"> Stephanie Johnson presented the Pupil Engagement and Tiered reengagement plan for students. Stephanie Johnson explained that the letter is to comply with the law and families are not required to attend but that they are optional. Jennifer McQueen asked how families are notified or informed once they receive a letter and stated that parents are a little flustered because some think they may be in trouble for not attending optional videos.
<p>3.C. Transition & Counseling Program Updates</p>
<ul style="list-style-type: none"> Yolanda Vazquez and Dr. Mitchel Casados shared about the current SEL and Counseling program.
<p>3.D. School's Enrollment Report</p>
<ul style="list-style-type: none"> Dr. Laurie Goodman shared the school's current enrollment and withdrawal numbers. Carrie Stumpfhauser and Jennifer McQueen asked about the possibility of 2nd Semester Enrollment. Dr. Laurie Goodman shared that it is not likely, partially due to staffing. There is a loss of ADA, but that has been balanced by the loss of staff members.
<p>3.E. School's Current Attendance & Chronic Absenteeism Rates</p>
<ul style="list-style-type: none"> Dr. Laurie Goodman shared the school does not currently have any issues with attendance.
<p>3.F. School's Suspension & Expulsion Rates</p>
<ul style="list-style-type: none"> The school has no suspensions/expulsions to report at this time.
<p>4. Operations</p>
<p>4.A. COVID-19 School Report - December</p>
<ul style="list-style-type: none"> Dr. Laurie Goodman shared the costs for staff testing and went over the COVID-19

School Report regarding staff vaccination or testing status.
4.B. Updated Employee Handbook
<ul style="list-style-type: none"> Dr. Laurie Goodman shared that the Employee Handbook was updated with new PSL, PNL, and donation bank information and that it will be updated again with transfer of sick time from previous employers. <p>Dr. Angela Tos made a motion to table the updated Employee Handbook. Carried Stumpfhauser seconded the motion to table this agenda item until next month. The board VOTED unanimously to approve the motion.</p>
4.C. Administrator Evaluations Training for the Board
<ul style="list-style-type: none"> The administrative leadership surveys have been sent to staff for input. Training to be conducted in January.
5. Governance
5.A. Meeting Format
<p>Dr. Angela Tos made a motion to meet in a hybrid format for the next board meeting and discuss this item again in January. Carrie Stumpfhauser seconded the motion. The board VOTED to approve the motion.</p>
5.B. Brown Act Training
<p>Reminder for Board Members to complete the annual Brown Act Training if it has not been done already.</p>
6. Closing Items
6.A. Board of Director Comments & Requests
<ul style="list-style-type: none"> Bring the Updated Employee Handbook to the January Board Meeting.
6.B. Announcement of the Next Scheduled Board Meetings
<p>Regular: January 27, 2022 at 5:15 PM</p>
6.C. Adjourn Meeting

Carrie Stumpfhauser made a motion to adjourn the Board Meeting at 6:03 PM.
Jonna Durst seconded the motion.
The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made,
seconded and approved, the meeting was adjourned at 6:03 PM

Respectfully Submitted,
Dr. Larry Jarocki

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

November & December 2021 Financials

Section:	II. Finance
Item:	A. November & December 2021 Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	November & December 2021 Financial Report - MR

BACKGROUND:

- Charter Impact has created a comprehensive report for the school's November and December financial transactions and reports.

RECOMMENDATION:

- Consider approval of the November & December 2021 Financial report.

Yosemite Valley Charter School

Financial Presentation

November & December 2021

YOSEMITE VALLEY- Highlights

- Year-end revenue projections down by \$3.5M compared to Budget.
- Year-end expense projections down by \$4.2M compared to Budget.
- Year-end surplus projected at \$4.1 MM.
- Audit Adjustments to Beginning Fund Balance
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio

Cert.	Instr.
45.9%	80.4%
1,723,314	121,187

- 25:1 Pupil Teacher Ratio

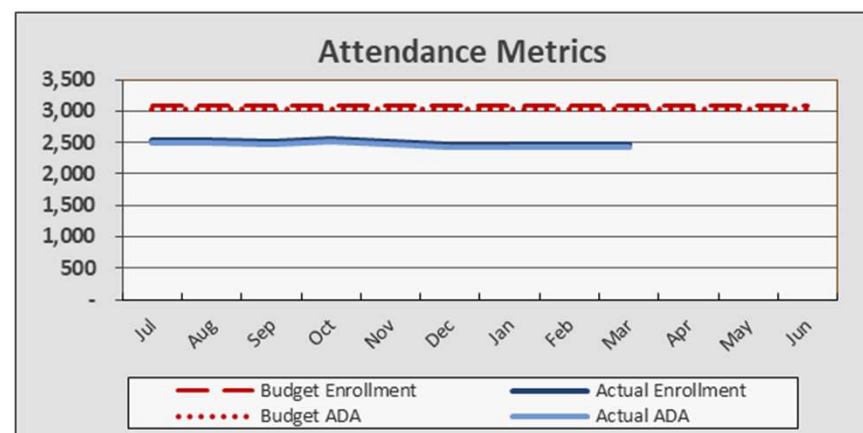
Pupil:Teacher Ratio
21.75 :1

Yosemite Valley – Audit Adjustments

- **PPP Revenue Reversed in Prior Fiscal Year (\$1.7M)**
 - Revenue moved to Current Fiscal Year
 - Timing Difference Only
- Decision was made by our external auditors and came after either publications or decisions made earlier in the year needed to be changed..

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	2508	3095
ADA	n/a	2458	3033
Attendance Rate	n/a	98.0%	98.0%
Unduplicated %	47.0%	46.5%	47.0%
Revenue per ADA		\$12,341	\$11,167
Expenses per ADA		\$10,684	\$10,041



- Projected enrollment and Average Daily Attendance (ADA) based on current student count.

YOSEMITE VALLEY - Revenue

- Revenue variances align with decrease in projected year-end ADA.

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 7,683,688	\$ 7,919,825
Federal Revenue	602,988	1,472,216
Other State Revenue	744,289	744,326
Other Local Revenue	16,432	-
Total Revenue	\$ 9,047,397	\$ 10,136,367

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 23,823,169	\$ 29,419,411	\$ (5,596,242)
3,978,372	1,740,458	2,237,914
2,510,038	2,711,291	(201,253)
16,432	-	16,432
\$ 30,328,012	\$ 33,871,161	\$ (3,543,149)

YOSEMITE VALLEY - Expenses

- Expenses variances align with decrease in projected year-end ADA.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 2,893,243	\$ 3,151,943	\$ 258,699	\$ 9,134,629	\$ 10,130,611	\$ 995,982
Classified Salaries	153,601	103,626	(49,975)	464,735	310,878	(153,857)
Benefits	956,425	996,880	40,455	2,990,771	3,144,431	153,660
Books and Supplies	1,417,350	1,504,769	87,419	4,369,422	5,111,115	741,693
Subagreement Services	1,886,948	2,829,596	942,648	7,273,485	8,827,164	1,553,678
Operations	75,111	130,867	55,756	284,778	392,600	107,822
Facilities	14,210	22,633	8,423	59,143	67,900	8,757
Professional Services	416,494	434,967	18,473	1,561,651	1,814,341	252,690
Depreciation	15,094	-	(15,094)	15,094	-	(15,094)
Interest	140,207	539,853	399,646	298,634	655,766	357,131
Total Expenses	\$ 7,968,682	\$ 9,715,134	\$ 1,746,451	\$ 26,452,342	\$ 30,454,805	\$ 4,002,463

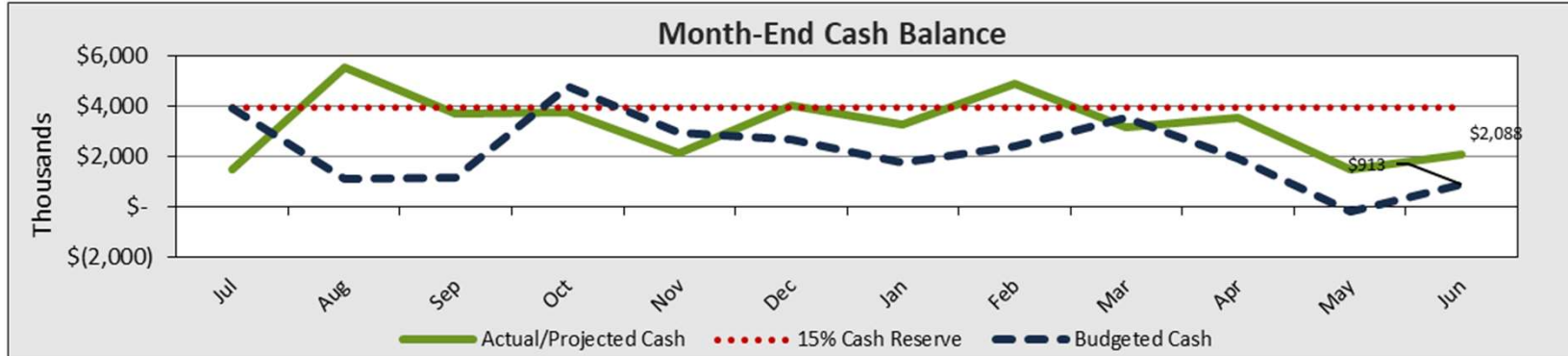
YOSEMITE VALLEY- Fund Balance

- Variance in projected surplus consistent with adjustment to average daily attendance.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (2,883,022)	\$ (4,135,493)	\$ 1,252,471	\$ 4,071,058	\$ 3,416,356	\$ 654,702
Beginning Fund Balance	<u>(1,120,210)</u>	<u>(1,120,210)</u>		<u>(1,120,210)</u>	<u>(1,120,210)</u>	
Ending Fund Balance	<u>\$ (4,003,231)</u>	<u>\$ (5,255,704)</u>		<u>\$ 2,950,847</u>	<u>\$ 2,296,146</u>	
<i>As a % of Annual Expenses</i>	-15.2%	-17.3%		11.2%	7.5%	

YOSEMITE VALLEY - Cash Balance

- No projected Cash concerns.
- Year-end cash balance projected at \$3.8M.
- Factoring complete by 4Q of the Current Fiscal Year



YOSEMITE VALLEY – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Req'd	Additional Information
FINANCE	Jan-14	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-14	Maintenance of Equity (MOE) Exception Certification - Local educational agencies (LEAs) receiving ESSER III funds are required to complete the Maintenance of Equity Exemption Certification Questionnaire to determine if they will be subject to MOE provisions related to ESSER III funds. Among five exempt categories, LEAs are exempt if they operate a single school.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-18	Expanded Learning Opportunities Grant (ELO-G) Assurances - In July 2021, as the result of AB130, the ELO-G funding source was adjusted to also include federal stimulus funding. As a result of this change, allocations have been revised to reflect the additional sources and LEAs must submit assurances and fulfill reporting requirements as a condition of funding.	Charter Impact with Client support	No	No	https://www3.cde.ca.gov/elograntassurances/login.aspx
FINANCE	Jan-18	ERMHS Level 2 Budget Requests and ADA Report due to SELPA - Detail budget requests for ERMHS funding are due to El Dorado Charter SELPA.	Client with Charter Impact Support	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-18	SpEd Pandemic Dispute Prevention & Learning Recovery Funding Reports due to SELPA - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-21	Mid-Year Expenditure Report due to SELPA - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-28	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2020 - September 30, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/anreporhelp.asp
FINANCE	Jan-31	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year - the 2020/21 audit has been extended to January 31, 2022.	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitaudi/trpt.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Client with Charter Impact support	No	No	https://www.irs.gov/forms-pubs/about-form-1095-c
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2020/21). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
FINANCE	Feb-15	Board of Equalization Property Tax Exemption - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Feb-28	Supplement to the Annual Update to the 2021-22 LCAP - LEAs are required to prepare a one-time supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and provide a report to their board at a regularly scheduled meeting on or before February 28, 2022. At this meeting, the LEA must include all of the following: •The Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement); •All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and •Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP. The report is an information item, and does not require approval at this meeting. The 2021-22 Supplement will be submitted for review and approval as part of the LEA's 2022-23 LCAP.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Feb-28	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp

YOSEMITE VALLEY - Appendix

- Monthly Cash Flow / Forecast 21-22
- Budget vs. Actual – December 2021
- Statement of Financial Position – December 2021
- Statement of Cash Flows – December 2021
- Check Register – November & December 2021
- AP Aging – December 2021
- Compliance Report

For the period ended December 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,841,993	\$ 1,832,151	\$ 9,842	\$ 7,572,637	\$ 7,532,175	\$ 40,462	\$ 28,040,231
Education Protection Account	-	-	-	111,050	151,655	(40,605)	606,620
State Aid - Prior Year	-	-	-	1	-	1	-
In Lieu of Property Taxes	-	44,951	(44,951)	-	235,995	(235,995)	772,561
Total State Aid - Revenue Limit	1,841,993	1,877,102	(35,109)	7,683,688	7,919,825	(236,137)	29,419,411
Federal Revenue							
Special Education - Entitlement	-	24,023	(24,023)	-	98,763	(98,763)	367,005
Title I, Part A - Basic Low Income	-	236,189	(236,189)	-	314,919	(314,919)	314,919
Other Federal Revenue	1,887	1,058,534	(1,056,647)	517,713	1,058,534	(540,821)	1,058,534
Prior Year Federal Revenue	-	-	-	85,275	-	85,275	-
Total Federal Revenue	1,887	1,318,747	(1,316,860)	602,988	1,472,216	(869,228)	1,740,458
Other State Revenue							
State Special Education	137,871	122,103	15,768	704,674	501,978	202,696	1,865,356
Mandated Cost	49,152	47,853	1,299	49,152	47,853	1,299	47,853
State Lottery	-	-	-	-	-	-	603,587
Prior Year Revenue	-	-	-	(9,537)	-	(9,537)	-
Other State Revenue	-	194,495	(194,495)	-	194,495	(194,495)	194,495
Total Other State Revenue	187,023	364,451	(177,428)	744,289	744,326	(36)	2,711,291
Other Local Revenue							
Interest Revenue	-	-	-	3,070	-	3,070	-
Other Fees and Contracts	13,363	-	13,363	13,363	-	13,363	-
Total Other Local Revenue	13,363	-	13,363	16,432	-	16,432	-
Total Revenues	\$ 2,044,265	\$ 3,560,299	\$ (1,516,034)	\$ 9,047,397	\$ 10,136,367	\$ (1,088,969)	\$ 33,871,161
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 552,499	\$ 638,999	\$ 86,499	\$ 3,316,383	\$ 3,833,991	\$ 517,608	\$ 7,667,982
Teachers' Extra Duty/Stipends	121,014	168,696	47,682	570,010	674,782	104,772	1,686,956
Pupil Support Salaries	57,229	34,923	(22,306)	339,947	209,537	(130,410)	419,074
Administrators' Salaries	22,350	22,698	348	129,100	136,186	7,086	272,371
Other Certificated Salaries	11,175	7,019	(4,156)	64,550	42,114	(22,436)	84,227
Total Certificated Salaries	764,267	872,333	108,067	4,419,991	4,896,610	476,619	10,130,611
Classified Salaries							
Instructional Salaries	10,737	14,673	3,936	76,457	88,035	11,578	176,071
Supervisors' and Administrators' Salaries	11,573	11,234	(339)	68,439	67,404	(1,036)	134,808
Clerical and Office Staff Salaries	14,671	-	(14,671)	79,334	-	(79,334)	-
Other Classified Salaries	4,782	-	(4,782)	11,771	-	(11,771)	-
Total Classified Salaries	41,763	25,907	(15,856)	236,002	155,439	(80,563)	310,878
Benefits							
State Teachers' Retirement System, certificated positions	123,897	139,748	15,850	702,370	784,437	82,067	1,622,924
OASDI/Medicare/Alternative, certificated positions	2,525	1,606	(919)	12,152	9,637	(2,514)	19,274
Medicare/Alternative, certificated positions	11,162	13,024	1,863	64,661	73,255	8,593	151,402
Health and Welfare Benefits, certificated positions	169,024	94,875	(74,149)	705,250	569,250	(136,000)	1,138,500
State Unemployment Insurance, certificated positions	14,160	3,308	(10,853)	21,914	19,845	(2,069)	66,150
Workers' Compensation Insurance, certificated positions	5,268	12,575	7,307	26,069	70,729	44,660	146,181
Total Benefits	326,037	265,136	(60,901)	1,532,416	1,527,152	(5,264)	3,144,431
Books & Supplies							
Textbooks and Core Materials	-	-	-	6,256	-	(6,256)	-
School Supplies	137,398	213,102	75,704	1,161,600	1,637,445	475,845	4,096,894
Software	8,126	23,283	15,158	446,304	139,700	(306,604)	279,400
Office Expense	2,821	3,158	337	40,151	18,950	(21,201)	37,900
Noncapitalized Equipment	334	36,251	35,917	101,753	278,545	176,792	696,921
Total Books & Supplies	148,679	275,794	127,115	1,756,064	2,074,640	318,576	5,111,115
Subagreement Services							
Special Education	319,058	212,725	(106,333)	611,040	1,276,350	665,310	2,552,700
Other Educational Consultants	161,319	141,377	(19,941)	888,293	1,086,326	198,033	2,717,992
Instructional Services	21,258	296,373	275,115	1,497,478	1,778,236	280,758	3,556,472
Total Subagreement Services	501,635	650,475	148,840	2,996,811	4,140,912	1,144,101	8,827,164

Yosemite Valley Charter School

Budget vs Actual

For the period ended December 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	1,668	6,742	5,073	8,181	40,450	32,269	80,900
Dues & Memberships	-	150	150	1,100	900	(200)	1,800
Insurance	17,802	20,692	2,890	104,142	124,150	20,008	248,300
Utilities	-	58	58	-	350	350	700
Janitorial Services	200	-	(200)	1,000	-	(1,000)	-
Communications	922	3,317	2,394	5,074	19,900	14,826	39,800
Postage and Shipping	-	1,758	1,758	(72)	10,550	10,621	21,100
Total Operations & Housekeeping	20,593	32,717	12,124	119,425	196,300	76,875	392,600
Facilities, Repairs & Other Leases							
Rent	3,605	750	(2,855)	21,420	4,500	(16,920)	9,000
Additional Rent	-	5,000	5,000	-	30,000	30,000	60,000
Other Leases	-	(92)	(92)	-	(550)	(550)	(1,100)
Total Facilities, Repairs & Other Leases	3,605	5,658	2,053	21,420	33,950	12,530	67,900
Professional/Consulting Services							
IT	-	117	117	-	700	700	1,400
Audit & Taxes	3,750	3,300	(450)	3,750	9,900	6,150	9,900
Legal	16,532	7,883	(8,648)	34,284	47,300	13,016	94,600
Professional Development	4,090	10,154	6,064	60,791	60,925	134	121,850
General Consulting	1,825	2,083	258	27,063	12,500	(14,563)	25,000
Special Activities/Field Trips	-	737	737	2,768	5,661	2,893	14,163
Bank Charges	809	1,133	324	4,161	6,800	2,639	13,600
Printing	-	325	325	82	1,950	1,868	3,900
Other Taxes and Fees	684	2,408	1,725	4,036	14,450	10,414	28,900
Payroll Service Fee	1,546	2,142	596	8,982	12,850	3,868	25,700
Management Fee	38,029	49,395	11,366	273,520	296,373	22,853	592,745
District Oversight Fee	55,260	56,313	1,053	230,511	237,595	7,084	882,582
Public Relations/Recruitment	-	-	-	1,000	-	(1,000)	-
Total Professional/Consulting Services	122,524	135,991	13,467	650,948	707,003	56,055	1,814,341
Depreciation							
Depreciation Expense	3,774	-	(3,774)	22,641	-	(22,641)	-
Total Depreciation	3,774	-	(3,774)	22,641	-	(22,641)	-
Interest							
Interest Expense	-	-	-	174,701	539,853	365,152	655,766
Total Interest	-	-	-	174,701	539,853	365,152	655,766
Total Expenses	\$ 1,932,876	\$ 2,264,012	\$ 331,136	\$ 11,930,419	\$ 14,271,860	\$ 2,341,441	\$ 30,454,805
Change in Net Assets	111,389	1,296,288	(1,184,898)	(2,883,021)	(4,135,493)	1,252,472	3,416,356
Net Assets, Beginning of Period	(4,114,621)			(1,120,210)			
Net Assets, End of Period	\$ (4,003,231)			\$ (4,003,231)			

Yosemite Valley Charter School

Statement of Financial Position

December 31, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,500,915	\$ 1,199,518	\$ 301,397	25%
Restricted Cash	866,767	-	866,767	0%
Total Cash & Cash Equivalents	2,367,682	1,199,518	1,168,163	0
Accounts Receivable	215,705	378,492	(162,786)	-43%
Public Funding Receivable	787,036	8,996,690	(8,209,654)	-91%
Factored Receivables	(5,219,500)	(6,392,652)	1,173,152	-18%
Due To/From Related Parties	(205,588)	(205,588)	-	0%
Prepaid Expenses	1,453,629	1,380,310	73,319	5%
Total Current Assets	(601,037)	5,356,769	(5,957,806)	(1)
Long-Term Assets				
Property & Equipment, Net	203,769	226,410	(22,641)	-10%
Total Long Term Assets	203,769	226,410	(22,641)	-10%
Total Assets	\$ (397,267)	\$ 5,583,180	\$ (5,980,447)	-107%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 299,477	\$ 639,508	\$ (340,031)	-53%
Accrued Liabilities	602,857	949,710	(346,853)	-37%
Deferred Revenue	866,767	3,222,100	(2,355,333)	-73%
Notes Payable, Current Portion	1,767,072	1,767,072	-	0%
Total Current Liabilities	3,536,172	6,578,390	(3,042,218)	-46%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	69,792	125,000	(55,208)	-44%
Total Long-Term Liabilities	69,792	125,000	(55,208)	-44%
Total Liabilities	3,605,964	6,703,390	(3,097,426)	-46%
Total Net Assets	(4,003,231)	(1,120,210)	(2,883,021)	257%
Total Liabilities and Net Assets	\$ (397,267)	\$ 5,583,180	\$ (5,980,447)	-107%

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended December 31, 2021

	Month Ended 12/31/21	YTD Ended 12/31/21
Cash Flows from Operating Activities		
Change in Net Assets	\$ 111,389	\$ (2,883,021)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	22,641
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	(49,152)	8,209,654
Grants, Contributions & Pledges Receivable	(1,627,781)	(1,010,366)
Prepaid Expenses	(7,951)	(73,319)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	36,725	(340,031)
Accrued Expenses	57,765	(346,853)
Deferred Revenue	(1,887)	(2,355,333)
Total Cash Flows from Operating Activities	(1,477,117)	1,223,372
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(55,208)
Total Cash Flows from Financing Activities	-	(55,208)
Change in Cash & Cash Equivalents	(1,477,117)	1,168,163
Cash & Cash Equivalents, Beginning of Period	3,844,799	1,199,518
Cash and Cash Equivalents, End of Period	\$ 2,367,682	\$ 2,367,682

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
15070	Abarca Group	11/3/2021	\$ 2,700.00
15071	All About Learning Press, Inc.	11/3/2021	393.21
15072	America's Kids Inc.	11/3/2021	2,367.50
15073	Ashlev Nabavi	11/3/2021	295.68
15074	Aspire Speech & Learning Center	11/3/2021	1,350.00
15075	Beautiful Feet Books, Inc.	11/3/2021	34.95
15076	Blue Shield of California	11/3/2021	130,955.19
15077	BrightThinker	11/3/2021	481.72
15078	Bullfrog Swim School	11/3/2021	2,750.00
15079	California Dental	11/3/2021	391.30
15080	Charter Impact, Inc.	11/3/2021	38,229.00
15081	ComputerLand of Silicon Valley	11/3/2021	165.00
15082	Cornerstone Educational Solutions	11/3/2021	10,302.91
15083	Dance Explosion	11/3/2021	85.00
15084	Department of Justice	11/3/2021	64.00
15085	E-Therapy LLC	11/3/2021	777.75
15086	Educational Development Corporation	11/3/2021	1,402.69
15087	eDynamic Learning	11/3/2021	255.00
15088	Fresno Fencing Academy	11/3/2021	450.00
15089	Generation Genius, Inc.	11/3/2021	370.00
15090	GL Kenpo	11/3/2021	1,100.00
15091	Growing Healthy Children Therapy Services, Inc.	11/3/2021	1,864.80
15092	Institute for Excellence in Writing	11/3/2021	195.13
15093	Jade Davis	11/3/2021	28.00
15094	Katherine Talbot	11/3/2021	177.52
15095	Kendall Hunt Publishing Company	11/3/2021	27,966.97
15096	KiwiCo, Inc	11/3/2021	4,402.34
15097	Kumon Center of Clovis	11/3/2021	720.00
15098	Kumon of Carmel	11/3/2021	1,302.50
15099	Learning Without Tears	11/3/2021	69.44
15100	Lincoln Learning Solutions	11/3/2021	1,807.00
15101	Little Passports	11/3/2021	859.75
15102	McGraw-Hill, LLC	11/3/2021	282.99
15103	Moving Beyond the Page	11/3/2021	356.28
15104	Mutual of Omaha	11/3/2021	1,931.01
15105	Natalie Douty	11/3/2021	68.32
15106	Neil Boyer	11/3/2021	1,940.00
15107	Pacific Martial Arts	11/3/2021	1,000.00
15108	Playground Training Academy, LLC	11/3/2021	1,465.00
15109	Principal Life Insurance Company	11/3/2021	9,624.33
15110	Professional Tutors of America Inc.	11/3/2021	2,085.00
15111	Rainbow Resource Center	11/3/2021	Void
15112	Rainbow Resource Center	11/3/2021	5,979.95
15113	Singapore Math, Inc.	11/3/2021	51.80
15114	Sona Atoyan	11/3/2021	400.00
15115	Specialized Therapy Services, Inc	11/3/2021	648.75
15116	Starfall Education Foundation	11/3/2021	53.70
15117	Studies Weekly	11/3/2021	Void
15118	Studies Weekly	11/3/2021	1,069.67
15119	Studio on the Hill	11/3/2021	1,790.00
15120	Susan Hancock	11/3/2021	490.00
15121	TCi	11/3/2021	614.29
15122	Teacher Synergy, LLC	11/3/2021	248.45
15123	Teaching Textbooks	11/3/2021	110.16
15124	The First Tee of Fresno	11/3/2021	80.00
15125	Timberdoodle.com	11/3/2021	889.83
15126	Time4Learning	11/3/2021	1,187.75
15127	Trigger Memory Co.	11/3/2021	66.40
15128	Tutoring Club	11/3/2021	1,920.00

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
15129	West Martial Arts	11/3/2021	340.00
15130	Westside Elementary School District	11/3/2021	50,000.00
15131	Academy of Creative Education	11/10/2021	2,100.00
15132	Axia Group	11/10/2021	295,244.00
15133	Bojuka Ryu	11/10/2021	415.00
15134	BookShark	11/10/2021	4,787.27
15135	Central Coast Language & Learning Center, Inc.	11/10/2021	405.00
15136	Charter Impact, Inc.	11/10/2021	664.17
15137	Christina Schwarz	11/10/2021	356.90
15138	CLM Farms	11/10/2021	1,240.00
15139	Effectual Educational Consulting Services	11/10/2021	5,350.00
15140	Fidelity Security Life Insurance Co.	11/10/2021	1,313.50
15141	Film School 4 Teens	11/10/2021	150.00
15142	Halau Hula I Ka La	11/10/2021	200.00
15143	Institute for Excellence in Writing	11/10/2021	410.76
15144	Kaiser Foundation Health Plan	11/10/2021	3,924.26
15145	Kaiser Foundation Health Plan	11/10/2021	46,465.61
15146	Kumon of Carmel	11/10/2021	850.50
15147	Larry Jarocki	11/10/2021	250.00
15148	Little Global Citizens LLC	11/10/2021	299.00
15149	Mandi Frost	11/10/2021	2,380.00
15150	McGraw-Hill, LLC	11/10/2021	887.94
15151	Mr. D Math, LLC	11/10/2021	394.00
15152	Silicon Valley High School Inc.	11/10/2021	Void
15153	Silicon Valley High School Inc.	11/10/2021	Void
15154	Silicon Valley High School Inc.	11/10/2021	10,545.00
15155	Sondra White	11/10/2021	75.49
15156	SpiritHorse Connections	11/10/2021	3,000.00
15157	Studies Weekly	11/10/2021	Void
15158	Studies Weekly	11/10/2021	Void
15159	Studies Weekly	11/10/2021	Void
15160	Studies Weekly	11/10/2021	Void
15161	Studies Weekly	11/10/2021	Void
15162	Studies Weekly	11/10/2021	Void
15163	Studies Weekly	11/10/2021	7,831.06
15164	Westside Elementary School District	11/10/2021	44,489.00
15165	Yuliya Hess	11/10/2021	225.00
15166	Voya Financial FBO CalSTRS Pension2	11/12/2021	7,224.00
15167	Activities for Learning Inc.	11/17/2021	130.90
15168	Aldrich Services	11/17/2021	200.00
15169	All About Learning Press, Inc.	11/17/2021	965.82
15170	Allard's Art Inc.	11/17/2021	35.00
15171	America's Kids Inc.	11/17/2021	7,129.36
15172	Aspire Speech & Learning Center	11/17/2021	1,050.00
15173	Beautiful Feet Books, Inc.	11/17/2021	876.13
15174	Bitsbox	11/17/2021	254.55
15175	BookShark	11/17/2021	Void
15176	BookShark	11/17/2021	Void
15177	BookShark	11/17/2021	Void
15178	BookShark	11/17/2021	21,006.14
15179	Braille Abilities, LLC	11/17/2021	4,236.34
15180	Braille Consultants, Inc.	11/17/2021	3,780.00
15181	Brave Writer LLC	11/17/2021	587.00
15182	Break the Barriers, Inc	11/17/2021	7,238.50
15183	Brian Hammons Piano	11/17/2021	460.00
15184	BrightThinker	11/17/2021	3,745.51
15185	Bushido Kai Karate-do	11/17/2021	105.00
15186	C&K Media Solutions	11/17/2021	250.00
15187	Central Coast Language & Learning Center, Inc.	11/17/2021	495.00

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
15188	Charter Impact, Inc.	11/17/2021	52.95
15189	Craig Daniel	11/17/2021	450.00
15190	Dayna Hopkins	11/17/2021	231.00
15191	DW Educational Research Inc.	11/17/2021	5,408.73
15192	E-Therapy LLC	11/17/2021	635.25
15193	Easy Does It Farms	11/17/2021	2,340.00
15194	Educational Development Corporation	11/17/2021	99.72
15195	Emily Catron	11/17/2021	74.98
15196	Erilynn Christiansen	11/17/2021	300.00
15197	Erin Soares	11/17/2021	39.20
15198	Evan Akuna	11/17/2021	1,260.00
15199	Evan-Moor	11/17/2021	99.99
15200	Evolve Dance Company	11/17/2021	128.00
15201	Frances T Salafia	11/17/2021	240.00
15202	Fresno Fencing Academy	11/17/2021	165.00
15203	Fresno Music Academy & Arts	11/17/2021	3,376.00
15204	Fuel Education c/o K12 Management	11/17/2021	3,560.00
15205	Generation Genius, Inc.	11/17/2021	425.00
15206	Goodfellow Occupational Therapy, Inc.	11/17/2021	6,352.50
15207	Guido's Martial Arts Academy	11/17/2021	365.00
15208	Halau Hula I Ka La	11/17/2021	200.00
15209	Hidden Hills Ranch	11/17/2021	19,240.00
15210	Home Science Tools	11/17/2021	225.84
15211	Institute for Excellence in Writing	11/17/2021	329.88
15212	JackKris Publishing, LLC	11/17/2021	83.06
15213	Jade Davis	11/17/2021	84.00
15214	JoAnn Denney	11/17/2021	200.00
15215	Juli Jones	11/17/2021	300.00
15216	KidsArt - Valencia	11/17/2021	296.00
15217	KiwiCo, Inc	11/17/2021	3,843.68
15218	Kristen Karr	11/17/2021	75.00
15219	Kumon of Carmel	11/17/2021	30.00
15220	Lab Rat Academy	11/17/2021	3,335.00
15221	Lanterns Global LLC	11/17/2021	1,450.00
15222	Learn and Create Inc	11/17/2021	1,689.89
15223	Learning A-Z	11/17/2021	200.00
15224	Learning Without Tears	11/17/2021	223.70
15225	Lighthouse Therapy LLC	11/17/2021	116,044.68
15226	Lincoln Learning Solutions	11/17/2021	116.00
15227	Little Global Citizens LLC	11/17/2021	450.00
15228	Little Passports	11/17/2021	1,571.05
15229	Logic of English	11/17/2021	416.76
15230	Mandi Frost	11/17/2021	495.00
15231	Mary Beal	11/17/2021	700.00
15232	Mary Callagy	11/17/2021	155.00
15233	Math Crazy	11/17/2021	1,290.00
15234	Mathnasium of North Fresno	11/17/2021	570.00
15235	McGraw-Hill, LLC	11/17/2021	1,253.34
15236	Megapixels LLC	11/17/2021	600.00
15237	Merrilee McCain	11/17/2021	360.00
15238	Monterey Bay Academy of Gymnastics	11/17/2021	1,620.00
15239	Monterey Bay Speech Therapy, Inc.	11/17/2021	583.30
15240	Monterey Bay Taekwondo Academy	11/17/2021	750.00
15241	Moore's Martial Arts Clovis	11/17/2021	200.00
15242	Moving Beyond the Page	11/17/2021	3,688.63
15243	Mystery Science Inc.	11/17/2021	405.00
15244	Nessy Learning LLC	11/17/2021	720.00
15245	Nicole Medeiros	11/17/2021	1,502.80
15246	Nicole the Math Lady LLC	11/17/2021	316.00

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
15247	Oak Meadow Inc.	11/17/2021	198.74
15248	Omni Learning Center Inc	11/17/2021	225.00
15249	Playground Training Academy, LLC	11/17/2021	175.00
15250	Pride Learning Co	11/17/2021	1,440.00
15251	Rachael Jantzen	11/17/2021	18.03
15252	Rainbow Resource Center	11/17/2021	2,084.97
15253	Rebecca Bennett	11/17/2021	133.06
15254	Richard Koogler	11/17/2021	826.00
15255	Sandy Torosian	11/17/2021	210.00
15256	Seaside Aquatic Club, Inc.	11/17/2021	610.00
15257	Shaye Widger	11/17/2021	177.50
15258	Sherilyn Collins	11/17/2021	70.01
15259	Shiller Learning	11/17/2021	598.90
15260	Silver Bell Barn & Equestrian Center	11/17/2021	910.00
15261	Singapore Math, Inc.	11/17/2021	722.15
15262	Sondra White	11/17/2021	125.28
15263	Steinway Piano Gallery of Fresno	11/17/2021	640.00
15264	Studies Weekly	11/17/2021	Void
15265	Studies Weekly	11/17/2021	1,559.43
15266	Studio on the Hill	11/17/2021	3,215.00
15267	Talkbox.Mom, Inc.	11/17/2021	812.94
15268	Teacher Synergy, LLC	11/17/2021	193.48
15269	Teaching Textbooks	11/17/2021	241.80
15270	The Advantage Group	11/17/2021	5,970.50
15271	The Critical Thinking Co.	11/17/2021	22.94
15272	The Talk Team	11/17/2021	1,850.00
15273	TheraSens, Inc	11/17/2021	1,200.00
15274	Timberdoodle.com	11/17/2021	87.68
15275	TouchMath Acquisition LLC	11/17/2021	428.26
15276	Trigger Memory Co.	11/17/2021	78.90
15277	United Conservatory of Music	11/17/2021	1,050.00
15278	Wendy DeRaud	11/17/2021	930.00
15279	WV Correctional Industries	11/17/2021	994.00
15280	Young Music, LLC	11/17/2021	480.50
15281	Zaner-Bloser, Inc.	11/17/2021	179.44
15282	Old Dominion Capital	11/19/2021	3,605.00
15283	Academy of Creative Education	11/24/2021	1,500.00
15284	Aldrich Services	11/24/2021	220.00
15285	All About Learning Press, Inc.	11/24/2021	453.03
15286	Amy Spano	11/24/2021	450.00
15287	Arabic Homeschool LLC	11/24/2021	384.00
15288	BookShark	11/24/2021	Void
15289	BookShark	11/24/2021	8,216.13
15290	Break the Barriers, Inc	11/24/2021	15,118.00
15291	Brenda Myers	11/24/2021	1,125.00
15292	Brian Hammons Piano	11/24/2021	Void
15293	Brian Hammons Piano	11/24/2021	4,200.00
15294	BrightThinker	11/24/2021	1,786.15
15295	Brittany Guirell	11/24/2021	225.00
15296	Bullfrog Swim School	11/24/2021	550.00
15297	Bungalow Lane ALC, Inc	11/24/2021	810.00
15298	Bushido Kai Karate-do	11/24/2021	105.00
15299	BYU Independent Study	11/24/2021	510.00
15300	Center for Autism and Related Disorders, LLC	11/24/2021	1,996.80
15301	Charter Impact, Inc.	11/24/2021	698.00
15302	Charter's Choice Educational Services	11/24/2021	175.00
15303	CharterSafe	11/24/2021	23,070.00
15304	Christine Beltz	11/24/2021	2,200.00
15305	Christopher Trevisan	11/24/2021	3,410.00

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
15306	Cindy Allington	11/24/2021	945.00
15307	CLM Farms	11/24/2021	155.00
15308	Cornerstone Educational Solutions	11/24/2021	5,141.76
15309	Courtney Hernandez	11/24/2021	89.43
15310	CybrSchool LLC	11/24/2021	900.00
15311	Denise Nicholes	11/24/2021	1,525.00
15312	Department of Justice	11/24/2021	96.00
15313	DeRoche LLC	11/24/2021	309.00

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For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
15314	Diana Porter	11/24/2021	288.00
15315	Edgenuity Inc.	11/24/2021	11,450.00
15316	Edmentum Inc	11/24/2021	590.00
15317	Educational Development Corporation	11/24/2021	199.18
15318	Educational Professionals of Central California LLC	11/24/2021	4,900.00
15319	Evan-Moor	11/24/2021	103.56
15320	Evolve Dance Company	11/24/2021	339.00
15321	Frances T Salafia	11/24/2021	180.00
15322	Fresno Jr Hockey Club	11/24/2021	725.00
15323	Fresno School of Music	11/24/2021	2,691.00
15324	Generation Genius, Inc.	11/24/2021	600.00
15325	Goodfellow Occupational Therapy, Inc.	11/24/2021	4,565.00
15326	Growing Healthy Children Therapy Services, Inc.	11/24/2021	1,508.85
15327	Guido's Martial Arts Academy	11/24/2021	2,981.00
15328	Heidi Parkin	11/24/2021	50.23
15329	High Performance Academy LLC	11/24/2021	140.00
15330	History Unboxed LLC	11/24/2021	65.41
15331	Home Science Tools	11/24/2021	119.66
15332	Hooked on Phonics	11/24/2021	314.20
15333	iCAN Junior Triathlon Club	11/24/2021	150.00
15334	Institute for Excellence in Writing	11/24/2021	789.40
15335	Jacky Bertz	11/24/2021	43.27
15336	Janell Christensen	11/24/2021	121.97
15337	Jazz Fresno	11/24/2021	105.00
15338	Jennifer McQuarrie	11/24/2021	187.00
15339	Jennifer Vernon	11/24/2021	26.03
15340	Jessica V Riggle	11/24/2021	1,495.00
15341	Jonathan Quijas	11/24/2021	164.72
15342	Kelly Pettit	11/24/2021	490.00
15343	Kimberly Schapansky	11/24/2021	480.00
15344	Kimberly Souder	11/24/2021	298.87
15345	Kumon Center of Clovis	11/24/2021	480.00
15346	Law Offices of Young, Minney, & Corr, LLP	11/24/2021	299.50
15347	Learn and Create Inc	11/24/2021	487.00
15348	Learning Without Tears	11/24/2021	35.75
15349	LEGO Education	11/24/2021	305.52
15350	Mandie's Cleaning Service	11/24/2021	200.00
15351	Maria A. Lazo	11/24/2021	160.00
15352	Mary Callagy	11/24/2021	445.00
15353	Math Crazy	11/24/2021	480.00
15354	Math-U-See Inc.	11/24/2021	150.00
15355	Mathnasium of North Fresno	11/24/2021	570.00
15356	McColgan & Associates Inc.	11/24/2021	5,721.60
15357	Melanie Sweet	11/24/2021	2,000.00
15358	Merced Academy of Dance	11/24/2021	Void
15359	Merced Academy of Dance	11/24/2021	3,438.00
15360	Michelle Barnes	11/24/2021	540.00
15361	Michelle Buchanan	11/24/2021	180.00
15362	Molly C. Oliver	11/24/2021	2,812.00
15363	Moving Beyond the Page	11/24/2021	2,617.81
15364	MoxieBox Art	11/24/2021	80.97
15365	Mystery Science Inc.	11/24/2021	69.00
15366	Neil Boyer	11/24/2021	775.00
15367	Nessy Learning LLC	11/24/2021	155.00
15368	Nicole the Math Lady LLC	11/24/2021	59.00
15369	Nicolette Pearce	11/24/2021	124.54
15370	Omni Learning Center Inc	11/24/2021	50.00
15371	Pacific Martial Arts	11/24/2021	750.00
15372	Paul Grether	11/24/2021	180.00

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Check Number	Vendor Name	Check Date	Check Amount
15419	Accrediting Commission for Schools	12/1/2021	\$ 1,100.00
15420	All About Learning Press, Inc.	12/1/2021	51.09
15421	Andrew Bomersbach	12/1/2021	23.99
15422	Anna Wilkinson	12/1/2021	3,152.00
15423	Art of Problem Solving	12/1/2021	96.00
15424	Blue Shield of California	12/1/2021	139,252.70
15425	BookShark	12/1/2021	Void
15426	BookShark	12/1/2021	Void
15427	BookShark	12/1/2021	16,804.45
15428	Bushido Kai Karate-do	12/1/2021	105.00
15429	California Dental	12/1/2021	475.93
15430	Charter Impact, Inc.	12/1/2021	38,029.00
15431	Dayna Hopkins	12/1/2021	50.62
15432	Deborah Lemen Acting Studio	12/1/2021	265.00
15433	eat2explore	12/1/2021	149.95
15434	Educational Development Corporation	12/1/2021	365.36
15435	Elizabeth Sanchez	12/1/2021	20.22
15436	Evolve Dance Company	12/1/2021	64.00
15437	Fresno Fencing Academy	12/1/2021	75.00
15438	Galindo Kenpo Academy	12/1/2021	800.00
15439	Generation Genius, Inc.	12/1/2021	550.00
15440	Hidden Hills Ranch	12/1/2021	4,515.00
15441	History Unboxed LLC	12/1/2021	186.27
15442	Home Science Tools	12/1/2021	110.98
15443	Institute for Excellence in Writing	12/1/2021	59.10
15444	Kaiser Foundation Health Plan	12/1/2021	43,053.23
15445	Karla Bell	12/1/2021	84.56
15446	Kelly Peterson	12/1/2021	80.08
15447	Kids Club Spanish School LLC	12/1/2021	180.00
15448	Kristen Rhodes	12/1/2021	79.63
15449	Learn and Create Inc	12/1/2021	392.28
15450	Learning Without Tears	12/1/2021	19.45
15451	Lejend LLC/ Kids Camp Fresno	12/1/2021	198.00
15452	Margo Sue	12/1/2021	94.31
15453	McGraw-Hill, LLC	12/1/2021	123.54
15454	Mutual of Omaha	12/1/2021	2,221.55
15455	Natalie Douty	12/1/2021	3,233.09
15456	Pacific Martial Arts	12/1/2021	375.00
15457	Paul Niemand	12/1/2021	472.50
15458	Principal Life Insurance Company	12/1/2021	9,784.71
15459	Rainbow Resource Center	12/1/2021	457.26
15460	Reading with TLC	12/1/2021	76.89
15461	Rebekah Richardson	12/1/2021	238.11
15462	Shalene Kearney	12/1/2021	369.60
15463	Shmoop University Inc	12/1/2021	3,750.00
15464	Singapore Math, Inc.	12/1/2021	55.25
15465	Starfall Education Foundation	12/1/2021	35.00
15466	Studies Weekly	12/1/2021	194.23
15467	Talkbox.Mom, Inc.	12/1/2021	113.37
15468	Teacher Synergy, LLC	12/1/2021	189.16
15469	Terrific Tutors - Michelle Arciniega	12/1/2021	1,750.00
15470	The English Learner Group, Inc.	12/1/2021	11,375.00
15471	The First Tee of Fresno	12/1/2021	120.00
15472	The Talk Team	12/1/2021	1,430.00
15473	Thimble Sewciety	12/1/2021	330.00
15474	Verizon Wireless	12/1/2021	872.62
15475	Sovantevy Long	12/3/2021	12.19
15476	The Dance Company	12/7/2021	312.00
15477	Academy of Creative Education	12/8/2021	3,600.00

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Check Number	Vendor Name	Check Date	Check Amount
15478	All About Learning Press, Inc.	12/8/2021	275.60
15479	America's Kids Inc.	12/8/2021	4,323.10
15480	Bitsbox	12/8/2021	167.70
15481	Braille Abilities, LLC	12/8/2021	3,281.02
15482	Brian Hammons Piano	12/8/2021	160.00
15483	Bungalow Lane ALC, Inc	12/8/2021	1,200.00
15484	Charter Impact, Inc.	12/8/2021	644.66
15485	College Prep Genius	12/8/2021	189.00
15486	Cornerstone Dance	12/8/2021	508.00
15487	E-Therapy LLC	12/8/2021	641.50
15488	eat2explore	12/8/2021	682.80
15489	Elizabeth Markfield	12/8/2021	14,550.00
15490	Evolve Dance Company	12/8/2021	706.00
15491	Fresno Fencing Academy	12/8/2021	1,050.00
15492	Guido's Martial Arts Academy	12/8/2021	465.00
15493	Gymnastics Beat	12/8/2021	2,360.00
15494	Home Science Tools	12/8/2021	145.13
15495	Honest History Co	12/8/2021	75.41
15496	Institute for Excellence in Writing	12/8/2021	367.38
15497	Jennifer McQueen	12/8/2021	250.00
15498	Jennifer Vernon	12/8/2021	49.90
15499	Jessica Cromar	12/8/2021	255.00
15500	Jonna Durst	12/8/2021	250.00
15501	Juli Jones	12/8/2021	660.00
15502	Kaiser Foundation Health Plan	12/8/2021	3,924.26
15503	Kumon Center of Clovis	12/8/2021	480.00
15504	Lab Rat Academy	12/8/2021	50.00
15505	Larry Jarocki	12/8/2021	250.00
15506	Learn and Create Inc	12/8/2021	690.55
15507	Learning A-Z	12/8/2021	6,935.07
15508	Learning Without Tears	12/8/2021	90.05
15509	Lighthouse Therapy LLC	12/8/2021	10,313.63
15510	Little Passports	12/8/2021	790.66
15511	Mary Beal	12/8/2021	700.00
15512	Math-U-See Inc.	12/8/2021	123.00
15513	Maureen M. Solomon	12/8/2021	750.00
15514	Megan Dorais	12/8/2021	3,327.00
15515	Melanie Sweet	12/8/2021	405.00
15516	Monterey Bay Academy of Gymnastics	12/8/2021	440.00
15517	MoxieBox Art	12/8/2021	165.97
15518	Mr. Code's Wild Ride	12/8/2021	200.00
15519	Nessy Learning LLC	12/8/2021	310.00
15520	Paul Grether	12/8/2021	135.00
15521	Peace Hill Press, Inc. dba Well Trained Mind Press	12/8/2021	94.29
15522	PRN Nursing Consultants LLC	12/8/2021	3,587.50
15523	Rainbow Resource Center	12/8/2021	1,890.85
15524	Rich Oliver Racing, Inc.	12/8/2021	1,997.00
15525	Rose Music Studios LLC	12/8/2021	1,380.00
15526	Sherry Dees	12/8/2021	630.00
15527	Silver Bell Barn & Equestrian Center	12/8/2021	1,050.00
15528	Singapore Math, Inc.	12/8/2021	137.79
15529	Studies Weekly	12/8/2021	1,002.29
15530	Susan Mason	12/8/2021	360.00
15531	Teacher Synergy, LLC	12/8/2021	96.47
15532	Teaching Textbooks	12/8/2021	67.08
15533	The First Tee of Fresno	12/8/2021	60.00
15534	The Owl Initiative	12/8/2021	700.00
15535	The Talk Team	12/8/2021	65.00
15536	Tutoring Club	12/8/2021	760.00

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Check Number	Vendor Name	Check Date	Check Amount
15537	United Conservatory of Music	12/8/2021	112.50
15538	Wilder Smith	12/8/2021	400.00
15539	Zephyr Whitaker-Adams	12/8/2021	37.87
15540	Academy of Creative Education	12/14/2021	1,500.00
15541	Aldrich Services	12/15/2021	685.00
15542	ARIEL Theatrical	12/15/2021	200.00
15543	Beautiful Feet Books, Inc.	12/15/2021	424.81
15544	Bojuka Ryu	12/15/2021	255.00
15545	BookShark	12/15/2021	75.98
15546	Brave Writer LLC	12/15/2021	71.90
15547	BrightThinker	12/15/2021	714.46
15548	C&K Media Solutions	12/15/2021	250.00
15549	Cen Cal Dance Academy	12/15/2021	112.00
15550	Classical Learning Resource Center	12/15/2021	180.00
15551	CLM Farms	12/15/2021	2,920.00
15552	Dolce Dance Studio	12/15/2021	470.00
15553	Fidelity Security Life Insurance Co.	12/15/2021	1,540.44
15554	Generation Genius, Inc.	12/15/2021	175.00
15555	Honest History Co	12/15/2021	75.41
15556	Innoved Inc.	12/15/2021	12,220.00
15557	Jade Davis	12/15/2021	84.00
15558	Jennifer Vernon	12/15/2021	64.90
15559	KiwiCo, Inc	12/15/2021	4,480.41
15560	Learning Without Tears	12/15/2021	44.79
15561	Lighthouse Therapy LLC	12/15/2021	106,163.55
15562	Lori Boles	12/15/2021	258.89
15563	Lori Pope	12/15/2021	1,300.00
15564	McGraw-Hill, LLC	12/15/2021	495.42
15565	Merced Academy of Dance	12/15/2021	440.00
15566	Monarch River Academy	12/15/2021	148,621.36
15567	Pride Learning Co	12/15/2021	1,200.00
15568	PRN Nursing Consultants LLC	12/15/2021	450.00
15569	Professional Tutors of America Inc.	12/15/2021	2,005.00
15570	Singapore Math, Inc.	12/15/2021	217.18
15571	Studies Weekly	12/15/2021	161.81
15572	Susan Hancock	12/15/2021	280.00
15573	Teacher Synergy, LLC	12/15/2021	114.20
15574	The Talk Team	12/15/2021	920.00
15575	Think Outside, LLC	12/15/2021	307.60
15576	Wendy DeRaud	12/15/2021	1,710.00
15577	Yuliya Hess	12/15/2021	225.00
15578	Voya Financial FBO CalSTRS Pension2	12/16/2021	7,224.00
15579	Melanie Sweet	12/17/2021	2,000.00
15580	Old Dominion Capital	12/17/2021	3,605.00
15581	Activities for Learning Inc.	12/21/2021	21.75
15582	America's Kids Inc.	12/21/2021	1,908.06
15583	Andrew Bomersbach	12/21/2021	47.98
15584	Arabic Homeschool LLC	12/21/2021	625.00
15585	Art of Problem Solving	12/21/2021	308.40
15586	Aspire Speech & Learning Center	12/21/2021	1,145.00
15587	Axia Group	12/21/2021	21,258.00
15588	Beautiful Feet Books, Inc.	12/21/2021	21.11
15589	Bitsbox	12/21/2021	380.55
15590	Bobby Griffin	12/21/2021	980.00
15591	Braille Abilities, LLC	12/21/2021	1,768.46
15592	Braille Consultants, Inc.	12/21/2021	2,520.00
15593	Break the Barriers, Inc	12/21/2021	112.50
15594	Brenda Myers	12/21/2021	850.00
15595	Brian Hammons Piano	12/21/2021	Void

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Check Number	Vendor Name	Check Date	Check Amount
15596	Brian Hammons Piano	12/21/2021	5,410.00
15597	BrightThinker	12/21/2021	465.48
15598	Brittany Guirell	12/21/2021	325.00
15599	Center for Autism and Related Disorders, LLC	12/21/2021	2,152.15
15600	Carrie Stumpfhauser	12/21/2021	250.00
15601	Chamber Music Unbound	12/21/2021	210.00
15602	CharterSafe	12/21/2021	23,070.00
15603	Chickie & Roo	12/21/2021	50.00
15604	Christine Echeverri	12/21/2021	159.54
15605	CLM Farms	12/21/2021	2,758.00
15606	Cornerstone Dance	12/21/2021	134.00
15607	Cornerstone Educational Solutions	12/21/2021	17,000.00
15608	Craig Daniel	12/21/2021	150.00
15609	CybrSchool LLC	12/21/2021	600.00
15610	Deborah Lemen Acting Studio	12/21/2021	265.00
15611	Denise Nicholes	12/21/2021	1,870.00
15612	Diana Porter	12/21/2021	666.00
15613	Don Johnston Inc	12/21/2021	64.80
15614	Dustin Arth	12/21/2021	1,530.00
15615	E-Therapy LLC	12/21/2021	398.25
15616	Elemental Science	12/21/2021	80.28
15617	Erilynn Christiansen	12/21/2021	200.00
15618	Evolve Dance Company	12/21/2021	276.00
15619	Fresno Fencing Academy	12/21/2021	165.00
15620	Generation Genius, Inc.	12/21/2021	800.00
15621	Goodfellow Occupational Therapy, Inc.	12/21/2021	2,530.00
15622	Guido's Martial Arts Academy	12/21/2021	2,453.00
15623	Halau Hula I Ka La	12/21/2021	200.00
15624	History Unboxed LLC	12/21/2021	689.07
15625	Home Science Tools	12/21/2021	46.80
15626	Homeschool Spanish Academy	12/21/2021	1,794.00
15627	Honest History Co	12/21/2021	43.18
15628	Innoved Inc.	12/21/2021	755.00
15629	Jazz Fresno	12/21/2021	105.00
15630	JoAnn Denney	12/21/2021	200.00
15631	Jonna Durst	12/21/2021	250.00
15632	KidsArt - Valencia	12/21/2021	296.00
15633	Kimberly Schapansky	12/21/2021	199.78
15634	KiwiCo, Inc	12/21/2021	2,729.07
15635	Kumon Center of Clovis	12/21/2021	720.00
15636	Lanterns Global LLC	12/21/2021	462.00
15637	Larry Jarocki	12/21/2021	250.00
15638	Learn and Create Inc	12/21/2021	1,755.53
15639	Learning Without Tears	12/21/2021	126.43
15640	Little Passports	12/21/2021	337.40
15641	Logic of English	12/21/2021	89.68
15642	Mammoth Mountain Ski and Snowboard Team	12/21/2021	3,500.00
15643	Mandie's Cleaning Service	12/21/2021	200.00
15644	Math Crazy	12/21/2021	480.00
15645	Mathnasium of North Fresno	12/21/2021	570.00
15646	McGraw-Hill, LLC	12/21/2021	116.27
15647	Melanie Sweet	12/21/2021	2,010.00
15648	Merced Academy of Dance	12/21/2021	386.00
15649	Merrilee McCain	12/21/2021	120.00
15650	Michailia R. Massong	12/21/2021	1,440.00
15651	Michelle Barnes	12/21/2021	420.00
15652	Michelle Buchanan	12/21/2021	180.00
15653	Molly C. Oliver	12/21/2021	1,935.00
15654	Moving Beyond the Page	12/21/2021	391.72

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Check Number	Vendor Name	Check Date	Check Amount
15655	MoxieBox Art	12/21/2021	40.48
15656	National Student Clearinghouse	12/21/2021	595.00
15657	Neil Boyer	12/21/2021	1,705.00
15658	Next Level Homeschool	12/21/2021	175.00
15659	Nicole Medeiros	12/21/2021	505.00
15660	Northwest Studio for Ballet	12/21/2021	378.00
15661	Modesto Academy of Music and Design	12/21/2021	252.00
15662	Peace Hill Press, Inc. dba Well Trained Mind Press	12/21/2021	73.47
15663	Playground Training Academy, LLC	12/21/2021	3,605.00
15664	Powerschool Group LLC	12/21/2021	322.70
15665	Procopio, Cory, Hargreaves & Savitch LLP	12/21/2021	3,169.00
15666	Project Learn	12/21/2021	2,250.00
15667	Rainbow Resource Center	12/21/2021	Void
15668	Rainbow Resource Center	12/21/2021	3,163.91
15669	Rayford Shorin-Ryu	12/21/2021	715.00
15670	Richard Koogler	12/21/2021	575.12
15671	Roberta Chatman	12/21/2021	645.00
15672	Rose Music Studios LLC	12/21/2021	60.00
15673	San Benito Aquatics	12/21/2021	475.00
15674	Sandy Torosian	12/21/2021	60.00
15675	Seesaw Learning, Inc	12/21/2021	675.00
15676	Singapore Math, Inc.	12/21/2021	186.78
15677	Sona Atoyan	12/21/2021	825.00
15678	Sondra White	12/21/2021	75.58
15679	Starfall Education Foundation	12/21/2021	35.00
15680	Steinway Piano Gallery of Fresno	12/21/2021	2,300.00
15681	Studies Weekly	12/21/2021	64.79
15682	Studio on the Hill	12/21/2021	2,100.00
15683	Susan Hancock	12/21/2021	175.00
15684	Teacher Synergy, LLC	12/21/2021	139.20
15685	Teaching Textbooks	12/21/2021	220.32
15686	The Advantage Group	12/21/2021	5,620.50
15687	The Critical Thinking Co.	12/21/2021	25.93
15688	The Dance Center	12/21/2021	1,262.80
15689	The Dance Studio 2	12/21/2021	120.00
15690	The Talk Team	12/21/2021	8,440.00
15691	Timberdoodle.com	12/21/2021	196.77
15692	Time4Learning	12/21/2021	857.85
15693	Tina M. Carter	12/21/2021	600.00
15694	Transamerica	12/21/2021	690.64
15695	Tutoring Club	12/21/2021	400.00
15696	United Conservatory of Music	12/21/2021	Void
15697	United Conservatory of Music	12/21/2021	8,362.50
15698	Verizon Wireless	12/21/2021	922.20
15699	We Got The Beat	12/21/2021	125.00
15700	Wendy DeRaud	12/21/2021	3,300.00
15701	Wilkinson Hadley King & Co. LLP	12/21/2021	3,750.00
15702	Will Aylsworth	12/21/2021	798.00
15703	Williamsburg Learning	12/21/2021	Void
15704	Williamsburg Learning	12/21/2021	28,829.00
15705	Fresno County Office of Education	12/29/2021	200,683.26
15706	Fresno County Office of Education	12/29/2021	585.00
15707	Voya Financial FBO CalSTRS Pension2	12/29/2021	7,224.00

Total Disbursements Issued in December \$ 1,091,115.45

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
15373	Penelope S. Suter, O.D., An Optometric Professional Corpora	11/24/2021	720.00
15374	Playground Training Academy, LLC	11/24/2021	3,090.00
15375	PRN Nursing Consultants LLC	11/24/2021	225.00
15376	Project Learn	11/24/2021	7,200.00
15377	Rainbow Resource Center	11/24/2021	1,840.57
15378	Reading with TLC	11/24/2021	76.99
15379	Rich Oliver Racing, Inc.	11/24/2021	3,085.00
15380	Richard Koogler	11/24/2021	416.08
15381	Roberta Chatman	11/24/2021	270.00
15382	Rojeski Student Support	11/24/2021	665.00
15383	Run Fierce Cencal Kids	11/24/2021	160.00
15384	San Benito Aquatics	11/24/2021	600.00
15385	San Benito Dance Academy	11/24/2021	80.00
15386	San Joaquin County Office of Education	11/24/2021	4,000.00
15387	Sara Maguire	11/24/2021	63.77
15388	Shiller Learning	11/24/2021	242.45
15389	Shirley Winters Ballet	11/24/2021	1,127.00
15390	Simba School of Music	11/24/2021	305.00
15391	Specialized Therapy Services, Inc	11/24/2021	1,746.25
15392	Steinway Piano Gallery of Fresno	11/24/2021	1,950.00
15393	Studies Weekly	11/24/2021	64.90
15394	Studio on the Hill	11/24/2021	1,230.00
15395	Susan Mason	11/24/2021	900.00
15396	Suzanne Anderson	11/24/2021	600.00
15397	Sylvan Learning Salinas/Monterey	11/24/2021	250.00
15398	TCi	11/24/2021	603.41
15399	Teacher Synergy, LLC	11/24/2021	130.59
15400	Teaching Textbooks	11/24/2021	264.69
15401	The Dance Center	11/24/2021	4,871.00
15402	The Dance Company	11/24/2021	312.00
15403	The Dance Studio 2	11/24/2021	600.00
15404	The Owl Initiative	11/24/2021	350.00
15405	The Talk Team	11/24/2021	8,591.25
15406	The Wahine Project	11/24/2021	2,546.66
15407	Timberdoodle.com	11/24/2021	875.13
15408	Time4Learning	11/24/2021	1,336.65
15409	Tina M. Carter	11/24/2021	600.00
15410	TouchMath Acquisition LLC	11/24/2021	77.86
15411	Transamerica	11/24/2021	690.64
15412	United Conservatory of Music	11/24/2021	4,575.00
15413	Wieser Educational	11/24/2021	144.28
15414	Will Aylsworth	11/24/2021	735.00
15415	WM Music Lessons	11/24/2021	360.00
15416	Voya Financial FBO CalSTRS Pension2	11/29/2021	7,224.00
15417	Fresno County Office of Education	11/30/2021	198,657.23
15418	Fresno County Office of Education	11/30/2021	585.00

Total Disbursements Issued in November \$ 1,437,040.92

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Granite Mountain Charter School	GMCS-YVCS	6/30/2020	6/30/2020	\$ -	\$ -	\$ -	\$ -	\$ 196,872	\$ 196,872
Triumph Academy	TA-YVCS	6/30/2020	6/30/2020	-	-	-	-	6,572	6,572
Institute for Excellence in Writing	845546	12/13/2021	1/13/2021	-	-	-	-	22	22
BrightThinker	SINV3495	8/30/2021	9/29/2021	-	-	-	-	124	124
BrightThinker	SINV3497	8/30/2021	9/29/2021	-	-	-	-	124	124
BrightThinker	SINV3498	8/31/2021	9/30/2021	-	-	-	-	124	124
BrightThinker	SINV3499	8/31/2021	9/30/2021	-	-	-	-	124	124
BrightThinker	SINV3500	8/31/2021	9/30/2021	-	-	-	-	249	249
BrightThinker	SINV3501	8/31/2021	9/30/2021	-	-	-	-	249	249
BrightThinker	SINV3502	8/31/2021	9/30/2021	-	-	-	-	124	124
BrightThinker	SINV3494	8/31/2021	9/30/2021	-	-	-	-	357	357
Starfall Education Foundation	8557-3757-3347	8/31/2021	9/30/2021	-	-	-	-	35	35
Monarch River Academy	HQT1021YVC	11/22/2021	11/22/2021	-	-	27,994	-	-	27,994
Ashlev Nabavi	NABA113021	11/30/2021	11/30/2021	-	-	49	-	-	49
Department of Justice	552470	12/3/2021	12/3/2021	-	64	-	-	-	64
Brave Writer LLC	100873-P007	12/9/2021	12/9/2021	-	129	-	-	-	129
Kelly Peterson	PETE121321	12/13/2021	12/13/2021	-	160	-	-	-	160
Jennifer Vernon	VERN121421	12/14/2021	12/14/2021	-	47	-	-	-	47
Big Little Ones, LLC	2454	12/14/2021	12/14/2021	-	340	-	-	-	340
America's Kids Inc.	250-YVS	12/15/2021	12/15/2021	-	935	-	-	-	935
America's Kids Inc.	251-YVS	12/15/2021	12/15/2021	-	2,385	-	-	-	2,385
America's Kids Inc.	252-YVS	12/15/2021	12/15/2021	-	3,274	-	-	-	3,274
America's Kids Inc.	253-YVS	12/15/2021	12/15/2021	-	1,379	-	-	-	1,379
Kimberly Souder	SOUD121521	12/15/2021	12/15/2021	-	138	-	-	-	138
Kimberly Souder	SOUD121521-01	12/15/2021	12/15/2021	-	222	-	-	-	222
Kimberly Souder	SOUND121521-02	12/15/2021	12/15/2021	-	158	-	-	-	158
Charter Impact, Inc.	PR121521	12/15/2021	12/15/2021	-	901	-	-	-	901
Big Little Ones, LLC	2470	12/16/2021	12/16/2021	-	185	-	-	-	185
Big Little Ones, LLC	2476	12/16/2021	12/16/2021	-	185	-	-	-	185
Steinway Piano Gallery of Fresno	342	11/17/2021	12/17/2021	-	140	-	-	-	140
Kimberly Souder	SOUD121821	12/18/2021	12/18/2021	-	184	-	-	-	184
PRN Nursing Consultants LLC	211700	11/18/2021	12/18/2021	-	225	-	-	-	225
Shirley Winters Ballet	21-212036-01	12/21/2021	12/21/2021	-	58	-	-	-	58
Shirley Winters Ballet	21-214703-01	12/21/2021	12/21/2021	-	177	-	-	-	177
Shirley Winters Ballet	21-219517-01	12/21/2021	12/21/2021	-	105	-	-	-	105
Shirley Winters Ballet	21-223531-01	12/21/2021	12/21/2021	-	336	-	-	-	336
Shirley Winters Ballet	21-224355-01	12/21/2021	12/21/2021	-	125	-	-	-	125
Shirley Winters Ballet	21-227000-01	12/21/2021	12/21/2021	-	140	-	-	-	140
Shirley Winters Ballet	21-227004-01	12/21/2021	12/21/2021	-	375	-	-	-	375
Shirley Winters Ballet	21-228409-01	12/21/2021	12/21/2021	-	58	-	-	-	58
Shirley Winters Ballet	21-229610-01	12/21/2021	12/21/2021	-	299	-	-	-	299
Shirley Winters Ballet	21-229620-01	12/21/2021	12/21/2021	-	260	-	-	-	260
Shirley Winters Ballet	21-229620-02	12/21/2021	12/21/2021	-	175	-	-	-	175
Shirley Winters Ballet	21-229666-01	12/21/2021	12/21/2021	-	58	-	-	-	58
Studies Weekly	418396	12/22/2021	12/22/2021	-	33	-	-	37 of 246	33

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	418404	12/22/2021	12/22/2021	-	32	-	-	-	32
Studies Weekly	418618	12/22/2021	12/22/2021	-	32	-	-	-	32
Studies Weekly	418622	12/22/2021	12/22/2021	-	32	-	-	-	32
Studies Weekly	418819	12/22/2021	12/22/2021	-	32	-	-	-	32
Studies Weekly	419025	12/22/2021	12/22/2021	-	65	-	-	-	65
Studies Weekly	419574	12/22/2021	12/22/2021	-	45	-	-	-	45
Studies Weekly	419578	12/22/2021	12/22/2021	-	65	-	-	-	65
Studies Weekly	419579	12/22/2021	12/22/2021	-	32	-	-	-	32
Thimble Sewciety	038	11/23/2021	12/23/2021	-	330	-	-	-	330
Academy of Creative Education	177-YVS	12/3/2021	1/1/2022	1,500	-	-	-	-	1,500
Teacher Synergy, LLC	176972795	12/13/2021	1/3/2022	20	-	-	-	-	20
Teacher Synergy, LLC	176974327	12/13/2021	1/3/2022	7	-	-	-	-	7
Teacher Synergy, LLC	177052521	12/14/2021	1/4/2022	5	-	-	-	-	5
Teacher Synergy, LLC	177054212	12/14/2021	1/4/2022	21	-	-	-	-	21
Teacher Synergy, LLC	177135159	12/14/2021	1/4/2022	30	-	-	-	-	30
Rojeski Student Support	21-222867-01	12/6/2021	1/5/2022	300	-	-	-	-	300
Rojeski Student Support	21-223524-01	12/6/2021	1/5/2022	140	-	-	-	-	140
Rojeski Student Support	21-223704-01	12/6/2021	1/5/2022	175	-	-	-	-	175
Learn and Create Inc	20636	12/6/2021	1/5/2022	527	-	-	-	-	527
Sona Atoyan	96	12/7/2021	1/6/2022	200	-	-	-	-	200
Teacher Synergy, LLC	177413780	12/16/2021	1/6/2022	9	-	-	-	-	9
Abarca Group	21-212969-01	12/9/2021	1/8/2022	100	-	-	-	-	100
Abarca Group	21-219948-01	12/9/2021	1/8/2022	75	-	-	-	-	75
Abarca Group	21-224047-01	12/9/2021	1/8/2022	105	-	-	-	-	105
Abarca Group	21-224048-01	12/9/2021	1/8/2022	105	-	-	-	-	105
Abarca Group	21-224797-01	12/9/2021	1/8/2022	70	-	-	-	-	70
Abarca Group	21-226729-01	12/9/2021	1/8/2022	75	-	-	-	-	75
Abarca Group	21-226860-01	12/9/2021	1/8/2022	75	-	-	-	-	75
Abarca Group	21-226862-01	12/9/2021	1/8/2022	75	-	-	-	-	75
Academy of Creative Education	21-225290-01	12/10/2021	1/9/2022	300	-	-	-	-	300
Academy of Creative Education	21-225290-02	12/10/2021	1/9/2022	300	-	-	-	-	300
Penelope S. Suter, O.D., An Optometric	33159-1121	12/10/2021	1/9/2022	180	-	-	-	-	180
Learn and Create Inc	20657	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc	20660	12/10/2021	1/9/2022	290	-	-	-	-	290
Learn and Create Inc	20669	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc	20670	12/10/2021	1/9/2022	450	-	-	-	-	450
Generation Genius, Inc.	GG113633	12/10/2021	1/9/2022	175	-	-	-	-	175
Specialized Therapy Services, Inc	YVCS01-1121	11/30/2021	1/9/2022	473	-	-	-	-	473
Simin Cruz	12-Dec	12/10/2021	1/9/2022	240	-	-	-	-	240
Beautiful Feet Books, Inc.	16027	12/10/2021	1/9/2022	289	-	-	-	-	289
Home Science Tools	000375621	12/11/2021	1/10/2022	70	-	-	-	-	70
Nicole the Math Lady LLC	4100	12/11/2021	1/10/2022	79	-	-	-	-	79
Nicole the Math Lady LLC	4101	12/11/2021	1/10/2022	59	-	-	-	-	59
Nicole the Math Lady LLC	4102	12/11/2021	1/10/2022	59	-	-	-	-	59
Nicole the Math Lady LLC	4103	12/11/2021	1/10/2022	149	-	-	-	38 of 246	149

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Nicole the Math Lady LLC	4104	12/11/2021	1/10/2022	79	-	-	-	-	79
Mammoth Mountain Ski and Snowboard	194	12/12/2021	1/11/2022	350	-	-	-	-	350
Mammoth Mountain Ski and Snowboard	195	12/12/2021	1/11/2022	200	-	-	-	-	200
Mammoth Mountain Ski and Snowboard	196	12/12/2021	1/11/2022	350	-	-	-	-	350
Mammoth Mountain Ski and Snowboard	197	12/12/2021	1/11/2022	350	-	-	-	-	350
Mammoth Mountain Ski and Snowboard	198	12/12/2021	1/11/2022	350	-	-	-	-	350
MoxieBox Art	8250	12/12/2021	1/11/2022	40	-	-	-	-	40
Rainbow Resource Center	3633190	12/13/2021	1/12/2022	115	-	-	-	-	115
Roberta Chatman	21-227267-01	12/13/2021	1/12/2022	35	-	-	-	-	35
Roberta Chatman	21-228413-01	12/13/2021	1/12/2022	60	-	-	-	-	60
Steinway Piano Gallery of Fresno	21-228188-01	12/13/2021	1/12/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	21-228196-01	12/13/2021	1/12/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	21-228449-02	12/13/2021	1/12/2022	140	-	-	-	-	140
Roberta Chatman	21-221179-01	12/13/2021	1/12/2022	15	-	-	-	-	15
Roberta Chatman	21-221179-02	12/13/2021	1/12/2022	15	-	-	-	-	15
Roberta Chatman	21-221179-03	12/13/2021	1/12/2022	15	-	-	-	-	15
Roberta Chatman	21-226994-01	12/13/2021	1/12/2022	240	-	-	-	-	240
Teacher Synergy, LLC	177699259	12/22/2021	1/12/2022	18	-	-	-	-	18
Teacher Synergy, LLC	177699337	12/22/2021	1/12/2022	42	-	-	-	-	42
Teacher Synergy, LLC	177699403	12/22/2021	1/12/2022	72	-	-	-	-	72
The Talk Team	95756	12/13/2021	1/12/2022	345	-	-	-	-	345
The Talk Team	95757	12/13/2021	1/12/2022	390	-	-	-	-	390
The Talk Team	95758	12/13/2021	1/12/2022	219	-	-	-	-	219
The Talk Team	95759	12/13/2021	1/12/2022	230	-	-	-	-	230
The Talk Team	95760	12/13/2021	1/12/2022	390	-	-	-	-	390
MEL Science U.S. LLC	MA2021121305	12/13/2021	1/12/2022	227	-	-	-	-	227
Melanie Sweet	208A	12/13/2021	1/12/2022	140	-	-	-	-	140
Modesto Academy of Music & Design	317	12/13/2021	1/12/2022	383	-	-	-	-	383
Moving Beyond the Page	263424	12/13/2021	1/12/2022	194	-	-	-	-	194
Homeschool Planet	1201	12/13/2021	1/12/2022	54	-	-	-	-	54
Brian Hammons Piano	21-228186-01	12/13/2021	1/12/2022	150	-	-	-	-	150
Learn and Create Inc	20680	12/13/2021	1/12/2022	290	-	-	-	-	290
BrightThinker	SINV4079	12/13/2021	1/12/2022	124	-	-	-	-	124
BrightThinker	SINV4080	12/13/2021	1/12/2022	124	-	-	-	-	124
BrightThinker	SINV4081	12/13/2021	1/12/2022	357	-	-	-	-	357
BrightThinker	SINV4082	12/13/2021	1/12/2022	249	-	-	-	-	249
BrightThinker	SINV4088	12/13/2021	1/12/2022	124	-	-	-	-	124
Gymnastics Beat	21-221074-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-221726-01	12/14/2021	1/13/2022	100	-	-	-	-	100
Gymnastics Beat	21-221726-02	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-221752-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-221755-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-222254-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-222264-01	12/14/2021	1/13/2022	50	-	-	-	-	50
Gymnastics Beat	21-222264-02	12/14/2021	1/13/2022	200	-	-	-	39 of 246	200

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Gymnastics Beat	21-222264-03	12/14/2021	1/13/2022	100	-	-	-	-	100
Gymnastics Beat	21-222389-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-223020-01	12/14/2021	1/13/2022	60	-	-	-	-	60
Gymnastics Beat	21-225244-01	12/14/2021	1/13/2022	120	-	-	-	-	120
Gymnastics Beat	21-225499-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-226044-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-226243-01	12/14/2021	1/13/2022	100	-	-	-	-	100
Gymnastics Beat	21-226374-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-226378-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-226718-01	12/14/2021	1/13/2022	100	-	-	-	-	100
Gymnastics Beat	21-226919-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Learn and Create Inc	20689	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc	20690	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc	20691	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc	20692	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc	20693	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc	20694	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc	20695	12/14/2021	1/13/2022	450	-	-	-	-	450
Bushido Kai Karate-do	21-227918-01	12/14/2021	1/13/2022	105	-	-	-	-	105
Institute for Excellence in Writing	845539	12/13/2021	1/13/2022	22	-	-	-	-	22
Institute for Excellence in Writing	845541	12/13/2021	1/13/2022	22	-	-	-	-	22
Melanie Sweet	223A	12/14/2021	1/13/2022	80	-	-	-	-	80
Maria A. Lazo	21-223415-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Jazz Fresno	21-228181-01	12/14/2021	1/13/2022	140	-	-	-	-	140
Institute for Excellence in Writing	846034	12/13/2021	1/13/2022	206	-	-	-	-	206
Learning Without Tears	INV134819	12/14/2021	1/13/2022	29	-	-	-	-	29
Learning Without Tears	INV134820	12/14/2021	1/13/2022	29	-	-	-	-	29
Learning Without Tears	INV134822	12/14/2021	1/13/2022	29	-	-	-	-	29
Learning Without Tears	INV134825	12/14/2021	1/13/2022	29	-	-	-	-	29
Learning Without Tears	INV134835	12/14/2021	1/13/2022	16	-	-	-	-	16
All About Learning Press, Inc.	909694	12/14/2021	1/13/2022	51	-	-	-	-	51
All About Learning Press, Inc.	909697	12/14/2021	1/13/2022	113	-	-	-	-	113
Academy of Creative Education	21-228707-01	12/14/2021	1/13/2022	113	-	-	-	-	113
Academy of Creative Education	21-228710-01	12/14/2021	1/13/2022	113	-	-	-	-	113
Academy of Creative Education	21-228844-01	12/14/2021	1/13/2022	450	-	-	-	-	450
Academy of Creative Education	21-228844-02	12/14/2021	1/13/2022	450	-	-	-	-	450
Roberta Chatman	21-227264-01	12/14/2021	1/13/2022	30	-	-	-	-	30
Roberta Chatman	21-227265-01	12/14/2021	1/13/2022	30	-	-	-	-	30
Rainbow Resource Center	3634661	12/14/2021	1/13/2022	38	-	-	-	-	38
Rainbow Resource Center	3634745	12/14/2021	1/13/2022	496	-	-	-	-	496
Rainbow Resource Center	3634838	12/14/2021	1/13/2022	119	-	-	-	-	119
Brenda Myers	21-228228-01	12/14/2021	1/13/2022	100	-	-	-	-	100
Brenda Myers	21-228990-01	12/15/2021	1/14/2022	100	-	-	-	-	100
Art of Problem Solving	223510	12/15/2021	1/14/2022	22	-	-	-	-	22
Ramsey Solutions	INV488521	12/15/2021	1/14/2022	20	-	-	-	40 of 246	20

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3636279	12/15/2021	1/14/2022	135	-	-	-	-	135
Simba School of Music	21-224632-01	12/15/2021	1/14/2022	140	-	-	-	-	140
Simba School of Music	21-225669-01	12/15/2021	1/14/2022	140	-	-	-	-	140
Simba School of Music	21-225670-01	12/15/2021	1/14/2022	165	-	-	-	-	165
Rose Music Studios LLC	21-228225-01	12/15/2021	1/14/2022	120	-	-	-	-	120
Talkbox.Mom, Inc.	557761 - 1	12/15/2021	1/14/2022	142	-	-	-	-	142
Talkbox.Mom, Inc.	565651	12/15/2021	1/14/2022	86	-	-	-	-	86
United Conservatory of Music	21-228871-01	12/15/2021	1/14/2022	150	-	-	-	-	150
Zaner-Bloser, Inc.	10329225	12/15/2021	1/14/2022	27	-	-	-	-	27
Teaching Textbooks	41550	12/15/2021	1/14/2022	43	-	-	-	-	43
All About Learning Press, Inc.	909711	12/15/2021	1/14/2022	80	-	-	-	-	80
All About Learning Press, Inc.	909712	12/15/2021	1/14/2022	51	-	-	-	-	51
All About Learning Press, Inc.	909715	12/15/2021	1/14/2022	195	-	-	-	-	195
Playground Training Academy, LLC	YV December 15	12/15/2021	1/14/2022	180	-	-	-	-	180
Little Passports	117751068	12/15/2021	1/14/2022	169	-	-	-	-	169
Little Passports	117752782	12/15/2021	1/14/2022	169	-	-	-	-	169
Little Passports	117830507	12/15/2021	1/14/2022	232	-	-	-	-	232
Little Passports	117830521	12/15/2021	1/14/2022	168	-	-	-	-	168
Moving Beyond the Page	263486	12/15/2021	1/14/2022	54	-	-	-	-	54
Moving Beyond the Page	263487	12/15/2021	1/14/2022	21	-	-	-	-	21
Moving Beyond the Page	263488	12/15/2021	1/14/2022	369	-	-	-	-	369
Evan-Moor	INV334380	12/15/2021	1/14/2022	18	-	-	-	-	18
eDynamic Learning	21-2-0388	12/15/2021	1/14/2022	265	-	-	-	-	265
Discount School Supply	P40995950101	12/15/2021	1/14/2022	111	-	-	-	-	111
Learn and Create Inc	20698	12/15/2021	1/14/2022	450	-	-	-	-	450
Learn and Create Inc	20699	12/15/2021	1/14/2022	450	-	-	-	-	450
Hands 4 Building, LLC	2818	12/15/2021	1/14/2022	148	-	-	-	-	148
Code Ninjas	21-210904-01	12/15/2021	1/14/2022	180	-	-	-	-	180
Code Ninjas	21-210904-02	12/15/2021	1/14/2022	180	-	-	-	-	180
Code Ninjas	21-213620-01	12/15/2021	1/14/2022	325	-	-	-	-	325
Code Ninjas	21-213621-01	12/15/2021	1/14/2022	325	-	-	-	-	325
Code Ninjas	21-218840-01	12/15/2021	1/14/2022	200	-	-	-	-	200
Code Ninjas	21-218842-01	12/15/2021	1/14/2022	100	-	-	-	-	100
Code Ninjas	21-223043-01	12/15/2021	1/14/2022	200	-	-	-	-	200
Code Ninjas	21-223044-01	12/15/2021	1/14/2022	100	-	-	-	-	100
Denise Nicholes	21-229195-01	12/16/2021	1/15/2022	100	-	-	-	-	100
Denise Nicholes	21-229195-02	12/16/2021	1/15/2022	100	-	-	-	-	100
Denise Nicholes	21-229197-01	12/16/2021	1/15/2022	100	-	-	-	-	100
Denise Nicholes	21-229197-02	12/16/2021	1/15/2022	100	-	-	-	-	100
BrightThinker	SINV4099	12/16/2021	1/15/2022	124	-	-	-	-	124
BrightThinker	SINV4100	12/16/2021	1/15/2022	124	-	-	-	-	124
Logic of English	SI-140262	12/16/2021	1/15/2022	138	-	-	-	-	138
Institute for Excellence in Writing	846276	12/15/2021	1/15/2022	59	-	-	-	-	59
PRN Nursing Consultants LLC	211748	12/16/2021	1/15/2022	225	-	-	-	-	225
San Benito Dance Academy	21-222269-01	12/16/2021	1/15/2022	80	-	-	-	41 of 246	80

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Singapore Math, Inc.	449391	12/16/2021	1/15/2022	40	-	-	-	-	40
Art of Problem Solving	223557	12/16/2021	1/15/2022	156	-	-	-	-	156
TouchMath Acquisition LLC	200194270	12/17/2021	1/16/2022	43	-	-	-	-	43
All About Learning Press, Inc.	909735	12/17/2021	1/16/2022	225	-	-	-	-	225
Lighthouse Therapy LLC	562	12/2/2021	1/16/2022	11,891	-	-	-	-	11,891
Kumon Center of Clovis	0888	12/17/2021	1/16/2022	240	-	-	-	-	240
BrightThinker	SINV4107	12/17/2021	1/16/2022	124	-	-	-	-	124

Yosemite Valley Charter School

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December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Educational Development Corporation	DIR0516988	12/17/2021	1/16/2022	62	-	-	-	-	62
Susan Hancock	225	12/18/2021	1/17/2022	525	-	-	-	-	525
Robert Melendez	1639	12/18/2021	1/17/2022	162	-	-	-	-	162
Silver Bell Barn & Equestrian Center	3253	12/19/2021	1/18/2022	140	-	-	-	-	140
eat2explore	101149	12/19/2021	1/18/2022	31	-	-	-	-	31
Learn and Create Inc	20708	12/20/2021	1/19/2022	450	-	-	-	-	450
Learn and Create Inc	20709	12/20/2021	1/19/2022	450	-	-	-	-	450
Learn and Create Inc	20711	12/20/2021	1/19/2022	450	-	-	-	-	450
Learn and Create Inc	20715	12/20/2021	1/19/2022	164	-	-	-	-	164
Logic of English	SI-140411	12/20/2021	1/19/2022	203	-	-	-	-	203
Rich Oliver Racing, Inc.	2021-012-001	12/20/2021	1/19/2022	549	-	-	-	-	549
Rainbow Resource Center	3640379	12/20/2021	1/19/2022	111	-	-	-	-	111
Rainbow Resource Center	3640380	12/20/2021	1/19/2022	145	-	-	-	-	145
Rainbow Resource Center	3641293	12/20/2021	1/19/2022	115	-	-	-	-	115
Trigger Memory Co.	2685	12/20/2021	1/19/2022	79	-	-	-	-	79
The Owl Initiative	AM11	12/20/2021	1/19/2022	350	-	-	-	-	350
The Owl Initiative	EM11	12/20/2021	1/19/2022	350	-	-	-	-	350
The Owl Initiative	JV12	12/20/2021	1/19/2022	25	-	-	-	-	25
Rainbow Resource Center	3641515	12/21/2021	1/20/2022	34	-	-	-	-	34
Rainbow Resource Center	3641612	12/21/2021	1/20/2022	121	-	-	-	-	121
PRN Nursing Consultants LLC	211758	12/21/2021	1/20/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211837	12/21/2021	1/20/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211842	12/21/2021	1/20/2022	225	-	-	-	-	225
Singapore Math, Inc.	449664	12/21/2021	1/20/2022	112	-	-	-	-	112
Singapore Math, Inc.	449665	12/21/2021	1/20/2022	27	-	-	-	-	27
Singapore Math, Inc.	449667	12/21/2021	1/20/2022	26	-	-	-	-	26
PRN Nursing Consultants LLC	211641	12/21/2021	1/20/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211644	12/21/2021	1/20/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211645	12/21/2021	1/20/2022	225	-	-	-	-	225
Guido's Martial Arts Academy	21-229720-01	12/21/2021	1/20/2022	169	-	-	-	-	169
Erilynne Christiansen	21-227912-01	12/22/2021	1/21/2022	100	-	-	-	-	100
Erilynne Christiansen	21-227914-01	12/22/2021	1/21/2022	100	-	-	-	-	100
Melody Piano Lessons	31	12/22/2021	1/21/2022	200	-	-	-	-	200
Rojeski Student Support	21-225711-01	12/22/2021	1/21/2022	300	-	-	-	-	300
Rainbow Resource Center	3642928	12/22/2021	1/21/2022	56	-	-	-	-	56
Rainbow Resource Center	3642997	12/22/2021	1/21/2022	33	-	-	-	-	33
Rainbow Resource Center	3643023	12/22/2021	1/21/2022	43	-	-	-	-	43
Rainbow Resource Center	3643025	12/22/2021	1/21/2022	26	-	-	-	-	26
Rainbow Resource Center	3643026	12/22/2021	1/21/2022	26	-	-	-	-	26
Rainbow Resource Center	3643027	12/22/2021	1/21/2022	26	-	-	-	-	26
Rainbow Resource Center	3643028	12/22/2021	1/21/2022	33	-	-	-	-	33
Talkbox.Mom, Inc.	566350	12/22/2021	1/21/2022	111	-	-	-	-	111
LEGO Education	1190489326	11/23/2021	1/22/2022	338	-	-	-	-	338
Braille Consultants, Inc.	92	12/30/2021	1/29/2022	2,340	-	-	-	-	2,340
LEGO Education	1190491091	12/10/2021	2/8/2022	367	-	-	-	43 of 246	367

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December 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Math-U-See Inc.	0747476-IN	12/13/2021	2/11/2022	212	-	-	-	-	212
Total Outstanding Payables in December				\$ 52,539	\$ 13,916	\$ 28,043	\$ -	\$ 204,979	\$ 299,477

Compliance Reporting
Yosemite Valley Charter School

Area	Due Date	Description	Completed By	Board Must Approve	Signature Req'd	Additional Information
FINANCE	Jan-14	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-14	Maintenance of Equity (MOE) Exception Certification - Local educational agencies (LEAs) receiving ESSER III funds are required to complete the Maintenance of Equity Exemption Certification Questionnaire to determine if they will be subject to MOE provisions related to ESSER III funds. Among five exempt categories, LEAs are exempt if they operate a single school.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-18	Expanded Learning Opportunities Grant (ELO-G) Assurances - In July 2021, as the result of AB130, the ELO-G funding source was adjusted to also include federal stimulus funding. As a result of this change, allocations have been revised to reflect the additional sources and LEAs must submit assurances and fulfill reporting requirements as a condition of funding.	Charter Impact with Client support	No	No	https://www3.cde.ca.gov/elograntassurances/logo.n.aspx
FINANCE	Jan-18	ERMHS Level 2 Budget Requests and ADA Report due to SELPA - Detail budget requests for ERMHS funding are due to El Dorado Charter SELPA.	Client with Charter Impact Support	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-18	SpEd Pandemic Dispute Prevention & Learning Recovery Funding Reports due to SELPA - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-21	Mid-Year Expenditure Report due to SELPA - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-28	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2020 - September 30, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/anreporthehelp.asp
FINANCE	Jan-31	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year - the 2020/21 audit has been extended to January 31, 2022.	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitaudittrpt.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Client with Charter Impact support	No	No	https://www.irs.gov/forms-pubs/about-form-1095-c
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2020/21). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
FINANCE	Feb-15	Board of Equalization Property Tax Exemption - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Feb-28	Supplement to the Annual Update to the 2021-22 LCAP - LEAs are required to prepare a one-time supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and provide a report to their board at a regularly schedule meeting on or before February 28, 2022. At this meeting, the LEA must include all of the following: •The Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement); •All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and •Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP. The report is an information item, and does not require approval at this meeting. The 2021-22 Supplement will be submitted for review and approval as part of the LEA's 2022-23 LCAP.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp

Compliance Reporting
Yosemite Valley Charter School

Area	Due Date	Description	Completed By	Board Must Approve	Signature Req'd	Additional Information
FINANCE	Feb-28	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp

Cover Sheet

Addition of the Utility Stipend to the Compensation Policy

Section:	II. Finance
Item:	B. Addition of the Utility Stipend to the Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - 2021-2022 - Revised - YV

BACKGROUND:

- Changes to the Compensation Policy are at the end of the Stipend Chart on page 60 of the board packet.
- There are also some minor formatting and phrasing edits throughout the policy.
- All remote staff currently receive an internet/phone stipend of \$25 per check for a total of \$50 per month.
- This stipend will be replaced by the Utility Stipend and increase to \$37.50 per paycheck for a total of \$75 per month or \$50 per check for a total of \$100 per month for remote staff that hold a speciality position that requires increased internet use such as Virtual Academy, Intervention, or Writer's Workshop.

RECOMMENDATION:

- Consider approval of the addition of the Utility Stipend and other minor edits to the Compensation Policy.



2021-2022 Compensation Policy

Dedication to Non-discrimination

It is the policy of Yosemite Valley Charter School not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

Important Information

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for 2021-2022 only. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

Compensation Philosophy

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We offer...

- comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein
- a dynamic culture and vibrant community of colleagues united by shared dedication to

- students, a commitment to innovation, and a strong growth mindset
- unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves
- equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations
- a transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We recognize and reward...

- exceptional performance and contributions that enable excellent student outcomes
- commitment of staff who contribute to the long-term success of our students and our organization

For teachers...

Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:

- exceptional teacher performance that leads to growth and excellence for students
- commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

TEACHER COMPENSATION

Teacher Definition:

For purposes of this schedule, a Teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines:

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's units and years of experience.

Creditable Years of Experience:

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 5 (five) years.
- An additional year may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
 - California and US public, charter, and private elementary and secondary schools
 - Accredited foreign public, charter, and private elementary and secondary schools
 - California, US, and foreign accredited universities and colleges
 - Non-public special education contract schools for special education teachers

- Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- A maximum of 2 years of substitute teaching experience in California and US public, charter, and private elementary or secondary schools may be accepted.
- Two years of teacher assistant experience in the above institutions will be equal to 1 YEAR in the salary schedule up to a maximum of 2 YEARS.
- Other relevant professional experience may be considered by the Executive Director or designee.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the pay scale as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the scale than the teacher would have otherwise been placed had the teacher been continuously employed.

Credential/Certification:

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher salary table (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher table as certificated teachers.
- A teacher is eligible to advance to the proper Pay Scale level once they meet the requirement for that specific Pay Scale Level and Group based on their creditable years of service and post-BA units, if applicable.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 1st in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 1st will not result in an adjustment to compensation until the following school year. Teachers will be required to submit a form with their projected increase in units before the start of the school year.
- Any increase in pay resulting from an advancement on the Pay Scale based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher is awarded a degree on January 15 and provides proof of the degree on May 1, any advancement on the Pay Scale and increase in pay will be effective beginning the next school year on July 1st. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).
- If a teacher is awarded a degree on August 15 and provides proof of the degree on October 1, any advancement on the Pay Scale and increase in pay will be effective beginning the first pay period following October 1. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 1.
- All teaching credentials must be reflected on the California Commission on Teacher Credentialing's website.

Advanced Degree/Certificate Stipends:

- Staff who hold a Masters degree will receive a \$1000 stipend paid in two installments in December and March.
- Staff who hold a Doctoral degree are entitled to additional compensation of a \$3000 stipend in addition to their current annual salary on the Salary Table. The Doctorate stipend is inclusive of the \$1,000 Masters degree stipend.
- The stipend is not included in your annual salary and may be processed separately from regular earnings.
- The stipends will be paid as set forth in the Stipend Descriptions below.

Signing Bonus:

If the School decides to issue signing bonuses, the following requirements shall apply.

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.
- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
 - be certified in the field they are hired to teach.
 - teach in that field of the bonus.

Desired Qualifications for Credentialed Positions:

- Valid California teaching and EL credential (required).
- One year of HST experience is preferred.
- Experience/coursework specializing in intervention preferred.
- Experience with leading SST/504 meeting preferred.
- Ability to stay organized in a fast paced environment.
- Comfortable with online/virtual meeting platforms including Google Hangouts, Blackboard, Zoom, etc.
- Knowledge of various learning modalities/educational philosophies.
- Be organized and demonstrate the ability to meet all deadlines.
- Work collaboratively in a remote environment with classified and teaching staff as well as coordinators and directors.
- Ability to be proactive and innovative.
- Should understand the Homeschool Teaching Job and demonstrate proficiency in performance of the duties for all grade levels.

Voluntary Transfer to Lower Role Placement or Teaching position

- Employees approved to voluntarily transfer to a position in a lower placement on the salary scale will be placed in the new salary placement or teacher salary schedule, and the salary will be calculated as it is in the new placement or schedule.

Supplemental Duty Stipends:

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Teachers who perform the supplemental duties outlined in the table below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the teacher by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.

- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as New Teacher Trainer, SPED Lead Teacher, etc. are assigned on a year by year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart, once the Supplemental duty has started.
- Student stipends are paid per semester based on the teacher roster on a month by month basis throughout the school year.
- Certificated employees who work from a home office will receive a phone stipend of \$25.00 per month and/or an Internet stipend of \$25.00 per month. Employees who have a district provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Certificated employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, certificated employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Additional Supplement Bonus (“Supplement”):

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- An Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - 1. The Executive Director must first agree with the teacher on the terms
 - 2. The supplemental work must be separate from the normal job responsibilities.

- 3. The work must be completed or in the progress of being completed.

Part-time Teachers:

For all part-time teachers.

- Part-time/Full time Status: Compensation for part-time teachers will be \$30.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than up to 17 hours of work per pay period in July and for up to 8.5 hours of training in August.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's employee handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.

When a case load of 20 students is reached, employees may be rated in and placed on a salary table and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a caseload of less than 28 students over a course of three (3) consecutive months may result in a return to part time status.

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the salary schedule based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
 - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
 - Example: SPED instructional aide at a school district, or a company may be equivalent experience for the SPED instructional aide position, but SPED center aide will be applicable experience.
- The evaluation of prior experience and placement on the Salary Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.

- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a phone stipend of \$25.00 per month and/or an Internet stipend of \$25.00 per month. Employees who have a district provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Classified employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Role/Salary Placements

- All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to staff positions may be compensated out of the salary schedule as approved by the Executive Director.

Advancements on Pay Scale

- An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

Lateral Transfer

- A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

Partial Assignments

- In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the salary schedule (or salary placement) with the higher salary.

Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the salary scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or schedule
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the salary scale as follows:
 - The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the salary scale.
 - All applicable work experience earned outside of Yosemite Valley Charter Schools, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

Experience – Nonexempt Employees

- Each nonexempt employee will be placed on the salary schedule based on their years of relevant experience. Although non-exempt employees may be paid a monthly salary (paid on a semi-monthly basis), all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the schedule.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the pay scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement"):

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- A Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.

- Classified staff member's supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - 1. The Executive Director must first agree with the classified staff member on the terms
 - 3. The supplemental work must be separate from the normal job responsibilities.
 - 4. The work must be completed or in the progress of being completed.

Stipend Chart

TITLE	DESCRIPTION	AMOUNT	STUDENT THRESHOLD	ELIGIBILITY	ELIGIBILITY START
SST Coordinator	The SST Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading SST meetings.	\$10,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
504 Coordinator	The 504 Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading 504 meetings.	\$10,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Intervention Specialist	Paid to certificated teachers. Provide students with tier 1, 2 and 3 intervention.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
EL Coordinator	The EL Student Support Coordinator serves as an English Learner expert for the school by coordinating with the Homeschool Teacher (HST), parents, students and all other academic staff to support English Learners.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid throughout the year.
Lead ELD Coordinator	The Lead EL Coordinator oversees the team of EL Coordinators and will assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid throughout the year.
Regional Coordinator	The Regional Coordinator serves as the initial point of contact for their assigned teachers.	\$20,000	15	Eligibility starts at the beginning of the school year.	Paid throughout the year.
Testing Coordinator	Paid to Testing Coordinators who have shown leadership abilities and would like to help	\$10,000	28	Eligibility starts at the beginning of the school year	Paid biweekly over 10.5 months; August 16 - June. Will be prorated

	organize state testing.			or whenever job duties begin, whichever is later.	based on period of service during the school year.
Induction Coach Stipend	Paid to credentialed teachers who work with teachers who are working toward clearing their teaching credential.	\$500/teacher/semester		Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Doctoral Degree Stipend	Provided to staff who hold a doctorate degree	\$3,000		For those who obtain their degree after January 1 of the current school year.	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees
Masters Degree Stipend	Provided to staff who hold a Masters degree	\$1,000		For those who obtain their degree after January 1 of the current school year.	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees
Extra Student Stipend	Provided to each teacher that agrees to handle additional students over their roster limits	\$100/month/student over required roster limit (40) max up to \$12,000	40	Becomes eligible once their rosters surpass required roster limits	Paid biweekly over 10.5 months; August 16 - June. Will be prorated based on period of service during the school year.
Early Literacy Enrichment Teacher	Provided to Certificated Teacher who provide virtual enrichment classes for TK-2nd grade students.	\$15,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year
Elementary Virtual Academy Teacher (ESVA stipend) Grades K-5	Provided to Certificated Teacher who serve as an instructional specialist in an assigned Elementary virtual teaching position.	\$15,000	15-20	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year
Middle School Virtual Academy (MSVA stipend) Grades 6-8	Provided to Certificated Teacher who serve as an instructional specialist in an assigned Middle School virtual teaching position.	\$15,000	15-20	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year

Coordinator of Community and Parent Involvement	The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and PAT.	\$15,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year
CHYA	California Healthy Youth Act	\$2,500	35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Lump sum 3/25/22
Lead SST Coordinator	The Lead SST Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading SST meetings as well as training and leading additional SST Coordinators.	\$10,000	15-20	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Writer's Workshop	Provided to Certificated Teacher who serve as an instructional specialist in an assigned virtual teaching position.	\$5,000	35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Summer School GE	Paid to general education teachers who provide services after the end of the academic school year.	\$3,500	40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
Extended School Year (ESY)	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th	\$3,500	40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
AcaPenta Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$5,000	35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
AcaDeca Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$10,000	35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
Coordinator of Professional Development	The Coordinator of Professional Development and Teacher Training assists with creating PD's, trains and supports	\$15,000	15	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid throughout the year

and Teacher Training	incoming teaching staff as well as support veteran staff.				
Secondary Education Specialist	The Secondary Education Specialist works with the Secondary Education Director, teachers, families, and students to promote the understanding of the Middle and High School Program.	\$10,000	28	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid throughout the year
Mileage Stipend	As an alternative to the mileage reimbursement process, certificated and classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.	\$4,200		Eligibility starts at the beginning of the school year.	Paid throughout the year
<u>Utility Stipend</u>	<u>All remote staff are eligible for a Utility Stipend of \$75 per month. Remote staff that hold a speciality position requiring increased internet usage such as Virtual Academy, Intervention, or Writer's Workshop are eligible for a Utility Stipend in the amount of \$100 per month.</u>	<u>\$75/month</u> <u>Specialty Position: \$100/month</u>	<u>N/A</u>	<u>Eligibility starts at the beginning of the school year.</u>	<u>Paid throughout the year</u>
<u>Substitute Teacher</u>	<u>Teachers that take on an extra duty assignment as a temporary substitute teacher earn daily substitute teacher compensation up to \$156.25 per day.</u>	<u>\$156.25/day</u>	<u>N/A</u>	<u>Eligibility is earned after services has been completed from start date to end date.</u>	<u>Paid as earned throughout the year</u>

Stipend Information and Job Descriptions

SST Coordinator

Job Summary:

The SST Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading SST meetings. The coordinator works with the HST, parents, students, and any other necessary staff to help support the student by virtual meetings and proper documentation. This may include staff from the Special Education team. The Coordinator may travel to HST regional team meetings and present /train on SST processes. In addition to the certificated salary/benefits the SST Coordinator will hold a student roster of 28 and be compensated with a stipend of \$10,000. The SST Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Schedule, facilitate, document, and follow up with SST Meetings
- Implements academic and social-emotional/behavioral intervention strategies, tools and curriculum and provides feedback to the Student Study Team.
- Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.
- Help with teacher & parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes.
- Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed.
- Assist with progress monitoring & data collection
- Participate in professional growth activities.
- Provide support as a GE teacher to the caseload of 28 students according to the Homeschool Teacher job description.
- Provide professional development to HST's throughout the year regarding intervention
- Record and monitor intervention plans throughout the year.
- Support the development and implementation of the LCAP.
- Other duties as assigned.

504 Coordinator

Job Summary:

The 504 Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading 504 meetings. The coordinator works with the HST, parents, students, and any other necessary staff to help support the student by virtual meetings and proper documentation. The Coordinator will follow the laws and regulations associated with 504's and ensure accommodations are being met. The Coordinator may travel to HST regional team meetings and present/train on 504 processes. The 504 Coordinator will hold a student roster of 28 and be compensated with a stipend of \$10,000. The 504 Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Schedule, facilitate, document and follow up with 504 Meetings.
- Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.
- Work with Testing, CALPADS, Assessment/SPED Team, and other departments as needed.
- Collaborate to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.
- Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.
- Help with teacher & parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes.
- Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed.
- Assist with progress monitoring & data collection
- Enter and/or pull data and reports from the SIS (e.g, ELD, 504, demographics)
- Participate in professional growth activities.
- Provide support as a GE teacher to the caseload of students according to the Homeschool Teacher job description.
- Support the development and implementation of the LCAP
- Other duties as assigned.

Intervention Specialist

Job Summary:

The Student Support Intervention Specialist serves as a specialist for the school by coordinating and leading specific subject intervention. The Specialist works with the Homeschool Teacher (HST), parents, students and all other academic staff that support students. This may include staff from the Special Education team. The Specialist will hold Intervention (Tier 2 and Tier 3) meetings either in-person or virtually. Additionally, the Specialist will document and follow up with SST and 504 meetings and communicate with parents, teachers, staff regarding progress or further assessments needed. The Specialist may also assist general education teachers with the selection of appropriate curricula and the development and implementation of appropriate strategies. The Specialist will follow the regulations associated with 504's and ensure accommodations are being met. The Intervention Specialist will be compensated with a stipend of \$15,000 with a student roster of 28 and be allowed to carry up to 35 students.

Duties and Responsibilities:

- Intervention teachers will use STAR 360 results to determine the unit for DOI. They will use STAR 360 benchmarks pre and post the 6 weeks of study to measure success.
- Collaborate within the Department to create academic and social emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.
- Facilitate, document Intervention communications and follow up with SST/504 Meetings
- Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.
- Establish, facilitate and maintain a system for providing tier 1, 2 and tier 3 virtual instruction
- Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.

- Participate in professional growth activities.
- May travel to HST regional team meetings and present intervention and contribute in teacher meetings.
- Other duties as assigned.

EL Coordinator

Job Summary:

The EL Student Support Coordinator serves as an English Learner expert for the school by coordinating with the Homeschool Teacher (HST), parents, students and all other academic staff to support English Learners.. The Coordinator will update and maintain accuracy of the EL Master Plan and have it board approved each year. The coordinator may also assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies. In addition to the certificated salary/benefits the EL Coordinator will receive a \$15,000 stipend and hold a student roster of 28. The EL Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Maintain appropriate data of EL students in Pathways.
- Monitor newly enrolled EL students and TOMS ELPAC eligible students to verify testing or correction of ELAS as needed.
- Input scores for Initial ELPAC into TOMS LST.
- Plan and administer ELPAC tests to all EL students as required.
- Work with Testing, CALPADS, Records, Assessment/SPED Team, and other departments as needed.
- Collaborate within the school to implement EL curriculum.
- Supply training and emails for notifying HSTs and instructions for Moodle proctor training and to determine who needs the Initial ELPAC.
- Order and track supplies for Initial and Summative ELPAC.
- Develop and hold Outstanding Direct Instruction Sessions each week for EL students.
- Monitor data and progress reporting of EL's and RFEP's; encourage intervention and support as needed.
- Review initial ELPAC scores and designate students as needed. Review summative ELPAC scores and reclassify students that qualify.
- Oversight of ELAS Correction Policy.
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Formal 4-year RFEP monitoring of reclassified students.
- Oversight of the Reclassification Policy for Students with Disabilities.
- Coordinator and run ELAC and DELAC groups and meetings.
- Support the development and implementation of the LCAP.
- Other duties as assigned.

Regional Coordinator

Job Summary:

The Regional Coordinator serves as the initial point of contact for their assigned teachers. They will support the teaching staff with training, guidance, and mentoring. Coordinators will be responsible for supporting their team of teachers, communicating effectively with them and other departments, and are responsible for sending out vital information. The Regional Coordinator will oversee the work sample collection each learning period, and then review for completion and accuracy. They will also monitor and ensure that attendance logs have been collected and meet ~~Inspire~~ compliance requirements. Regional Coordinators will also assist teachers in the YET (Year End Transition) process. Lastly, the Regional Coordinator will support student recruitment within their respective counties of operation. Regional Coordinators will hold a minimum student roster of 15 and be compensated with a stipend of \$20,000. Regional Coordinators can earn an additional stipend per student with a maximum roster of 28. This position will require an administrative credential for all new hires starting 2020.

Duties and Responsibilities:

- Monitor and provide support, information, and resources to teachers and other necessary staff.
- Participate in hiring new teachers and supporting their on-boarding as they join teams.
- Focus on student achievement through planning and practices aligned with the LCAP
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrates respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Respond to teacher and parent emails/calls in a timely manner.
- At all times, be an Advocate 4 Accuracy Support and be actively engaged at all events.
- Host in person and virtual team meetings, some travel is required.
- Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed.
- Understand and be able to teach others about school policies and requirements.
- Demonstrate knowledge of learning modalities/educational philosophies.
- Strive to be an Ideal Team Player (Humble, Hungry, & Smart).
- Support all grade levels (TK-12th).
- Support the development and implementation of the LCAP.
- Bring concerns and ideas to their supervisors.
- Other duties as assigned.

Assistant Director

Job Summary:

The Assistant Director works hand in hand with the Co-Director and Executive Director. The Assistant Director will support the Director(s) with all aspects of serving students, parents, Homeschool Teachers, and other regional support positions (TTC, HSSC, etc.). This position does require some travel both within and outside of the region. The Assistant Director will work on a 10 1/2 Month Calendar and be placed on the Admin Salary Schedule. He/She must maintain a roster of 10 students, with the option to serve up to 10 additional students at a rate of \$100/student/month (Maximum Roster of 20 Students).

Duties and Responsibilities:

- Actively engage and be available to work with the Directors to assist with emails, phone calls, meetings, events, students, parents, Homeschool Teachers, and other staff.
- Assist with Meeting Agendas.
- Prepare and finalize 'The Weekly Buzz' update to families

- Complete weekly check-ins with assigned teams and report back to the Director(s)
- Demonstrate knowledge of learning modalities/educational philosophies
- Assist with the interview and hiring process
- Supervise and assist the Compliance Coordinator and SA Specialist
- Help oversee and review Work Records and Attendance Collection
- Assist the Compliance Coordinator with any non-compliance issues that arise with students or Homeschool Teachers
- Help ensure information, processes, and procedures from multiple departments is shared with fidelity and in a timely manner
- Help oversee Special Committees and/or adjunct duties
- Participate in Homeschool Teacher Evaluations
- Provide support to staff during school breaks and summer months
- Assist with Homeschool Teacher training by providing resources and workshops
- At all times, be an Advocate 4 Accuracy
- Assist with student transfers and Teacher Assignments for new students
- Monitor the Roster Checklist and resolve any issues or questions that arise
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Other Duties as assigned

Executive Director

Summary of Position:

The Executive Director is responsible for the effective operation of the school including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The 12 month position requires the Executive Director work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Executive Director will uphold and promote the school's mission and vision at all times. The Executive Director will be placed on the Admin Salary Schedule.

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews,

and assist as needed during the hiring/onboarding process

- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as needed

Coordinator of Community and Parent Involvement

Job Summary:

The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and more. The Coordinator of Community and Parent Involvement serves as the initial point of contact for developing the homeschool community in the assigned region by inspiring community and adventure for the local homeschool community, listening to the needs of families, and finding creative solutions. The Coordinator of Community and Parent Involvement will hold a minimum

student roster of 28 and be compensated with a stipend of \$15,000. The Director of Community Connections can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Provide support, information and ideas to Regional Community Coordinators.
- Focus on student achievement through planning and practices aligned with the LCAP
- Oversee and implement Community Connections policies and processes.
- Plan and implement community service opportunities in the assigned region.
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrates respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Partner with community organizations to provide service opportunities for families.
- Reach out to and be the point person for community organizations that provide opportunities that would support the SchoolInspire Community.
- Promote community among teachers and families.
- Plan approximately 3 events per month (thematic park day, community event and field trip).
- Foster an environment of creative thinking and cohesive team effort.
- Respond to requests and correspondence from teachers, families and community representatives in a timely manner.
- Motivate and inspire team members.
- Support the development and implementation of the LCAP.
- Equip parents and teachers to start and organize clubs.
- Other duties as assigned.

High School Counselor

Job Summary:

The High School Counselor provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. Counselors will work collaboratively with various departments to ensure student success. The role of the high school counselor includes providing both guidance and counseling services for high school, as well as middle school students. Guidance services assist students with pre-, present, and post high school educational planning; counseling services assist students with personal and social development including crisis situations. The Counselor will provide support and resources to stakeholders that result in student academic success in accordance with state policies and law. The High School Counselor will be compensated with a \$5,000 stipend.

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information.
- Manage graduation plans and perform graduation checks.
- Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported.
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law.

- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment.
- Hold virtual live sessions, such as office hours and workshops , provide 1-on-1 support when help is sought.
- Seek out and develop partnerships with local community colleges and ROP programs
- Develop, maintain, and promote CTE pathways.
- Support college and career readiness for all students.
- Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Other duties as assigned.

Director of Secondary Education

Job Summary:

The Director of Secondary Education works with teachers, families, and students to promote the understanding of the Middle and High School Program. Director of Secondary Education supervises the Secondary Education Specialist(s) and High School Counselor(s). Director of Secondary Education assists Home School Teachers, Regional Coordinators, and all staff with middle and high school specific questions, policies, and procedures. Director of Secondary Education will hold a student roster of 10 and be placed on the Admin Salary Schedule. Director of Secondary Education can earn an additional stipend per student with a maximum roster of 20.

Duties and Responsibilities:

- Oversee and direct the Secondary Education Specialist(s) and High School Counselor(s).
- Assists high school and college tutors.
- Assists the Intervention Team as needed.
- Develop and assist the Middle School and High School Program as needed.
- Plans, prepares, and implements instructional activities that contribute to an engaging learning environment.
- Hold information sessions regarding the middle and high school program for staff and students.
- Manage graduation plans and perform graduation checks.
- Monitor student progress and work with Home School Teachers, Secondary Education Specialist(s), High School Counselor(s), families, and support staff to ensure students are supported.
- Support Individualized Graduation Plan (IGP) review process.
- Support college and career readiness for all students.
- Provide support and feedback to HSTs and families regarding course and curriculum selection.
- Attend meetings and trainings as needed.
- Host in-person and virtual meetings as necessary.
- Assist with coordination and planning of high school events and senior events in the region.
- Be an active member of the High School and Regional Teams and provide supportive and constructive feedback.
- Seek out and develop partnerships with local community colleges and ROP programs
- Develop, maintain, and promote CTE pathways.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Develop and ensure that all courses are A-G through College Board requirements.
- Participate in Community Outreach and School Events as appropriate.
- Other duties as assigned.

Secondary Education Specialist

Job Summary:

Under the supervision of the Director of Secondary Education, the Secondary Education Specialists work with teachers, families, and students to promote the understanding of the Middle and High School Programs. The Specialists assist the Director of Secondary Education, Home School Teachers, High School Counselor, and Regional Coordinators with high school and middle school specific questions, policies, and procedures. Working collaboratively with the High School team, the HSS will plan, carry out, and evaluate the needs of HST's and individual students. With administrative assistance and cooperation, the Secondary Education Specialist will provide resources that support growing programs and comprehensive policies that support the college and career readiness of all high school students. The Secondary Education Specialist will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000.

Duties and Responsibilities:

- Attend meetings and training on a regular basis.
- Attend meetings by curriculum vendors and platforms.
- Weekly management of Central Roster Spreadsheet (new enrollment, withdrawals, IGP's, Yearly Plans, supporting Grad Checks, etc.)
- Collaborate with the High School Director and School Counselor when necessary on policies and procedures.
- Effectively communicate and promote High School policies, procedures, and best practices at RC Meetings.
- Host in-person and virtual meetings with HST's, parents, students, staff as necessary.
- Promote, plan and host bi-monthly high school hangouts for each grade level
- Attend planning meetings with local community colleges and CTE programs
- Update and maintain High School Course Catalog
- Revise and maintain HST Handbook High School Section
- Revise and maintain the Middle School section of the handbook.
- Creates live and recorded informational sessions on curriculum
- With the High School Directors oversight, create and maintain High School Website
- Assist the High School Director with revising and maintaining Pathways
- Assist the High School Director in revising and maintaining UCOP
- Developing and maintaining AG Approved Course Outlines
- Any other duties as assigned

Testing Coordinator

Job Summary:

The Testing Coordinator strives to support the school with specific responsibilities to facilitate the vision and goals of testing and GE assessments. The Testing Coordinator will hold a student roster of 28 and be compensated with a stipend of \$10,000. The Testing Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff.
- Local benchmark monitoring such as Star 360 and other assessments.
- Upload local benchmark scores to student dashboard on School Pathways.
- Provide staff school accounts for local benchmark monitoring.
- Create, maintain, problem solve, and bridge Pathways and Renaissance Portal.
- Create, monitor, and share reports with school administrators as well as answer all general questions regarding use of the program(s) used.

- Provide school with training for teachers and testing messaging to families.
- Manage, train, promote, and proctor Physical Fitness Testing and California Assessment of Student Performance and Progress (CAASPP).
- Provide parent(s) information regarding local testing.
- Foster ongoing communication with Directors, RCs, teachers, students, and parents.
- Responsible for following policies and procedures of the school.
- Address teacher, parent, and student concerns that arise.
- Be the first line of support for testing.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Create an environment of trust, open communication, creative thinking, and cohesive team effort.
- Work with the Tech department to ensure adequate equipment is available for testing.
- Track and manage testing equipment.
- Provide support to all test locations, staff, and families.
- Motivate and inspire team members and students.

Coordinator of Professional Development and Teacher Training

Job Summary:

The Coordinator of Professional Development and Teacher Training trains and supports incoming teaching staff with the Teacher Training Boot Camp and struggling teaching staff with targeting supports under the direction of the Executive Director. The Coordinator of Professional Development and Teacher Training will hold a student roster of 15 and be compensated with a stipend of \$10,000. Coordinator of Professional Development and Teacher Training can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Collaborate with the leadership team to plan and implement trainings.
- Provide training and support as needed to all teachers on an ongoing basis throughout the school year.
- Coordinate, schedule, and implement regional “Boot Camp” Training. Training team members may have involvement during the Annual Back to School PD and will schedule trainings for their designated region as needed throughout the school year.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Host online or in-person meetings and trainings as needed.
- Assist with continued development of the training program and duties as needed.
- Be an active, contributing member of the Training Team. This could include participating in pilot groups, as needed and provide supportive and constructive feedback. Involvement may include learning a new process or program, participate in a select pilot group of team members to test the process or program, attending in-service and/or virtual trainings and meetings.
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Other duties as assigned.

AcaPenta Stipend

Job Summary:

The AcaPenta Coordinator meets with students to determine if they are meeting academic decathlon course requirements. The AcaPenta Coordinator will hold a student roster of 28 and be compensated with a stipend of \$5,000. The AcaPenta Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Meet weekly with team and prep and review material.
- Attend Regional Competition.
- Attend State competition (if applicable).
- Organize travel if the team goes to state.
- Prepare work samples for each LP.
- Other duties as assigned.

AcaDeca Stipend

Job Summary:

The AcaDeca Coordinator meets with students to determine if they are meeting academic decathlon course requirements. The The AcaDeca Coordinator Coordinator will hold a student roster of 28 and be compensated with a stipend of \$10,000. The The AcaDeca Coordinator Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Meet weekly with team and prep and review material.
- Attend Regional Competition.
- Attend State competition (if applicable).
- Organize travel if the team goes to state.
- Prepare work samples for each LP.
- Other duties as assigned.

Induction Coach

Job Summary:

The Induction Coach works with teachers who are working toward clearing their teaching credential. The Induction Coach will be compensated with a stipend of \$500 per teacher per semester.

Duties and Responsibilities:

- Build a trusting relationship with your teacher
- Meet a minimum of one hour a week to collaborate, design lessons, set goals, analyze student work/data, work on an ILP, and complete all other requirements
- Reflect on your own practice as an effective mentor
- Encourage and assist your teacher to connect with and become part of the larger professional learning community
- Other duties as assigned.

Administrative Services Director

Job Summary:

Directs and oversees classified staff and various administrative functions, including clerical services,

office space, and other support services. Assists the Directors in the operations and strategic planning of the School as it relates to budget planning, fiscal and resource planning/administration, human resource utilization, policy administration, and coordination and negotiation of activities with other departments and administration. The Administrative Services Director will be placed on the Classified Confidential Management Salary Schedule.

Duties and Responsibilities:

- Supervising day-to-day operations of the administrative department and staff members.
- Establish and maintain effective relationships with authorizers, stakeholders, board of directors, staff, and the public.
- Select, train, motivate, and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.
- Oversee and participate in the development and administration of assigned department budgets; approve the forecast of funds needed for staffing, equipment, materials, and supplies; approve expenditures and implement budgetary adjustments as appropriate and necessary.
- Directing, delegating, and evaluating administrative department operations and staff members to ensure the school operates in a smooth, efficient manner.
- Manage the development and implementation of goals, objectives, and priorities for each assigned service area; recommend and administer policies and procedures.
- Prepare clear and concise reports such as administrative and financial reports.
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
- Interpret and apply applicable federal, state and local policies, laws and regulations.
- Work with the multiple departments and team members to set budgets, monitor spending, and process payroll and other expenses.
- Planning, scheduling, and promoting office events, including meetings, conferences, interviews, orientations, and training sessions.
- Overseeing special projects and tracking progress towards goals.
- Building new and expanding existing skills by engaging in educational opportunities.
- Establishing and enforcing department regulations, guidelines, budgets, and timelines.
- Ensuring that information and records are organized and stored in the proper manner.
- Other duties as assigned.

Accountability and Compliance Manager

Job Summary:

See to the day to day work record compliance, attendance recording, all documents after enrollment, supporting teachers on compliance procedures, and some maintenance of data within School Pathways. Review other compliance items as needed. Complete important work to prepare and execute a successful audit season. The Accountability and Compliance Manager will be placed on the Classified Salary Schedule.

Duties and Responsibilities:

- Assist school staff on compliance processes
- Ensure work records/attendance and compliance items are submitted and accurate
- Reach out to families for missing work, missed LP mtg, missing attendance, missing work samples
- Encourage, Assist, and Support families

- Ensure that all items such as POR, Media Release, Handbook Signature, etc. are submitted and accurate
- Monitor multiple trackers and surveys
- Maintains homeschool heart
- Sends compliance letters and documents in School Pathways
- Reconcile and make necessary corrections to data and or reports
- Support teachers by troubleshooting compliance processes and procedures
- Navigate through School Pathways
- Conduct internal, mock audits
- Attend team meetings
- Participate in trainings and professional development
- Provide excellent customer service
- Multi-task, take initiative, and work effectively in teams as well as independently
- Be detail oriented with the ability to maintain professionalism under pressure
- Show maturity and integrity to handle sensitive or confidential tasks
- Be sensitive to deadlines and due dates
- Other duties as assigned

Receptionist

Job Summary:

Serves as a main point of contact for students/families and staff. The Receptionist serves frequently as a liaison between the administrator and the public, students, staff, and other school officials. Promotes and maintains positive staff, student, and community relations. The Receptionist will be placed on the Classified Salary Schedule.

Duties and Responsibilities:

- Consistently complete all job duties in a fast paced environment
- Provide secretarial assistance to the Leadership Team
- Oversee, coordinate, and perform day to day school office/clerical functions.
- Greet and assist all office visitors
- Follow office safety protocols, set up rooms for testing, and assist students/staff with technology checkouts and questions
- Contribute to internal team projects and culture
- Attend all team meetings and trainings
- Able to work independently and as a team managing daily tasks for the school
- Assist employees, students, the board of directors, multiple departments, outside vendors, stakeholders, and the general public as needed
- Create and manage surveys and reports
- Exercises best practices in handling matters of a difficult and sensitive nature
- Assists multiple departments as needed
- Order and manage office supplies
- Filing and reconciling receipts and purchase orders.
- Answer and direct calls
- Manage calendars and organize meetings
- Other duties as assigned

K-5 Elementary Virtual Academy Teacher

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Early Elementary (K-5) Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development. In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

Responsibilities:

- Serve as the teacher of record and primary instructor in all core content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Assists in assessing and changing curricular needs when needed for students.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

6-8 Middle School Virtual Academy Teacher - Math

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual

Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development.

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

Responsibilities:

- Serve as the teacher of record and primary instructor in all core content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Assists in assessing and changing curricular needs when needed for students.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

6-8 Middle School Virtual Academy Teacher - ELA

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning

and social-emotional development.

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

Responsibilities:

- Serve as the teacher of record and primary instructor in all core content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Assists in assessing and changing curricular needs when needed for students.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

Writing Workshop Virtual Teacher

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development.

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the

instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Writing Workshop Teachers will hold a minimum student roster of 28 and be compensated with a stipend of \$5,000. Writing Workshop Teachers can earn an additional stipend per student with a maximum roster of 35.

Responsibilities:

- Serve as the primary instructor in all writing content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective weekly lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

K-2 Early Literacy Enrichment Teacher

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Early Literacy Enrichment Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year. We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development in virtual enrichment classes for TK-2nd grade students. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for TK/K or 1st/2nd grade groups in ELA subject areas in a virtual setting. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Early Literacy Teachers will hold a student roster of 28 students and be compensated with a stipend of \$15,000.

Responsibilities:

- Holds virtual live sessions/virtual classes for direct instruction on early literacy and writing instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Additional duties as assigned

SPED Assistant Director

Role Summary:

The position of SPED Assistant Director is tasked with supporting the implementation and daily operations of a robust special education program including the creation and management of curriculum and instruction designed to support FAPE and the acquisition of the skills enumerated in the Yosemite Valley & Monarch River Academy's graduate profile for all students. As Coordinator this role encompasses the facilitation, compliance, and oversight of special education at Yosemite Valley & Monarch River Academy. The SPED Assistant Director will be placed on the Admin Salary Schedule.

Key Responsibilities

- Assist in leading the SPED Program design, implementation, and vision
- Work closely with the Senior Director of Special Education on all SELPA reimbursement in the area of Low Incidence and ERMHS to include updating the plan each year.
- Work closely with the Senior Director and Assistant Director of Transition and SEL on SEP, DINC, Dispro, and other non-compliance issues.
- Manage the logistics of IEP meeting scheduling and facilitation and act as Admin. Designee as needed
- Lead the SPED team in SEIS management
- Support the hiring/training/supervision/evaluation of Program Specialists, Education Specialists, and para-professionals.
- Create/source and implement appropriate SPED professional development in collaboration with administration
- Will perform the duties at the testing coordinator for all state testing, STAR 360 , and intervention assessments for the special education department. In addition, the Coordinator will be the testing liaison for the special education department and meet regularly with the general education testing coordinator.

- The AD will take the lead in Special Education interventions.
- Act as the SELPA liaison
- Function as needed in the operative role of Program Specialist to fill any caseload or instructional gaps
- Facilitate and support students in standards-based instruction and learning
- Continue developing as a professional educator through self-selected, Yosemite Valley & Monarch River Academy professional development, and SELPA PD.
- Plan and prescribe purposeful assignments for paraprofessionals, tutors, and/or volunteers as needed
- Promote positive interpersonal relationships among peers, staff, students, parents/guardians, and the larger Yosemite Valley & Monarch River Academy community
- Recognize learning needs and make appropriate referrals for additional services as appropriate
- Perform other duties as assigned

Speech-Language Pathologist

GENERAL FUNCTIONS

Under the direction of the Special Education Director of Yosemite Valley & Monarch River Academy Charter Schools, employee will provide Special Education Speech and Language Assessments to students enrolled in the school's~~Inspire~~ Independent Study programs. The Speech and Language serves as a member of the ~~Inspire~~-Assessment Team and will collaborate as well as consult with the team members. Employee will also assist in development of MTSS with the Independent Study School educational model and interpret assessment results. Employee will be asked to travel to regional areas to assess student. As an employee of the~~Inspire Charter Schools~~, follow the responsibilities and procedures as delineated in the Teacher Handbook.

SPECIAL EDUCATION PROGRAMS

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans);
- Attend initial, annual, and triennial IEP meetings as needed; provide consultation.
- Attend core staff meetings;
- Consult with school administrators, special education instructional aides, regular education teachers, special education teachers and parents regarding speech and language issues, etc.;
- Refer students and families to community agencies as needed;
- For IEP's make reports available 5 days before the scheduled meeting;
- Provide reports and recommendations to ~~Inspire~~-staff and families
- Provide presentations and professional development to ~~Inspire~~ staff;
- Evaluate pupils' language and social growth;
- Communicate with parents through a variety of means;
- Maintain regular communication with directors;
- Attend Student Study Team Meetings as necessary;
- Maintain a safe environment for students;
- Respond appropriately to feedback given by parents and students;
- Exercise discretion in discussing students with non-parental adults, including staff members;
- Provide screening evaluations as part of Child Find duties.
- Establish and maintain cooperative working relationships;
- Interpret and apply legal mandates, policies and regulations pertaining special education and safe school operations;
- Maintain confidentiality;
- Understand and carry out oral and written instructions;
- Communicate effectively in oral and written form;
- Work with students (transitional kindergarten thru 12th grades.);

- Interpersonal skills using tact, patience and courtesy;
- Operation of a computer and assigned software.
- Other duties as assigned

Assistant Director of Assessment and Accountability

Job Description:

The Yosemite Valley/Monarch River Academy Assistant Director of Assessment and Accountability reviews and evaluates compliance issues/concerns within the organization; monitors and evaluates efforts to meet requirements of various state and federal laws, regulations, and programs including, but not limited to Titles I, VI, VII, and IX, state submission, federal and state grant programs, among others. This person also engages in work with local, state and governmental agencies on matters relating to the Yosemite Valley/Monarch River Academy schools as it pertains to Standardized testing, SBAC, ELPAC etc. and all local diagnostic assessments. The Assistant Director of Assessment and Accountability will be placed on the Admin Salary Schedule.

Duties:

- Assists with the development of policies, protocols, guidelines, toolkits and professional development geared toward sharing best practices on compliance with these policies, and with the development of school and professional working environments that are in keeping with community norms as expressed in relevant policies
- Ensures school staff is in compliance from an operational standpoint and a legal standpoint
- Supports local school staff members in developing their practices in relation to community norms and policies, and in service of students, staff members and school culture.
- Acts as an independent reviewer and evaluator to ensure that compliance issues within the organization are being appropriately monitored, evaluated, investigated and reported
- Works closely with the Executive Director and Co-Director to ensure school operational compliance
- Perform a variety of responsible and complex technical duties; coordinate with site and district schedules and communications to ensure efficient, accurate and timely administration of large group testing for district students on site
- Explain policies and procedures related to testing within the scope of authority of this position; provide information to staff, vendors, students, parents and volunteers
- Order and coordinate delivery and return of test program materials and maintain mandated records related to testing events
- Direct preparation and organization of testing materials for distribution, collection and required accounting/security measures
- Secure, train and schedule necessary staff or volunteers to process materials and serve as test proctors where needed Prepare and process specialized forms, packets and information related to large group testing events
- Perform a wide variety of problem-solving tasks in support of large group testing events held at the sites
- Prepare and complete a wide variety of electronic files, labels, rosters, documents, records, manuals and reports related to testing events
- Operate a variety of office machines, including computer terminals and communication equipment
- Working knowledge of Renaissance Star 360® includes interim assessments for early literacy, math, and reading.
- Expertise in preparing STAR 360 reports and use of the dashboard.
- Train the staff in the use of the dashboard to review data at the student, group, and class level
- Use of data to complete reports that document student mastery and challenges outlined in the diagnostic data.
- Other duties as assigned

High School Guidance Technician

Summary:

The Guidance Technician provides direct support to the Counselor throughout the school year. Guidance Techs will aid counselors in initial enrollment advisement, data entry, and managing student information in the SIS. The Guidance Tech plays a vital role in streamlining the intake and counseling process for students. The Guidance Tech will be placed on the Classified Salary Schedule

General Duties & Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- Maintain regular office hours 8:00 AM to 4:30 PM, Monday through Friday
- Attend relevant department meetings (Schoolwide, High School, Counseling, Records, etc.)
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members
- Maintain effective and efficient organization system for transcripts, course assignments, and student records as directed by the high school counselors and update regularly
- Attend relevant conferences, professional development, and trainings to improve high school organization
- Input transcripts into Pathways in a timely manner
- Correct errors in Pathways as directed by high school counselors
- Collaborate with various school departments to ensure that Student Information System is accurate and correct
- Work directly with families to connect them with the appropriate person to address their concerns regarding course and curriculum access
- Collaborate with School Accountability to make sure student information is accurate
- Help School Accountability and Counseling departments with Year End Transition
- Work closely with Enrollment and Records departments to ensure student information is entered correctly into Pathways
- Other duties as assigned by administration based on school and student need

High School Teacher

Summary:

The High School Teacher provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. The teacher will deliver content in live online class sessions, and will also adapt, differentiate, and scaffold curriculum for students with different learning abilities. The teacher will organize and implement an instructional program that results in student academic success in accordance with school policies, state policies, and law. The High School Teacher will be placed on the Highly Qualified Teacher Salary Schedule.

General Duties & Responsibilities:

- Meet professional obligations
- Work each school day from 8:00 AM to 5:00 PM, Monday through Friday
- Attend all staff meetings
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific course and school-wide student performance goals
- Maintain effective and efficient record keeping procedures for grades and attendance

- Ensure all procedures and policies are followed
 - Monitor student progress
 - Input grades and collect work for compliance monitoring
 - Assist in proctoring exams and state testing
 - Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law
 - Plan, prepare, and implement instructional activities that contribute to an engaging learning environment
 - Hold virtual live class sessions, office hours, and informational meetings.
 - Maintain a student accessible recording database of all direct instruction
 - Whenever necessary, provide 1-on-1 support when help is sought
 - Grade and return student work and assessments within three school days
 - Provide timely, thoughtful, and thorough feedback for teacher graded work
 - Monitor student progress and use data to improve curriculum
 - Provide intervention opportunities whenever needed
 - Collaborate with Homeschool Teachers (HSTs), counselors, SPED Case Managers, and Directors to support student goals
 - Create, modify, and differentiate instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs
 - Assist in assessing and changing curricular needs
 - Check status of IEP/504 plans and make necessary accommodations and modifications in collaboration with SPED teacher
 - Attend IEP meetings as requested
 - Collaborate with peers to enhance instructional environment by participating in activities which include, but are not limited to: team teaching, meetings, staff development, communities of practice, PLC teams
 - Communicate with students, parents, and internal and external professionals within established timelines
 - Respond to incoming calls, emails, and inquiries in a timely manner
 - Automated response when out of office
 - Communicate professionally and respectfully with all school personnel, families, and students
- Additional Duties**
- Create a-g classes, pacing guides, curriculum guides, and common assessments
 - Submission of AP and a-g courses
 - Submission of NCAA course information
 - Meet individual teacher goals through OKR process
 - Collaborate with other departments and staff
 - Provide online class outlines, list of standards, assessments to other high school programs as needed
 - Other duties as assigned by administration based on school and student need

Home School Teacher (HST)

Summary of Position:

Under the direction of the Executive Director and support of an Assistant Director and Regional Coordinator, the Homeschool Teacher is responsible for the education of assigned TK-12th grade students and will create a flexible and appropriate learning plan for the school year, including core subject standard progress and mastery, interventions and supports as needed, and enrichment. The Homeschool Teacher will also provide resources and strategies to the student's parent/family to ensure an optimal environment for student learning and social/emotional growth. The HST will be placed on the HST Salary Schedule.

Duties and Responsibilities:

General:

- Serve and support students in grades TK-12
- Help build school culture to create a community within the team and between families
- Keep all families informed as needed and appropriate
- Work collaboratively with local staff and school-wide departments in all school-related matters
- Follow school procedures to support student learning
- Maintain a valid teaching credential and work toward professional growth
- Attend events and meetings as directed (may be in-person or virtual)
- Be an Advocate for Accuracy in all things
- Demonstrate the ideals of an Ideal Team Player (Humble - Able to take and reflect upon feedback; Hungry - Strong work ethic; Smart - Strong and responsive people skills)
- Return/respond to all calls and emails in a timely manner (typically within 24-48 work hours)
- Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, AWR, and Report Cards)
- Engage in activities and data collection/analysis for educational or authorizing agencies like WASC
- Complete all training and professional development modules as assigned
- Collaborate with Senior Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

Curriculum and Instruction:

- Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program\ for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs).
- Evaluate instructional materials, including textbooks, digital resources, and other instructional materials/services for (1) Educational Value (Non-Religious), (2) Educational Quality, (3) Educational Quantity
- Consistently meet with the parent and the student, face-to-face is preferred, but virtually as appropriate, every 20 school days to review the student's body of work, and provide guidance and support
- Schedule additional meetings as needed to meet the needs of the student
- Regular and clear communication with families via in-person/virtual meetings, phone, internet/email, etc.
- Utilize student data to guide instructional decisions
- Actively participate in SST, 504, and or SPED processes and supports as needed

Attendance & Compliance:

- Ensure students are engaged in appropriate educational activities through the regular review of the student's body of work, regular meetings/communications with the family, and collection of attendance/learning logs
- Report information in a timely manner regarding student's attendance and learning, which includes submission of documentation or action items needed for compliance, SST, 504, or SPED, monthly attendance, and audit of Work Samples/Records

Testing & Assessments:

- Participate in proctoring all internal and state mandated testing and provide needed prep material for students
- Collaborate with Testing Coordinator, RCs, and other team members to implement processes for assessments
- Encourage student participation in school and state-mandated testing and assessments to measure student performance
- Provide families with accurate information regarding the value and purpose of testing
- Use strategies for General Education intervention and supports, utilizing the RTI process

Community Outreach & Relations:

- Plan and coordinate regional events such as field trips, community service, clubs, performances, school

dances, and promotion/graduation in alignment with monthly and yearly expectations

- Support your local/regional Community Connection and Lending Library events/activities
- Attend homeschool and other educational conferences, in-services, and professional development opportunities
- Build partnerships with parents and community stakeholders
- Maintain and grow roster number as appropriate
- Serve on school committees, participate in school and community activities, and represent the school as appropriate
- Help to develop and maintain positive relationships with vendors

Education Specialist

GENERAL FUNCTIONS:

Under the direction of the Special Education Director, the Education Specialist will support the instructional program for all students and provide academic, behavioral, and social intervention services to identified students. As an employee of Yosemite Valley or Monarch River Academy Charter Schools, this employee will follow the responsibilities and procedures as delineated in the teacher and special education handbook.

Job Duties:

- Perform initial, triennial, and other informal assessments for in order to identify student need(s);
- Create assessment reports when appropriate;
- Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program;
- Schedule and prepare all materials for IEP meetings;
- Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education services;
- Maintain special education records to meet compliance guidelines;
- Teach/instruct students to ensure successful progress toward student's IEP goals;
- Communicate with parents about student progress and recommendations for home-based methods and materials; follows up on progress regularly
- Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum;
- Assist with implementation/understanding of accommodations/modifications
- Provide consultation regarding students on 504 plans and those served by academic skills intervention programs;
- Attend staff meetings and professional development trainings.
- Additional Duties as assigned

Program Specialists

Job Purpose Statement:

Under the direction of the Director of Special Education for Yosemite Valley & Monarch River Academy Charter Schools, this position is responsible for supporting and improving outcomes for students with disabilities. The Program Specialists will provide technical assistance, training, and support to school staff in implementing special education support and services for students with disabilities.

Essential Responsibilities:

I. Teacher Coaching

- a. Co-develop and manage the coaching plans for ~~Inspire~~ Special Education Teachers in providing virtual specialized academic instruction.
- b. Support procedures to provide statewide assessments and accommodations.
- c. Provide SEIS technical support to teacher and service providers.
- d. Provide direct and indirect coaching support to IEP teams.
- e. Works with local school staff to ensure articulation with general education programs.
- f. Serves as administrative designee in coordinating the development of individual educational plans for students in specific Special Education divisions with teachers, parents, psychologists, speech therapists, and other ancillary personnel.
- II. Parent Coaching
 - a. Inform families regarding enrollment, and specialty partnerships as it applies to their child with an IEP.
 - b. Guide parents in participating in the special education process.
- III. Supporting Compliance Processes
 - a. Assist ~~Inspire~~ Special Education Teachers in operating programs that support students in the least restrictive environment.
 - b. Facilitate IEP meetings as appropriate.
 - c. Analyze and report on student data as it relates to special education services.
 - d. Analyze and interpret laws and regulations governing the provision of special education.
 - e. Monitor SEIS regularly for special education compliance.
 - f. Assists administration in compliance with Special Education programs with district, state, and federal regulations.
 - g. Assists Special Education administration in coordinating the admission of incoming students during the enrollment process.
 - h. Coordinates annual review process and participates in these meetings as assigned.
 - i. Develops and coordinates procedures for monitoring and evaluating student progress consistent with the Individual Education Plan (IEP).
- IV. Professional Development
 - a. Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.
 - b. Plans in-service programs in conjunction with designated administrator on an ongoing basis to ensure compliance with state and federal regulations pertaining to eligible students.
 - c. Plans in-service programs in conjunction with designated administrator to ensure staff has appropriate expertise to meet Special Education students' unique needs and conducts an evaluation of each Inservice activity.
- V. Other duties as assigned.

School Psychologist

GENERAL FUNCTIONS

Under the direction of the Special Education Director of Yosemite Valley & Monarch River Academy Charter Schools, employee will provide Special Education Assessments to students enrolled in our schools. The School Psychologist serves as a member of the Special Education Department. Employee may also assist in development of MTSS with the Independent Study School educational model, interpret assessment results, and develop Behavioral Support Plans when needed. Employee will be asked to travel to regional areas to assess students.

ESSENTIAL RESPONSIBILITIES:

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)
- Evaluate pupils' academic and social growth
- Attend IEP meetings as needed; provide consultation

- Attend and participate in core staff meetings
- Consult with school administrators, Home School Teacher (HST), special education teachers, and parents regarding student learning and access to the educational program (behavior, attention, learning disorders, etc.)
- Provide consultation when needed regarding students on 504 plans
- Refer students and families to community agencies as needed
- Provide reports and recommendations to Inspire staff and families as needed for RtI
- Communicate with parents through a variety of means
- Maintain regular communication with directors
- Attend Student Study Team Meetings and Parent Request Meetings/Needs Assessment Meetings as necessary
- Maintain a safe environment for students
- Respond appropriately to feedback given by parents and students
- Exercise discretion in discussing students with non-parental adults, including staff members
- Other duties as assigned

Virtual Job Placement Specialist/Job Coach

Summary:

The goal of this position is to prepare students with disabilities for employment through Transition Student Services that includes: job exploration counseling, workplace readiness training, mobility training, work-based learning opportunities, job coaching, postsecondary education counseling and instruction in self-advocacy.

ESSENTIAL RESPONSIBILITIES:

- Provides job exploration counseling.
- Provides workplace readiness training.
- Coordinates and conducts work based learning experience site logistics meetings with business partners, Job Placement Specialists, and students.
- Conducts work based learning experience orientations with students and parents.
- Identifies and “troubleshoots” problems that occur at work based learning experience sites.
- Provides instruction in self-advocacy.
- Develops and implements lesson plans/materials to support students with employment retention and soft skills.
- Develops curriculum.
- Holds virtual student sessions and virtual office hours.
- Conducts virtual mobility training for students using public transportation and ride share apps.
- Provides post-secondary education counseling.
- Utilizes community, post-secondary education and business resources to enhance the delivery of student services.
- Participates in community employer networks and Chamber of Commerce meetings.
- Initiates and maintains contact with a variety of businesses and industry representatives as part of work-based learning experiences.
- Remain updated on job market, fairs, internet, and community resources.
- Contacts prospective employers to develop specific job opportunities for students and prepare specific job analysis to facilitate job matching.
- Coordinates the placement of students into competitive integrated employment.
- Reviews job tasks, scenarios, and expectations with employed students and provide support with developing and /or enhancing their employment skills specific to their place of work.
- Regularly provides students receiving short term support services with informal and formal evaluations for improving work skills through regular site visits/supervision.
- Actively participates in staff development and transition meetings.

- Assists with developing student transition portfolios.
- Creates transition infrastructure and programs.
- Uploads work samples and other materials onto Student Pathways and SEIS.
- Duties as assigned.

Special Education Administrative Assistant

Summary of Position:

Serves as the administrative assistant to the Senior Special Education Director; participates and assists in the administration of the office, relieving the administrator of a variety of technical and administrative duties; serves frequently as a liaison between the administrator and the public, students, staff, special education vendors and other school officials; promotes and maintains positive staff, student, and community relations; exercises best practices in handling matters of a difficult and sensitive nature and works with the SELPA on reimbursement and compliance issues. The Special Education Administrative Assistant will be placed on the Classified Salary Schedule.

Duties and Responsibilities:

- Oversee, coordinate, and perform day to day school administrative and clerical functions.
- Provide secretarial assistance to the team of Directors
- Able to work independently and as a team managing daily tasks for the school
- Assist employees, students, multiple departments, outside vendors, stakeholders and the general public as needed
- Composes documents, e.g., correspondence, agendas, minutes, reports, etc. for the purpose of communicating information to school and district personnel, the public, state officials, etc.
- Create and manage reports
- Assist multiple departments as needed
- Order and manage supplies
- Answer and direct calls
- Assist with social media/marketing as needed
- Manage calendars and organize meetings
- Low/ Incidence Funding and Reimbursements
- Ordering of special Education supplemental materials
- Liaison between the departments
- Collaborates with the technology department on low incidence/At returns.
- Other duties as assigned

Executive Administrative Assistant

Summary of Position:

Assists the Executive Director in the daily operation of the school as well as the planning, implementing, directing and maintaining of school programs by providing a wide variety of complex and confidential administrative and secretarial support; analyzing requests and providing recommendations for action; communicating on behalf of the school and the governing board to its staff, other districts, and public agencies. This position is also represented as the Board Clerk for all governing board meetings. The Executive Administrative Assistant will be placed on the Classified Compensation Policy.

Duties and Responsibilities:

- Attends Board meetings, public hearings and work sessions for the purpose of providing information, recording minutes, coordinating materials distribution and/or supporting the needs of attendees.
- Compiles data from a wide variety of diversified sources (e.g. staff members, Board Members,

Community Organizations, government agencies, etc.) for the purpose of preparing reports, making recommendations and/or preparing information.

- Maintains a wide variety of complex manual and electronic documents, files and records (e.g. contacts, timesheets, legislative information, databases, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of the Executive Director (e.g. Board procedures, public relations issues, meeting arrangements, account balances, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Prepares a wide variety of complex written materials (e.g. correspondence, agendas, minutes, event programs, bulletins, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.
- Processes a wide variety of complex documents and materials (e.g. work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Researches a variety of topics (e.g. current practices, policies, education codes, board agenda items, parental complaints, legal updates, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Coordinates a wide variety of projects, activities and/or events for the Directors, Principal, Vice-Principal, and Board (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.)
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for the Superintendent, Principal, Vice-Principal, other administrators and/or board members.
- Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the office and school.
- Other duties as assigned

SpEd Services & Assessment Team Coordinator

Summary of Position: The Service/Assessment Coordinator works with the special education staff on assigning Non-Public Agencies (NPAs) to provide services and assessments for our special education students. In addition to identifying the NPA's to provide the services and assessments they also work with the NPA on signing an annual contract with the Yosemite Valley and Monarch River Charter Schools. If an Independent Educational Evaluation (IEE) has been approved they work with the organization to get an Individual Service Agreement (ISA) signed so they assessment can take place. The SPED Services

Job Duties:

- Organize and execute service contracts
- Maintain tracking of service provider assignments via spreadsheets in Google Drive
- Review and verify type of service, minutes and delivery within the Special Education Information System (SEIS)
- Communicate via phone and email with internal service providers and contracted agencies to assign and track service minutes for all students; maintaining a 24 hour response time
- Communicate with special education department staff to inform of services status for all students. maintaining a 24-hour response time
- Calculate and adhere to timelines within legal compliance
- Attend all special education and pupil services department meetings
- Complete daily referrals for student services to NPAs Attend provider meetings
- Complete Individual Service Agreements
- Find new provider in remote areas

- Set up and maintain accounts in SEIS for all Therapist
- Help with Service Tracker in SEIS for Therapist
- Answer and help with all question about SEIS for Therapist
- Organize and execute assessment contracts
- Maintain tracking of assessment assignments via spreadsheets in Google Drive
- Review and process special education assessment plans within SEIS
- Communicate via phone and email with internal assessors and contracted agencies to assign and track assessments for all students, maintaining a 24-hour response time
- Communicate via phone and email with special education department staff to inform of assessment status for all students, maintaining a 24-hour response time
- Calculate and adhere to timelines within legal compliance
- Set up and maintain accounts with Pearson, MHS, etc.
- Order all Protocols
- Set up accounts in SEIS for contracted agencies Therapist
- Other duties as assigned

Assistant Director of Secondary Education

Job Summary:

Under the supervision of the Director of Secondary Education, the AD of Secondary Education will evaluate issues/concerns within the Middle and High School department. They will assist in creating policies and procedures in an effort to improve academic achievement, our state dashboards, and graduation rates. They will work with RC's, teachers, families, and students to promote the understanding of the Middle and High School Programs. The AD will assist the Director of Secondary Education, Home School Teachers, High School Counselor, and Regional Coordinators with high school and middle school specific questions, policies, and procedures. Working collaboratively with the High School team, the AD will plan, carry out, and evaluate the needs of HST's and individual students. With administrative assistance and cooperation, the AD will provide resources that support growing programs and comprehensive policies that support the college and career readiness of all middle and high school students. The Assistant Director will hold a minimum student roster of 10 and be placed on the Admin Salary Schedule.

HST Support:

- Be an active member of the Middle and High School Regional Teams and provide supportive and constructive feedback.
- Be an active member of the Middle School team. Create College and Career Readiness plans.
- Assists with Compliancy phone calls.
- Attend meetings providing new information and training on high school policies and procedures.
- Collaborates with HST's on supporting college and career readiness in each student, including but not limited to curriculum choice, course choice, concurrent enrollment, and CTE Pathways options.
- High level of comfortability in navigating high school questions, concerns, and policies as the first point of contact.
- Assist the High School Director with monitoring student progress weekly and work with Home School Teachers, High School Counselor, families, and support staff to ensure students are supported.
- Support student achievement through accountability and compliance, which includes but is not limited to creating catch-up plans.
- Hold in-person information sessions regarding the high school program
- Proactively and reactively support teachers' curriculum needs, including navigating platforms, monitoring progress, acquiring samples, managing deadlines, providing pacing guides, etc.

Student/Parent Support:

- Help students and parents of both High School and Middle School choose courses and curriculum.
- Provide concurrent enrollment support and direction following school counselor's guidelines.
- Plan, prepare and implement informational sessions that contribute to student achievement in Middle

and High School.

- Assist Director with coordination and planning of high school events and senior events in the region.
- Participate in Community Outreach and School Events as appropriate.

Curriculum Support:

- Continuous development and understanding of curriculum offerings, platforms, and learning styles/meet educational needs of students.
- Provide support and feedback to HSTs and families regarding the course and curriculum selection for middle and high school.
- Effectively utilize data and analytic tools to help HST's make educational decisions
- Assists HST's in assessing and changing curricular needs when needed for students
- Assists Director with the continued development of the High School Program as needed (Course Outlines, Course Catalog, Summer School options, etc)
- Promote CTE pathways, Concurrent Enrollment, and UC/CSU AG Requirements
- Focus on student achievement through planning and practices aligned with the LCAP.
- Familiarity with UCOP approved providers and ensures that necessary courses are A-G and meet graduation requirements.

Individual Graduation Plans:

- Analyzes individual students' college and career readiness goals.
- Advises HST's in creating IGP's that support college and career readiness.
- Verifies course and credit requirements are met for AG, non-AG, CTE,
- Evaluating Individualized Graduation Plan (IGP) review process by comparing transcripts and courses in pathways. early graduation, late graduation, etc. with respect to individualized educational needs.
- Advising students to retake courses as needed to meet graduation requirements or college and career goals.
- Ensures proper curriculum is chosen to meet individualized college and career goals.
- Supports graduation checks under the guidance of the School Counselor.
- Support college and career readiness for all students.

Ongoing Projects:

- Update and maintain High School Course Catalog
- Revise and maintain HST Handbook High School Section
- Create and maintain the Middle School section of the handbook.
- Creates live and recorded informational sessions on curriculum
- With the High School Directors oversight, create and maintain High School Website
- Assist the High School Director with revising and maintaining Pathways
- Assist the High School Director in revising and maintaining UCOP
- Developing and maintaining AG Approved Course Outlines
- Ensures consistency through all High School resources as well as student and curriculum systems.
- With the High School Director's leadership, create and maintain a High School Master Plan which includes but is not limited to due dates, deadlines, calendar items, etc.
- Under the supervision of the High School Director, HSS's participated in interviews for high school tutor candidates. Created training videos of best teaching practices.

Duties and Responsibilities:

- Attend meetings and training on a regular basis.
- Attend meetings by curriculum vendors and platforms.
- Weekly management of Central Roster Spreadsheet (new enrollment, withdrawals, IGP's, Yearly Plans, supporting Grad Checks, etc.)
- Collaborate with the High School Director and School Counselor when necessary on policies and procedures.
- Effectively communicate and promote High School policies, procedures, and best practices at RC Meetings.
- Host in-person and virtual meetings with HST's, parents, students, staff as necessary.
- Promote, plan and host bi-monthly high school hangouts for each grade level
- Attend planning meetings with local community colleges and CTE programs

- Any other duties as assigned

Summary Statement

The Leadership team met as a team to evaluate responsibilities and job duties. Compensation, thresholds, and responsibilities were determined through time and task analysis, as well as knowledge of the level of responsibility required. Additional information was also taken into account such as personal leadership, direct achievement, LCAP and legal requirements.

Yosemite Valley Charter School
 July 1 2021 -HST Teacher Table
 C-Basis - 10 Month Calendar*

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240**	\$58,240**	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240
B (+ 14 points)	\$58,240**	\$58,240**	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$60,500
C (+ 28 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$59,860	\$63,000
D (+ 42 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$59,100	\$62,400	\$65,500
E (+ 56 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,300	\$62,400	\$64,600	\$68,000
F (+ 70 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$60,450	\$63,650	\$66,975	\$70,500
G (+ 84 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,240	\$59,475	\$62,600	\$65,875	\$69,350	\$73,000
H (+ 98 points)	\$58,240	\$58,240	\$58,240	\$58,240	\$58,400	\$62,400	\$64,750	\$68,150	\$71,750	\$75,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$78,000	\$80,500	\$83,000	\$85,500

H15	H20	H25	H30
\$88,000	\$90,500	\$93,000	\$95,000

NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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.

Yosemite Valley Charter School
July 1, 2021 HQT Salary Table
B-Basis - 10 Month Calendar*

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240*	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250
B (+ 14 points)	\$58,240**	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,750
C (+ 28 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,110	\$66,250
D (+ 42 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$62,350	\$65,500	\$68,750
E (+ 56 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$61,550	\$65,625	\$67,850	\$71,250
F (+ 70 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$60,650	\$63,700	\$66,900	\$70,225	\$73,750
G (+ 84 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$59,750	\$62,725	\$65,850	\$69,125	\$72,600	\$76,250
H (+ 98 points)	\$58,250	\$58,250	\$58,250	\$58,750	\$61,650	\$64,750	\$68,000	\$71,400	\$75,000	\$78,750

Additional Pay Scale Levels

	11	12	13	14	H15	H20	H25	H30
(continued) H (+ 98 points)	\$81,250	\$83,750	\$86,250	\$88,750	\$91,250	\$93,750	\$96,250	\$98,250

NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

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** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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Yosemite Valley Charter School
July 1, 2021 - SPED Teacher Salary Table

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240	\$58,240	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950
B (+ 14 points)	\$58,240	\$58,860	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,945
C (+ 28 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,247	\$68,670
D (+ 42 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$64,419	\$67,853	\$71,395
E (+ 56 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$63,547	\$67,989	\$70,414	\$74,120
F (+ 70 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$62,566	\$65,891	\$69,379	\$73,003	\$76,845
G (+ 84 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$61,585	\$64,828	\$68,234	\$71,804	\$75,592	\$79,570
H (+ 98 points)	\$59,950	\$59,950	\$59,950	\$60,495	\$63,656	\$67,035	\$70,578	\$74,284	\$78,208	\$82,295

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$85,020	\$87,745	\$90,470	\$93,195

H15	H20	H25	H30
\$95,920	\$98,645	\$101,370	\$103,550

NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

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**Certificated Support Team
July 1, 2021 Salary Schedule**

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

STEP	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	81088 3,378.67	84088 3503.67	88293 3678.88	92709 2862.88	97342 4055.92	102209 4258.71

SPEECH/LANGUAGE PATHOLOGIST

STEP	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	74146 3089.42	78049 3252.04	82157 3423.21	86481 3603.38	91033 3793.04	95585 3982.71

NURSE

STEP	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	70512 2938.00	74038 3084.92	77340 3222.50	81227 3384.46	85288 3553.67	89552 3731.33

OCCUPATIONAL THERAPIST

STEP	1-2	3-4	5-6	7-8	9-10	11-13+
Salary	70688 2945.33	74387 3099.46	78302 3262.58	82423 3434.29	86761 3615.04	91327 3805.29

NBC or Doctorate Differential is \$3000

* Based on 205 work days of the 12-month calendar. The 205 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** 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.

Yosemite Valley Charter
Effective January 1, 2022
HST Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,890
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$67,465
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,538	\$70,040
F (56 + Masters)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,560	\$68,985	\$72,615
G (70 + Masters)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,478	\$67,852	\$71,401	\$75,190
H (84 + Masters)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,693	\$70,195	\$73,903	\$77,765

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (84 + Masters)	\$80,340	\$82,915	\$85,490	\$88,065

H15	H20	H25	H30
\$90,649	\$93,215	\$95,790	\$97,850

Any teacher who has achieved rows F, G, and H prior to July 1, 2021 and does not have a Master's degree will remain in their current row until a Master's Degree is completed

NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

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Yosemite Valley Charter
Effective January 1, 2022
HQT Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400*	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,663
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,003	\$68,238
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,221	\$67,465	\$70,813
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,400	\$67,594	\$69,886	\$73,388
F 56 + Masters	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$65,611	\$68,907	\$72,332	\$75,963
G (70 + Masters)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$64,607	\$67,826	\$71,200	\$74,778	\$78,540
H (84 + Masters)	\$62,400	\$62,400	\$62,400	\$63,000	\$63,810	\$66,693	\$70,040	\$73,542	\$77,250	\$81,113

Additional Pay Scale Levels

	11	12	13	14	H15	H20	H25	H30
(continued)								
H (84 + Masters)	\$83,688	\$86,262	\$88,838	\$91,413	\$93,988	\$96,563	\$99,138	\$101,198

Any teacher who has achieved rows F, G, and H prior to July 1, 2021 and does not have a Master's degree will remain in their current row until a Master's Degree is completed.

NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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.

Yosemite Valley Charter
Effective January 1, 2022
SPED Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,925
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,204	\$70,730
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$66,352	\$69,889	\$73,537
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,454	\$70,029	\$72,527	\$76,344
F (56 + Masters)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,443	\$67,868	\$71,460	\$75,194	\$79,150
G (70 + Masters)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,435	\$66,773	\$70,281	\$73,958	\$77,860	\$81,957
H (84 + Masters)	\$62,400	\$62,400	\$62,400	\$63,400	\$65,566	\$69,046	\$72,695	\$76,513	\$80,554	\$84,764

Additional Pay Scale Levels

	11	12	13	14	H15	H20	H25	H30
(continued) H (84 + Masters)	\$87,571	\$90,377	\$93,184	\$95,991	\$98,798	\$101,604	\$104,411	\$106,657

Any teacher who has achieved rows F, G, and H prior to July 1, 2021 and does not have a Master's degree will remain in their current row until a Master's Degree is completed.

NBC or Doctorate Differential is \$3000 paid in two installments in December and March.

*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.

***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.

**Yosemite Valley Charter Schools
SPED ASSESSMENT TEAM
January 1, 2022 Salary Schedule**

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

STEP	1-2	3-4	5-6	7-8	9-10	11+
Salary	\$83,521	\$86,611	\$90,942	\$95,490	\$100,262	\$105,275

SPEECH/LANGUAGE PATHOLOGIST

STEP	1-2	3-4	5-6	7-8	9-10	11+
Salary	\$76,370	\$80,391	\$84,622	\$89,075	\$93,764	\$98,453

NURSE

STEP	1-2	3-4	5-6	7-8	9-10	11+
Salary	\$72,628	\$76,259	\$79,660	\$83,664	\$87,847	92,239

OCCUPATIONAL THERAPIST

STEP	1-2	3-4	5-6	7-8	9-10	11+
Salary	\$72,809	\$76,619	\$80,651	\$84,895	\$89,364	\$94,067

NBC or Doctorate Differential is \$3000

* Based on 205 work days of the 12-month calendar. The 205 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

**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.

2021-22 Administrative Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Assistant Director 210 Day Calendar	\$107,500	\$110,000	\$112,500	\$115,000	\$117,500	\$120,000	\$122,500	\$125,000	\$127,500	\$130,000
Director 1 215 Day Calendar	\$127,500	\$130,000	\$132,500	\$135,000	\$137,500	\$140,000	\$142,500	\$145,000	\$147,500	\$150,000
Director 2 220 Day Calendar	\$147,500	\$150,000	\$152,500	\$155,000	\$157,500	\$160,000	\$162,500	\$165,000	\$167,500	\$170,000
Executive Director 230 Day Calendar	\$162,500	\$165,000	\$167,500	\$170,000	\$172,500	\$175,000	\$177,500	\$180,000	\$182,500	\$185,000

Annual Stipend Additions:

- Master Stipend is \$1000 paid in two installments in December and March
- Annual Doctorate stipend - \$3000

NBC or Doctorate Differential is \$3000 paid in two installments in December and March. The \$3000 is inclusive of the \$1000 Master Stipend.

***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.

2021-22 Counselor Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Counselor	\$62,500	\$65,00	\$67,000	\$69,000	\$71,000	\$73,000	\$75,000	\$77,000	\$79,000	\$81,000

*Annual salary for Counselor is based on 205 workdays. The 205 workdays is a minimum number of workdays, team members may need to work additional days beyond the work calendar.

Annual Stipend Additions:

- Master Stipend is \$1000 paid in two installments in December and March
- Annual Doctorate stipend - \$3000

NBC or Doctorate Differential is \$3000 paid in two installments in December and March. The \$3000 is inclusive of the \$1000 Master Stipend.

***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.

2021-22 Classified Confidential Management Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Classified Confidential	\$75,000	\$77,500	\$79,000	\$81,500	\$83,000	\$85,500	\$88,000	\$90,500	\$93,000	\$95,500

- New classified team members will be placed on this salary schedule based on previous job experience, educational level attained, and demonstrated proficiency or experience in necessary job skills
- Annually on July 1st classified team members may move from one column of the pay scale to the next if they have been in their current cell for a minimum of 3 months and they receive a satisfactory or better end-of-the-year evaluation the previous year. Yearly salary advancements are not guaranteed and are subject to the organization's operational needs and/or approved budget.
 - Department Supervisors may request from the Executive Director, or designee, in writing that a team member is placed into a higher cell on the salary schedule during the fiscal year (July 1 - June 30) based on:
 - New team member exceeding job expectations and performance after a 3 month new hire period
 - Team member taking on new assignments, tasks, or job responsibilities
 - Team member becoming highly proficient in specific skills that allows the employee to train other department members

Annual Stipend Additions to be paid in two installments in December and March:

PD Stipend:	Associates - \$500	Bachelors - \$750 Inclusive of Associates	Masters - \$1,000 Inclusive of Bachelors	Doctorate stipend - \$3,000 Inclusive of Masters
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2021-22 Classified Staff Salary Schedule

		A	B	C	D	E	F	G	H	I	J	K	L
Office Tech 1	Hourly Annual	\$15.48 \$32,198	\$15.85 \$32,968	\$16.22 \$33,737	\$16.72 \$34,777	\$17.21 \$35,796	\$17.83 \$37,086	\$18.33 \$38,126	\$18.82 \$39,145	\$20.06 \$41,724	\$20.68 \$43,014	\$21.30 \$44,304	\$21.92 \$45,593
Office Tech 2	Hourly Annual	\$18.57 \$38,625	\$19.07 \$39,665	\$19.69 \$40,955	\$20.18 \$41,974	\$20.68 \$43,014	\$21.30 \$44,304	\$21.92 \$45,593	\$22.58 \$46,966	\$23.15 \$48,152	\$23.77 \$49,441	\$24.52 \$51,001	\$25.26 \$52,540
Office Tech 3	Hourly Annual	\$19.81 \$41,204	\$20.43 \$42,494	\$21.05 \$43,784	\$21.67 \$45,073	\$22.29 \$46,363	\$22.95 \$47,736	23.65 \$49,192	\$24.39 \$50,731	\$25.13 \$52,270	25.88 \$53,830		
Office Tech 4	Hourly Annual	\$24.76 \$51,499	\$25.50 \$53,046	\$26.25 \$54,600	\$27.11 \$56,392	\$27.86 \$57,937	\$28.73 \$59,738	\$29.59 \$61,547	30.46 \$63,356	31.33 \$65,166	32.19 \$66,955		

New classified team members will be placed on this salary schedule based on:

- A. Row (Office Tech 1, 2, 3, or 4) Column (A-L) is determined by the lowest column all other recently added department members started, previous job experience, educational level attained, and demonstrated proficiency or experience in necessary job skills

Classified team members who start at an Office Tech 1 position may move to Office Tech 2 Column H by meeting **all** of the following criteria:

- Reaching step L in the Office Tech 1 row
- Maintain satisfactory or better evaluations in the current and previous year
- Participate in professional growth opportunities agreed to by department supervisor
- Based on the above criteria receive approval from the department supervisor or Executive Director

Annually on July 1st classified team members may move from one column of the pay scale to the next if they have been in their current cell for a minimum of 3 months and they receive a satisfactory or better end-of-the-year evaluation the previous year. Yearly salary advancements are not guaranteed and are subject to the organization's operational needs and/or approved budget.

Department Supervisors may request from the Executive Director, or designee, in writing that a team member is placed into a higher cell on the salary schedule during the fiscal year (July 1 - June 30) based on:

- New team member exceeding job expectations and performance after a 3 month new hire period
- Team member taking on new assignments, tasks, or job responsibilities
- Team member becoming highly proficient in specific skills that allows the employee to train other department members

Annual Stipend Additions to be paid in two installments in December and March:

PD Stipend:	Associates - \$500	Bachelors - \$750 Inclusive of Associates	Masters - \$1,000 Inclusive of Bachelors	Doctorate stipend - \$3,000 Inclusive of Masters
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Cover Sheet

Addition of the Substitute Teacher Compensation to the Compensation Policy

Section:	II. Finance
Item:	C. Addition of the Substitute Teacher Compensation to the Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - 2021-2022 - Revised - YV

BACKGROUND:

- Changes to the Compensation Policy are at the end of the Stipend Chart on page 60 of the board packet.
- The school has needed to address staff absences with substitute teachers to cover live, virtual instruction classes.
- Absences are primarily due to COVID.
- The substitute, extra duty compensation is in the amount of \$156.25/day.

RECOMMENDATION:

- Consider approval of the Addition of the Substitute Teacher Compensation to the Compensation Policy

Cover Sheet

Updated Employee Handbook

Section:	II. Finance
Item:	D. Updated Employee Handbook
Purpose:	Discussion & Potential Action - Vote
Related Material:	Employee Handbook 2021-2022 - YV

BACKGROUND:

- The school's employee handbook has been updated to include information related to the Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy and the Paid Sick Time Donation Process / Steps to request Paid Sick Time Donation / Paid Sick Time Donation Form passed at November's Board Meeting.
- After reviewing the likely outcome that an employee would use additional leave after exhausting their current bank of leave, the additional cost of having to hire outside help or use inside assistance and pay a stipend, would be immaterial.

RECOMMENDATION:

- Consider approval of updated Employee Handbook



EMPLOYEE HANDBOOK 2021-2022

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SECTION 1 – WELCOME

Welcome to Yosemite Valley Charter School!

We are happy to have you join us at Yosemite Valley Charter School (YVCS or School). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of YVCS, its personnel policies and procedures, and your benefits as a YVCS employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No YVCS guideline, practice, manual or rule may alter the “at-will” status of your relationship with YVCS.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, YVCS reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever YVCS determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at YVCS.

SECTION 2 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at YVCS.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other YVCS document confers any contractual right, either express or implied, to remain in YVCS' employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by YVCS or you may resign for any reason at any time.

No supervisor or other representative of YVCS except the Principal, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

YVCS exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish YVCS from other schools:

1. Mentoring – to inspire students to forge their paths in the world
2. Passionate – to strive for excellence
3. Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

1. Innovative
2. Dynamic
3. Results-oriented
4. Data-driven
5. Extraordinary
6. Confident
7. Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, YVCS will use the following two strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

1. Academic achievement through relevant curricula, clear expectations, and shared accountability
2. Relationship building through mentorship and consistent communication

School-wide Learning Outcomes

All students at YVCS strive to achieve the School-wide Learning Objectives (SLOs). Each year, YVCS will assess student progress towards attainment of the SLOs and review and revise the SLOs, as necessary. YVCS students will be:

1. Technologically proficient and will:

- a. Develop media literacy to analyze different information outlets and their influences.
- b. Navigate various online platforms and participate in virtual discussion.
- c. Use the Internet to acquire, organize, manipulate, interpret, and communicate information.
- d. Adapt, integrate and utilize various emerging online resources in order to compete in the workplace and connect with their passion.

2. Critical thinkers who will:

- a. Produce original products through written and/or oral work, problem solutions, or artistic presentation and/or performances.
- b. Problem solve through questioning, making inferences, predicting, and hypothesizing.
- c. Apply learned skills to new situations or problems.
- d. Take ownership of their learning and modify their performance based on feedback and assessment to attain their goals.
- e. Focus on learning state adopted standards and demonstrate mastery in core content areas as evaluated through standardized assessments. (CAASPP, STAR 360)

3. Effective communicators who will:

- a. Listen, speak, read, and write proficiently using standard English according to commonly accepted rubrics.
- b. Articulate thoughts, rationale and logic with confidence in oral presentation.
- c. Present work using a variety of media, including drawing, essays, short speech, or activity sheets.
- d. Contribute effectively in collaborations during office hour discussions or Jigsaw meetings.

4. Responsible and self-directed citizens who will:

- a. Set attainable personal and academic goals through the Individual Learning Plan and the Individualized Graduation Plan.
- b. Demonstrate integrity and respect within the academic and personal setting.
- c. Become active members of the community through community service and volunteering.
- d. Be cognizant of local and global issues.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

YVCS is an equal opportunity employer. In accordance with applicable law, YVCS prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. Also in accordance with applicable law, YVCS prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era with a physical or mental disability. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. YVCS will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, YVCS prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of YVCS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, YVCS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to YVCS. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. YVCS will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of YVCS to ensure equal employment opportunity without discrimination or harassment on the basis of race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), religious creed (which includes, without limitation, to religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

YVCS prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to YVCS (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms “discrimination” and “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means

- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
 - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
 - Use of derogatory remarks, insults and/or epithets.
 - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of

merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All YVCS employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

YVCS encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, the Principal or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, YVCS encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. YVCS recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. YVCS is serious about enforcing its policy against harassment; however, YVCS cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to YVCS' attention so it can take whatever steps are necessary to correct the problems.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Principal or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

YVCS encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

YVCS' investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with YVCS' investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, YVCS will provide regular progress updates, as appropriate, to those directly involved. YVCS will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

YVCS may investigate conduct in the absence of a formal complaint if YVCS has reason to believe that an individual has engaged in conduct that violates YVCS policies or applicable law. Further, YVCS may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which YVCS believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as YVCS believes appropriate under the circumstances. Due to privacy protections, YVCS may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. YVCS will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Principal. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of YVCS prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

Training Requirements

YVCS requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and YVCS will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, YVCS may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Principal of YVCS with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Principal. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict YVCS' right to terminate at-will.

OPEN COMMUNICATION POLICY

We want to hear from you. YVCS strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. YVCS is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Principal. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. YVCS will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

YVCS provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The School will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or Principal. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at YVCS and will be handled in accordance with YVCS' policy on discrimination and harassment.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of YVCS and its interest in our school will be formed in part, by YVCS employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, YVCS, and our School's services.

Below are several things employees can do to help leave people with a good impression of YVCS.

These are the building blocks for our continued success:

- Communicate with parents regularly.
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide business-like and personable replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

WHISTLEBLOWER POLICY

YVCS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other

governmental body; and (3) identifying potential violations of YVCS policy, specifically the policies contained in YVCS' Employee Handbook.

An employee who wishes to report a suspected violation of law or YVCS Policy may do so by contacting the Principal, Assistant Principal or Human Resources.

YVCS expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of YVCS policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Principal, Assistant Principal or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Principal or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of YVCS' administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each YVCS employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 30 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and doubletime pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators. Teachers are B-Basis (11 Months) or C-Basis (10 Months) employees. Administrators are A-Basis (12 Months).

Classified Employee

Classified Employees include those employees hired by YVCS that do not primarily instruct students, nor require state certification, such as maintenance, assistants and other operational employees. Full-time Classified employees are A-Basis (12 Months), B-Basis (11 Months), D-Basis (11 months) or C-Basis (10 Months) employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an

annual basis. The Principal or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Principal.

YVCS reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

WORKWEEK AND WORKDAY

YVCS’ workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. YVCS’ standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day.

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities:

1. Teachers may be assigned a “Virtual Class” or “Virtual Classes”
2. Teachers are provided, at YVCS’ expense, a computer capable of maintaining a high speed internet connection for their entire virtual class.
3. Teachers must be available each school day from 8:00 a.m. – 5:00 p.m. by internet and/or phone.
4. Teachers **may** be required to conduct a virtual classroom session **up to** two (2) hours per day for grades TK – 8 and **up to** three (3) hours per day for grades 9 – 12.
5. Teachers must have access to a phone for calling/responding to students/parents during the teacher’s scheduled time within two (2) hours by phone or four (4) hours by internet.
6. Teachers will use the tracking and monitoring system integrated into the student’s assigned course. Teachers will provide continual monitoring of the student’s progress and their scheduled benchmarked progress status.
7. Teachers will be responsible for all virtual school required record keeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard YVCS protocols and procedures.

Worksites:

Most classes will be held virtually. Teachers may work from home.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of tardiness by a non-exempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored trainings that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism and early departures may result in disciplinary action.

When an employee attends a School sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. All employees are required to sign-in and out for the purpose of record keeping. These records will serve as the official roster of attendance.

YVCS will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of YVCS' normal business hours with no additional pay.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee **MUST** put in a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or doubletime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

YVCS prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six

hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a “Meal Period Waiver” form.

If an employee’s day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a “Second Meal Period Waiver” form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days’ time record and to the employee’s supervisor immediately. The meal period must be accurately recorded on the employee’s time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1, 10-minute rest period
Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period – for any reason – must immediately report this issue in writing (via email) to Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. The employee must include a description providing a thorough explanation for the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized” meal period at the time provided by YVCS), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Employees are paid semi-monthly in accordance with the School's payroll schedule. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by YVCS for one of our employees, we are obligated by law to comply with the demand. The effected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

PAYROLL WITHHOLDINGS

YVCS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, YVCS must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions, YVCS will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

YVCS employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation

establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with YVCS within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails re-certification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is YVCS' policy that all School employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

“Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.”

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that YVCS’ employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without YVCS’ assistance, he or she is required to notify YVCS of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with YVCS.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by YVCS. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee’s personal information and changes affecting the employee’s status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment. Salary increases and promotions are solely within the discretion of YVCS and depend upon many factors in addition to performance.

Teachers:

At the start of each academic year, each Teacher will meet with their Regional Coordinator to establish Performance Objectives or SMART Goals for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the Regional Coordinator.

The Regional Coordinator will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the YVCS' charter, and standards for teaching performance developed by the Principal, the YVCS' Board of Directors, and/or other YVCS staff.

In addition to these more formal performance evaluations, YVCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

YVCS' provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit YVCS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and YVCS. Accordingly, either the employee or YVCS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Classified Staff:

Formal evaluations are generally held once each year. You will be provided a copy of the evaluation tool and as part of the process you will do a self-evaluation. Your supervisor may schedule your evaluation time in advance so that you are prepared for the process.

In addition to these more formal performance evaluations, YVCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT¹

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";
3. The "serious health condition" of the employee;
4. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the

¹ Employees may qualify for FMLA/CFRA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave. You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider’s statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information

should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use unused and available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

YVCS provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five (5) days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime;

- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advanced notice to the School by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use available sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of domestic violence, sexual assault or stalking, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available PTO (if applicable) or PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling, or safety planning related to domestic violence, sexual assault, or stalking.

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. The School will maintain confidentiality to the extent possible regarding any requests for accommodations under this policy.

The School will also, to the extent allowed by law, maintain the confidentiality to the extent possible of an employee requesting leave under this provision. The School will not discharge, discriminate, or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault, and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

YVCS is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked YVCS for help or changes in the workplace to ensure safety at work.

Employers are prohibited from discharging, discriminating, or retaliating against an employee who is a victim of domestic violence, the victim of sexual assault or stalking for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq., ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

If you donate an organ to another person you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick

and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

YVCS will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts YVCS' right to discipline an employee, up to and including termination of employment, for violation of YVCS' Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer, or emergency rescue personnel. This is an unpaid leave, but the employee may use any earned sick, and/or PTO.

CIVIL AIR PATROL LEAVE

YVCS provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with YVCS for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of PTO under this policy.

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave

- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) – A-BASIS ONLY

Full-time A-Basis (12 Months) school based employees are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part-time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

All full-time A-Basis (12 Months) employees may be eligible to receive up to ten (10) days (i.e., 80 hours) of PTO each school year (July 1 – June 30). Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.
- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

PAID SICK LEAVE (PSL), PERSONAL NECESSITY LEAVE (PNL), & TIME OFF BALANCES POLICY

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees. Yosemite Valley Charter School’s Paid Sick Leave Plan is a part of the benefits package extended to staff. This benefit is designed to provide employees with a degree of income protection in the event of unforeseen absence from work due to the employee’s own illness or other member of an employee’s immediate family. Sick leave benefits may be used as accrued, and may continue to accrue as long as the employee is on active status and working. Upon reduction in benefits eligibility status (i.e. request for reduced work schedule below the benefits threshold, on FMLA or any Leave of Absence), benefits will cease to accrue until eligibility otherwise resumes. Any days accrued and unused, earned to date, will be maintained as a part of the employee’s personnel record until such time as the employee resumes benefit-eligible status.

ALLOTMENT OF PAID SICK LEAVE:

Full Time Teachers & SPED Assessment Team Members

On July 1 of each year, eligible employees will be allotted seven days (56 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

Part-time Teachers and Classified Staff Members

Receive 24 hours of Paid Sick Leave annually. These days can be used for either Personal Necessity or Paid Sick Leave.

Regional Coordinators

On July 1 of each year, eligible employees will be allotted eight days (64 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. RCs need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

Administrators & Full-time Classified

On July 1 of each year, eligible employees will be allotted nine days (72 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

New Hires may carry over sick leave from their prior school district if they are certificated team members in CALSTRS. Yosemite Valley will confirm previous employment and allotted sick leave with the previous district. Once confirmed and approved, the carryover time will be added to your service credit CALSTRS upon signature of the Yosemite Valley Charter School STRS Carry-Over Policy. Carryover sick leave cannot be used while employed with Yosemite Valley Charter School.

Beginning on July 1, 2021 and each July moving forward, for any certificated member who contributes to CALSTRS, PSL and PN are capped. Any PSL and PN hours beyond their capped hours will be added to their carryover hours.

ALLOTMENT OF PAID TIME OFF (PTO) FOR ADMINISTRATORS AND FULL-TIME HOURLY STAFF MEMBERS

Since administrators and full-time hourly employees work the entire year, they also accrue PTO. PTO accrues at 3.33 hours per pay period with a cap of 120 hours. Administrators and full-time hourly staff members must have their PTO approved by their manager a minimum of five working days prior to being taken. Unused PTO will carry over from one school year to the next.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Allotment

PSL days are allotted as set forth below to eligible employees:

- Full-time A-Basis, B-Basis, C-Basis, and D-Basis school based employees:

On July 1 of each year, eligible employees will be allotted ten days (80 hours) of PSL per school year (July 1—June 30), which unused PSL days will carryover year to year subject to a cap of 18 days (144 hours). Employees hired after July 1 but

~~before December 31 will receive ten days (80 hours) of PSL on his or her first day of employment. Employees hired after December 31 will receive five days (40 hours) of PSL on his or her first day of employment.~~

- ~~All other eligible employees:~~

~~All other eligible employees will be allotted three days (24 hours) of PSL each school year (July 1—June 30) on July 1 or on his or her first day of employment, even if hired mid year. PSL days are “use it or lose it” and, as such, do not carry over from year to year.~~

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment.

PSL may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID SICK ~~LEAVE~~ TIME DONATION POLICY

Personal Hardship

Employees who have exhausted all paid sick leave (PSL) and Paid Time Off (PTO) may request donations from co-workers through this policy. The PSL donation policy applies to employees suffering from a catastrophic illness or other medical emergency, which for the purposes of this policy, constitutes an employee's or a family member's medical condition that will require the prolonged/extended absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all PSL available.

Eligibility

Employees who are experiencing hardship due to a catastrophic illness or medical emergency to take care of their own health issues or an immediate family member are eligible to request and receive donations of PSL from other employees who have agreed to surrender PSL leave to the School sponsored leave bank.

Requests for Donations

A written request for PSL donations that describes the specific medical emergency or medical condition must be submitted to Human Resources. Human Resources will verify the employee's eligibility, and make a written determination which will be given to the employee as soon as practical.

Donations of Paid Leave

Employees who have more than 24 hours of PSL and who wish to donate PSL to the School sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are voluntary and irrevocable.

Requirements to Donate Paid Sick Time

1. Donating employees must maintain a minimum of 24 hours of PSL after reducing their leave balance to ~~effect~~affect the donation.
2. In any 12-month period, no employee may donate more than 40 hours.
3. Voluntary donations of PSL are final upon submission of a signed PSL-Paid Sick Leave Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.
- ~~5.6.~~Conditions which are short term in nature, for example, flu, measles, common illnesses, common injuries, etc., are not covered.

Valuation of Donated PSL

The value of the donated paid leave shall be determined by multiplying the number of hours donated by the donating employee's current hourly rate to determine the value of the donation in dollars ("Donation Value"). The Donation Value shall then be divided by the eligible employee's current hourly rate to determine the number of hours to be added to the eligible employee's PSL balance. Human Resources shall periodically notify the eligible employee of donations made pursuant to this policy. The eligible employee may then request to receive payment for these hours, which will be treated as taxable "wages" to such eligible employee for the payroll period utilized. No employee shall receive payment for more than 40 hours of paid leave, whether allotted or donated, during any week unless required by state or federal law.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by YVCS. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by YVCS. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of

absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources.

Full-time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under YVCS' health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at YVCS group rates plus an administration fee. YVCS or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under YVCS' health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

YVCS withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who

take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under YVCS policy and applicable law.

YVCS will require you to take up to two weeks of unused PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using YVCS' computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The Communication Systems are the property of YVCS and have been provided for use in conducting YVCS business. All communications and information transmitted by, received from, created, or stored in its YVCS' Communication Systems are records and property of YVCS. The Communication Systems are to be used for School purposes only. Employees may, however, use YVCS technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with YVCS business, and does not violate any YVCS policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

YVCS has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, YVCS may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of YVCS' Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from YVCS' Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish YVCS' right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed YVCS upon request for any reason that YVCS, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though YVCS has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Principal.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on YVCS letterhead.

Offensive and Inappropriate Material

YVCS' policy against discrimination and harassment, sexual or otherwise, applies fully to YVCS' Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in YVCS' computers. Employees encountering or receiving this kind of material should immediately report the incident to their Principal.

YVCS may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by YVCS networks. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to YVCS' blocking software.

Solicitations

YVCS' Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Principal is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of his/her Principal.

Games and Entertainment Software

Employees may not use a YVCS Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to YVCS' "Confidential Information" policy, contained herein, for a general description of what YVCS deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

YVCS' Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her Principal. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any YVCS approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of YVCS, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of YVCS."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to YVCS' network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to YVCS' network.

Files obtained from sources outside YVCS including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage YVCS' computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-YVCS sources, without first scanning the material with YVCS approved virus checking software. If you suspect that a virus has been introduced into YVCS network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

YVCS reserves the right to modify this policy at any time, with or without notice. YVCS may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA POLICY

YVCS has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete any students already on their "friends" list immediately.

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. YVCS encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention YVCS, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of YVCS. Unless given permission by your Principal, you are not authorized to speak on behalf of YVCS or to represent that you do so. If you are developing a site or writing a blog that will mention YVCS, as a courtesy to the organization, please let your Principal know in advance of publication. Your Principal may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to YVCS. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what YVCS considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with your Principal.

When writing a blog or participating in any other social networking site, employees should speak respectfully about YVCS and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by YVCS and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking may be legally liable for anything he/she writes or presents online. Employees can be disciplined, if appropriate, by YVCS for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Principal.

Failure to comply with YVCS' social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

YVCS attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - Immediately report the incident to his/her immediate supervisor and/or Principal;
 - Obtain an official police report documenting the theft or loss; and
 - Provide a copy of the police report to his/her immediate supervisor or Principal.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for YVCS while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, YVCS has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by YVCS.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by YVCS employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by YVCS.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. YVCS must approve any postings prior to posting.

YVCS reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of YVCS to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a YVCS decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all YVCS board members, employees, individual consultants hired or retained by YVCS, and School Services Providers hired or retained by YVCS.

Relationships between YVCS board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- (a) Family Members of YVCS board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- (b) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the YVCS board of directors.
- (c) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services

Provider(s), or in the case of a board member, in the discretion of the YVCS board of directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law.

“Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

“School Services Provider” shall mean any provider of school services to YVCS, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to YVCS.

Procedures

When a Family Member of a current YVCS board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that YVCS' best interests would be served otherwise.

When a Family Member of a current YVCS board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within YVCS, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of YVCS, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, YVCS will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and YVCS. If a mutual agreement is unattainable, the Board will determine, in YVCS' best interest, which employee is to be transferred or separated.

Responsibilities

The Principal or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Principal or designee will deny the

application for employment. Special circumstances may be reviewed by the Board in the event that YVCS' best interests would be served by the employment of a Family Member.

The Principal or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Principal or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Principal.

VIOLENCE IN THE WORKPLACE

YVCS has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect YVCS or which occur on YVCS property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on YVCS premises, regardless of the relationship between YVCS and the parties involved
- All threats or acts of violence occurring off YVCS premises involving someone who is acting in the capacity of a representative of YVCS

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy YVCS property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

YVCS' prohibition against threats and acts of violence applies to all persons involved in YVCS' operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on YVCS property. Violations of this policy by any individual on YVCS property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Principal.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even

if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. Your Principal or immediate supervisor will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive, or reduce productivity.

Consult your supervisor if you have any questions regarding appropriate attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented

- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later

- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor or the Principal promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Principal. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Principal.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code

- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or

co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Principal so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

YVCS expects employees to devote their best efforts to the interests of our school. YVCS recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at YVCS or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with YVCS whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Principal to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to YVCS' Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at YVCS. If you wish to participate in outside work activities you are required to obtain written approval from the Principal prior to starting those activities. Approval will be granted unless the activity conflicts with YVCS' interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at YVCS.
- Involve organizations that are doing or seek to do business with YVCS including actual or potential vendors.
- Violate provisions of law or YVCS policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to YVCS must be given priority. Full time employees are hired and continue employment with the understanding that YVCS is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of YVCS that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of YVCS. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of YVCS if any of the following apply:

1. It involves the use of YVCS time, facilities, equipment, supplies, or the officer's or employee's position or influence with YVCS, for private gain or advantage.
2. It involves receipt or acceptance by the officer or employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with YVCS.
3. It involves the performance of an act as part of the outside activity that involves services performed for YVCS.
4. It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use YVCS' name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of YVCS, the officer or employee shall obtain a written determination of the Principal or his or her designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

YVCS will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of YVCS business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of YVCS that YVCS shall not provide any funds or thing of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. YVCS does not and shall not provide, for example, “sign up bonuses” to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with YVCS in order to obtain funds or thing of value from YVCS. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with YVCS for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in YVCS, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student’s education at YVCS, resulting in the individual’s receipt of funds or thing of value from YVCS.

Procedures

The prior approval of the Principal or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

1. Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Principal or his or her designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of YVCS to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or

request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, vaping and/or pipes (both

tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on YVCS property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

YVCS cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on YVCS' premises, including the parking area, or away from school property while on school business. YVCS employees are prohibited from using personal property for work-related purposes unless approved in advance by the Principal.

SAFETY POLICY

YVCS is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Principal immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Principal immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Principal regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

YVCS has in place a written Injury and Illness Prevention Program as required by law. Please contact Human Resources for further information.

ERGONOMICS

YVCS has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Principal.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Principal.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

YVCS will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from YVCS; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to YVCS for three consecutive work days. YVCS requests that employees provide at least two weeks written notice of a voluntary termination. All YVCS property must be returned immediately upon terminating employment. YVCS retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of YVCS' Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, YVCS reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at YVCS may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at YVCS. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, YVCS will disclose only the dates of employment and the title of the last position held. YVCS will verify or disclose additional information about the employee only if the employee provides written authorization for YVCS to provide the information. However, YVCS will provide information about current or former employees as required by law or court order. YVCS will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Yosemite Valley Charter School's ("YVCS") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding YVCS' expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of YVCS' policies.

In particular, I have read and understand YVCS' Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with YVCS at any time, YVCS, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and YVCS for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Principal of YVCS, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Principal. This is the entire agreement between YVCS and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with YVCS, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

YVCS reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than YVCS Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____

Cover Sheet

Auditor Engagement

Section:	II. Finance
Item:	E. Auditor Engagement
Purpose:	Discussion & Potential Action
Related Material:	Yosemite Valley Charter School - Auditor Planning Communication 2020-21

BACKGROUND:

- Yosemite Valley's auditing firm has historically been and also currently is Wilkenson, Hadley, & King.
- This is the annual engagement letter for the multi-year contract the school has already executed.

RECOMMENDATION:

- Consider approval of the Auditor Engagement for the 2020-2021 audit and to continue with Wilkenson, Hadley, & King for the 2021-2022 audit.

To Board of Directors and Management
Yosemite Valley Charter School
1740 Huntington Drive, Suite 205
Duarte, CA 91010

We are engaged to audit the financial statements of Yosemite Valley Charter School (the Charter) for the year ended June 30, 2021. Professional standards require that we provide you with the following information related to our audit. We would also offer the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

Our Responsibilities under U.S. Generally Accepted Auditing Standards, *Government Auditing Standards*, and the Uniform Guidance

As stated in our engagement letter, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we will consider the Charter's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting.

As part of obtaining reasonable assurance about whether the Charter's financial statements are free of material misstatement, we will perform tests of its compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with those provisions is not an objective of our audit. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on the Charter's compliance with those requirements.

We have been engaged to report on additional supplementary information as identified in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, which accompany the financial statements. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Planned Scope, Timing of the Audit, and Other

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the charter school. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

Preliminary planning procedures began once the engagement letter was signed and returned to us. We expect to begin our audit of the financial statements once the unaudited actuals are complete and issue our report by statutory due dates, including extensions if applicable. Kevin Sproul is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

This information is intended solely for the use of the Governing Board and management of Yosemite Valley Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,



Wilkinson Hadley King & Co. LLP

Cover Sheet
SEL & Transition Program Student Presentations
(Monthly Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	A. SEL & Transition Program Student Presentations
Purpose:	Presentation & Potential Discussion
Related Material:	None

BACKGROUND:

- Students will share their experiences in the Social Emotional Learning (SEL) and transition programs.

Cover Sheet

School Accountability Report Card (SARC)

Section:	III. Academic Excellence
Item:	B. School Accountability Report Card (SARC)
Purpose:	Discussion & Potential Action - Vote
Related Material:	School Accountability Report Card 2021-2022 - Yosemite Valley

BACKGROUND:

- In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare SARCs and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.
- In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California *Education Code (EC)* sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.
- Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with *EC* Section 33126. This requirement applies to nonpublic, nonsectarian schools but does **not** apply to nonpublic, nonsectarian agencies.

RECOMMENDATION:

- Consider approval of the 2021-2022 SARC Report.

Yosemite Valley Charter

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Yosemite Valley Charter
Street	3610 E. Ashlan Ave
City, State, Zip	Fresno, Ca, 93726
Phone Number	559-999-5030
Principal	Dr. Laurie Goodman, Executive Director
Email Address	laurie@yosemitevalleycharter.org
School Website	http://yosemitevalleycharter.org
County-District-School (CDS) Code	10625470135103

2021-22 District Contact Information

District Name	Yosemite Valley Charter School
Phone Number	(559) 884-2492
Superintendent	Baldomero Hernandez
Email Address	bhernandez@westside-elem.com
District Website Address	www.westside-elem.k12.ca.us/

2021-22 School Overview

Yosemite Valley Charter School is a tuition-free, public charter school serving transitional kindergarten through 12th-grade and we take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. We are here to serve, support, and inspire the community within our school and all families on an educational journey with their children.

Mission

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.

Vision

Yosemite Valley Charter School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

Schoolwide Learner Outcomes

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

- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem-solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

2021-22 School Overview

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	252
Grade 1	249
Grade 2	227
Grade 3	222
Grade 4	199
Grade 5	192
Grade 6	166
Grade 7	162
Grade 8	166
Grade 9	136
Grade 10	104
Grade 11	94
Grade 12	91
Total Enrollment	2,260

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.7
American Indian or Alaska Native	0.6
Asian	2.5
Black or African American	2.9
Filipino	0.8
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.2
White	54.9
English Learners	1.6
Foster Youth	0.1
Homeless	0.8
Socioeconomically Disadvantaged	46.9
Students with Disabilities	12.1

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	June 2019
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Reading Horizons Bridgeway	Yes	0
Mathematics	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
History-Social Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Reading Horizons Bridgeway	Yes	0
Foreign Language	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0

Health	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0
Visual and Performing Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

Yosemite Valley Charter is a non-classroom based program.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1147	1	0.09	99.91	--
Female	596	0	0	100	--
Male	551	1	0.18	99.82	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	0	0	100	--
Black or African American	41	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	319	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	98	1	1.02	98.98	--
White	642	0	0	100	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	32	0	0	100	--
Military	48	0	0	100	--
Socioeconomically Disadvantaged	505	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	159	0	0	100	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1147	1	0.09	99.91	--
Female	596	0	0.00	100.00	--
Male	551	1	0.18	99.82	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	0	0.00	100.00	--
Black or African American	41	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	319	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	98	1	1.02	98.98	--
White	642	0	0.00	100.00	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	32	0	0.00	100.00	--
Military	48	0	0.00	100.00	--
Socioeconomically Disadvantaged	505	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	159	0	0.00	100.00	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Yosemite Valley Student Groups	Yosemite Valley Total Enrollment	Yosemite Valley Number Tested	Yosemite Valley Percent Tested	Yosemite Valley Percent Not Tested	Yosemite Valley Percent At or Above Grade Level
All Students	1208	1091	90%	10%	71%
Female	625	555	89%	11%	72%
Male	583	522	90%	10%	71%
American Indian or Alaska Native	25	18	72%	28%	78%

Asian	46	42	91%	9%	76%
Black or African American	65	53	82%	18%	40%
Filipino	13	13	100%	0%	54%
Hispanic or Latino	336	164	49%	51%	60%
Native Hawaiian or Pacific Islander	9	6	67%	33%	33%
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	820	740	90%	10%	77%
English Learners	18	10	56%	44%	10%
Foster Youth	1	1	100%	0%	0%
Homeless	16	14	88%	12%	43%
Military	76	40	53%	47%	88%
Socioeconomically Disadvantaged	588	525	89%	11z%	62%
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	160	134	84%	16%	40%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Yosemite Valley Student Groups	Yosemite Valley Total Enrollment	Yosemite Valley Number Tested	Yosemite Valley Percent Tested	Yosemite Valley Percent Not Tested	Yosemite Valley Percent At or Above Grade Level
All Students	1208	1088	90%	10%	49%
Female	625	554	89%	11%	47%
Male	583	520	90%	10%	51%
American Indian or Alaska Native	25	18	72%	28%	50%
Asian	46	42	91%	9%	64%
Black or African American	65	52	80%	20%	27%
Filipino	13	13	100%	0%	31%
Hispanic or Latino	336	164	49%	51%	40%
Native Hawaiian or Pacific Islander	9	6	67%	33%	33%
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	820	738	90%	10%	52%
English Learners	18	10	56%	44%	50%
Foster Youth	1	1	100%	0%	0%
Homeless	16	14	88%	12%	29%
Military	76	40	53%	47%	65%
Socioeconomically Disadvantaged	588	524	89%	11%	39%

Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	160	133	83%	17%	18%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	0.00	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	412	NT	NT	NT	NT
Female	208	NT	NT		
Male	204	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	114	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	37	NT	NT	NT	NT
White	233	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	18	NT	NT	NT	NT
Socioeconomically Disadvantaged	176	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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

Currently we have two pathways offered through High School Virtual Academy Live! The first pathway is the Animal Science Pathway which allows students to learn all about animal breeds, care, nutrition, and medical needs as well as the science behind food production. The second pathway offered is the Agriscience Pathway which allows students to study California agriculture, sustainability, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences. All of these courses are A-G approved as well allowing students to explore their desired CTE pathway while still preparing for further education after high school. We also currently offer a variety of other pathways through teacher led independent study courses through Edmentum.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	23.21

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Yosemite Valley Charter ensures parents, legal guardians, and teachers have an opportunity to participate in the governance of the school. Some of the voting members of the board of directors are parents/guardians. The parent representatives provide insight into students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school-related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on the effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from a variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and the community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	4.8	6.6	20.9	21.9	22.7	9.0	8.9	9.4
Graduation Rate	82.9	80.6	89.0	33.9	30.8	36.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	91	81	89.0
Female	54	45	83.3
Male	37	36	97.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	28	21	75.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	46	44	95.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	61	52	85.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	11	73.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2349	2296	12	0.5
Female	1196	1173	8	0.7
Male	1152	1122	4	0.4
American Indian or Alaska Native	15	14	0	0.0
Asian	57	57	0	0.0
Black or African American	69	68	1	1.5
Filipino	19	19	0	0.0
Hispanic or Latino	680	666	4	0.6
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	143	141	2	1.4
White	1292	1257	5	0.4
English Learners	42	42	1	2.4
Foster Youth	3	2	0	0.0
Homeless	32	32	0	0.0
Socioeconomically Disadvantaged	1129	1106	7	0.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	316	306	1	0.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.05	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.14	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	124		
1	3	82		
2	2	89		
3	3	82		
4	2	89		
5	2	80		
6	2	77		
Other	2	1		

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	135		
Mathematics	2	134		
Science	2	111		
Social Science	2	109		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	168		
Mathematics	2	164		
Science	2	143		
Social Science	2	157		

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	3228.6

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	0
Other	3.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9284	758	8526	57157
District	N/A	N/A	9800	
Percent Difference - School Site and District	N/A	N/A	-13.9	
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	1.0	-23.5

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	22%	30%
Percent of Budget for Administrative Salaries	11%	7%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.4
--	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	2
Total AP Courses Offered	5

Professional Development

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	

Yosemite Valley Charter School

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Yosemite Valley Charter School
Phone Number	(559) 884-2492
Superintendent	Baldomero Hernandez
Email Address	bhernandez@westside-elem.com
District Website Address	www.westside-elem.k12.ca.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	115	91.27	8.73	10.43
Female	55	51	92.73	7.27	15.69
Male	71	64	90.14	9.86	6.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	126	115	91.27	8.73	10.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	66	59	89.39	10.61	5.08
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	98	89.91	10.09	9.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	126	114	90.48	9.52	4.39
Female	55	51	92.73	7.27	7.84
Male	71	63	88.73	11.27	1.59
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	126	114	90.48	9.52	4.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0		0
English Learners	66	59	89.39	10.61	1.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	98	89.91	10.09	3.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Cover Sheet

High School A-G Grant

Section: III. Academic Excellence
Item: C. High School A-G Grant
Purpose: Discussion & Potential Action - Vote
Related Material:

BACKGROUND:

- This is a grant for the High School program.

RECOMMENDATION:

- Consider approval of the High School A-G Grant.

Cover Sheet

COVID-19 School Report - December

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	A. COVID-19 School Report
Purpose:	Presentation & Potential Discussion
Related Material:	COVID-19 Report for January - YV

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- The report now includes data on the number and cost of COVID-19 Testing Kits.

RECOMMENDATION:

- Provide Board feedback to the school leadership.



Yosemite Valley Charter School
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January COVID-19 Report – Human Resources Report

Staff Numbers	Current Numbers	Notes
Verified Vaccinated Staff Members	94	
Staff Exemptions Received	9	<ul style="list-style-type: none"> 7 Religious Exemptions 2 Due to Health
Positive Cases Reported	7	<ul style="list-style-type: none"> 1 Needs to submit results; An email has been sent to the team member
Staff Needing to Administer a COVID Test at Home	20	<ul style="list-style-type: none"> Non-home testing & home testing
Unresponsive	6	

Testing Kits	Month	# of Test Kits	# Teachers
Number of COVID-19 Test Kits Reimbursed by the School	July	0	0
	August	0	0
	September	10	1
	October	27	5
	November	20	4
	December	8	3
	January		
	February		
	March		
	April		
	May		
	June		
Total Cost (Reimbursements) from July 1, 2021 Through November 2021	\$1,282.14 Adjusted Amount		

- Thus far, 8 Teachers have submitted reimbursements for testing/testing kits.
- Test kit costs range from \$7-\$49/test.
- November numbers were increased by 6 due to recent reimbursement submissions.
- For a time, there may be a decline in the number of reimbursements due to the government funded, 4 free COVID test kit distribution that starting in January.

Cover Sheet

Enrollment Report & 2022-2023 Enrollment Proposal

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	B. Enrollment Report & 2022-2023 Enrollment Proposal
Purpose:	Discussion & Potential Action - Vote
Related Material:	Enrollment Report - YV

BACKGROUND:

- Enrollment Report with:
 - Current enrollment data
 - Historical enrollment data
 - Enrollment proposal for 2022-2023

RECOMMENDATION:

- Provide Board feedback to the school leadership regarding Enrollment Goals.
- Consider approval of 2022-2023 Enrollment Proposal.



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ENROLLMENT REPORT

Current Enrollment (As of January 21, 2022)

- 2405 currently enrolled students
- 66 withdrawals processed this month, 7 pending

Grade	Totals
TK	58
KN	251
1	249
2	274
3	238
4	245
5	196
6	180
7	150
8	158
9	104
10	112
11	95
12	76
Totals	2,386

HISTORICAL DATA

New Enrollments

	2020-2021	2021-2022	% Change
Total New Imports	394 students	1162 students	194.92%
Total New Families	221 families	650 families	194.12%
Families of Enrolled 2020-2021 Siblings	78 student siblings	144 student siblings	84.62%

Row 1: Number of new students enrolled for the 2020-2021 and 2021-2022 School years

Row 2: Number of new families for each school year

Row 3: And number of families enrolled in 2020-2021 that enrolled one or more siblings in 2021-2022.



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HISTORICAL DATA - CONTINUED

Family Elected Withdrawals

Grade Level:															
	TK	KN	1	2	3	4	5	6	7	8	9	10	11	12	Total
August 2020	0	4	2	1	4	6	2	10	4	6	2	1	4	2	48
September 2020	0	0	2	0	2	1	2	0	3	1	2	1	1	1	16
October 2020	0	1	1	3	3	1	2	4	3	3	4	3	2	0	30
November 2020	0	4	0	3	1	1	1	4	1	1	0	0	2	1	19
December 2020	0	0	0	1	0	1	0	1	0	0	1	1	1	0	6
January 2021	0	0	6	6	2	4	5	3	4	2	3	7	0	6	48
February 2021	0	4	0	5	3	2	1	1	1	3	1	0	1	1	23
March 2021	0	2	2	0	0	2	1	0	0	0	0	0	0	1	8
April 2021	0	1	0	2	0	2	1	0	2	1	2	0	1	2	14
May 2021	2	9	15	13	9	8	7	10	8	17	5	4	5	28	140
June 2021	3	20	19	15	19	16	15	21	14	23	6	7	10	45	233
July 2021	0	3	5	7	7	4	3	5	1	3	6	1	2	1	48
August 2021	1	13	25	17	20	19	18	25	16	25	18	13	13	10	233
September 2021	1	5	7	7	5	9	6	8	9	7	4	3	5	2	78
October 2021	1	3	6	7	9	4	5	3	1	4	8	3	2	2	58
November 2021	1	4	3	4	3	4	1	5	2	0	0	4	0	1	32
December 2021	0	3	3	2	6	2	6	3	0	1	2	0	0	0	28
Grand Total	9	76	96	93	93	86	76	103	69	97	64	48	49	103	1062
2020-2021 Year End Total:															585
2021-2022 Total to Date:															477

Administrative Withdrawals

Grade Level:															
	TK	KN	1	2	3	4	5	6	7	8	9	10	11	12	Total
October 2020	0	0	1	1	0	1	0	1	0	0	1	0	0	1	6
November 2020	0	0	0	1	0	0	0	0	0	0	1	0	1	0	3
December 2020	0	0	0	1	0	1	0	0	0	1	4	0	0	1	8
January 2021	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
February 2021	0	0	1	1	1	3	0	1	0	0	0	0	0	0	7
March 2021	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2
April 2021	0	0	0	0	0	1	0	0	0	0	0	1	0	0	2
May 2021	0	2	0	0	1	0	1	1	0	0	0	0	0	0	5
June 2021	0	0	0	0	1	0	1	1	0	0	1	1	1	0	6
October 2021	0	0	0	1	1	0	0	0	1	2	2	1	0	0	8
November 2021	0	0	0	0	0	0	0	2	1	0	1	4	0	0	8
December 2021	0	0	0	1	1	1	0	1	0	0	2	1	0	1	8
Grand Total	0	2	2	6	5	8	2	7	2	4	12	9	2	3	64
2020-2021 Year End Total:															40
2021-2022 Total to Date:															24

2020-2021 Non-Returning Students for 2021-2022

- 168 students finished the 2020-2021 school year with Monarch River, but decided not to continue enrollment into the 2021-2022 school year.
- 97 students graduated by the end of the 2020-2021 school year.



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ENROLLMENT PROPOSAL 2022-2023

Open Enrollment

- March 1st - March 25th.

Growth Goal Proposal

- Current plans include a 20% growth goal by the Fall of 2022.
- 20% is approximately 490 newly enrolled students and a total of **3000** students for target enrollment.

Random Drawing

- Enrollment time frames will change from a 5-day confirmation period and 10-day registration period to a 3-day confirmation period and 5-day registration period.
- The Enrollment Team will prepare for a random drawing which will take place by April 8th, if needed.

SPED Enrollment

- The Enrollment Team will be meeting weekly with the SPED to identify SPED students as early as possible. This will help the SPED team determine their staffing needs.

Cover Sheet

Proposed Revisions to the Vendor Agreement

Section:	IV. Operations
Item:	C. Proposed Revisions to the Vendor Agreement
Purpose:	Discussion & Potential Action - Vote
Related Material:	Revised 2021-2022 Vendor Agreement - YV

BACKGROUND:

- New legislation requires additional language be added to inform vendors of their explicit responsibility to immediately notify the school of any arrest or conviction information they receive from the Department of Justice.

RECOMMENDATION:

- Consider approval of the revised Vendor Agreement.

VENDOR AGREEMENT

This Vendor Agreement ("Agreement") is made between **Yosemite Valley Charter School** ("School"), a California nonprofit public corporation that operates a public charter school [INSERT VENDOR NAME] ("Vendor").



RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION.

- a. Term: This Agreement shall be effective as of **[DATE]**.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES.

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.
- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but

not limited to, when interacting with School students, parents, vendors, or employees.

- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); excepting visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the supervising teacher.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.
- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees). **Vendor must comply with Education Code § 56042 which generally prohibits an attorney or advocate for a student with exceptional needs from recommending services from an entity that employs or contracts with the attorney or advocate or otherwise presents conflicts concerns. The School may prohibit a Vendor from providing Services if there are other conflicts concerns as determined by School in School's sole discretion.** School shall not be responsible for paying Vendor for the prohibited services described herein.

SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to billing@yosemitevalleycharter.org. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt.

- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.
- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

SECTION 5. TAXES. Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.

SECTION 6. BENEFITS. Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to,

disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents.

SECTION 7. MATERIALS. Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility. **If the Vendor performs the criminal background check per Education Code section 45125.1, Vendor shall immediately provide any subsequent arrest and conviction information it receives to School pursuant to the subsequent arrest service.**
- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement safety policies and procedures related to emergency response and accident reporting reasonable for the Services.
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission. Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, harassment, or sexual harassment at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.
- f. Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.
- g. COVID-19: Vendor certifies they will remain in compliance with local, county, and state laws and regulations concerning health safety and reducing the spread of COVID-19. Vendor will implement and visibly post the 5 strategies that reduce the spread of COVID-19 at their service facility to include staying at home when appropriate, practicing good hand hygiene

and respiratory etiquette, using masks when feasible, having adequate supplies (includes soap, water, hand sanitizer, paper towels, disinfectant wipes and sprays, masks, and no-touch trash cans), and posting signs and safety messaging in highly visible locations.

SECTION 9. INDEMNIFICATION AND INSURANCE.

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
 - i. \$1,000,000 per occurrence
 - ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

SECTION 10. CONFIDENTIALITY.

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the

information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent contact information) to market any products or services to School parents or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT. This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION.

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

SECTION 14. NO WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT. No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT. Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Vendor:

(Please fill in with your information)

Business:

Name:

Title:

Address:

Email:

Phone:

If to School:

SECTION 20. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

Yosemite Valley Charter School

By:

Name:

Title:

Date:

VENDOR

By:

Name:

Title:

Date:

EXHIBIT A

Detailed List of Vendor Services and Prices

*Anything not listed will not be approved

Services Offered:

Title	Description	Grade Level	Price	Duration

Cover Sheet

Proposed Virtual Educational Services Addendum

Section:	IV. Operations
Item:	D. Proposed Virtual Education Services Addendum
Purpose:	Discussion & Potential Action - Vote
Related Material:	Virtual Educational Services Addendum - YV

BACKGROUND:

- New addendum that will be used either in conjunction with the school's service vendor agreement for service vendors that provide online, virtual, limited interaction services or with a product vendor's agreement that provide online, virtual, limited interaction services with students, and who do not complete a CA Department of Justice background check, but instead, use another credible agency.

RECOMMENDATION:

- Consider approval of the Virtual Educational Services Addendum.

VIRTUAL EDUCATIONAL SERVICES ADDENDUM

This Virtual Educational Services Addendum (“**Addendum**”) is made between **[INSERT CHARTER SCHOOL]** (“**School**”), a California nonprofit public corporation that operates a public charter school and **[INSERT VENDOR NAME]** (“**Vendor**”).

RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the business of providing educational online, limited-contact, virtual educational services to schools to bolster their education programs; and

WHEREAS, School entered into a Vendor Agreement with Vendor to provide virtual educational services for this school year (“**Vendor Agreement**”); and

WHEREAS, the parties desire to enter into this Addendum to the Vendor Agreement to address specific terms and requirements related to the provision of virtual educational services for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

Section 1. BACKGROUND CHECK

Vendor shall ensure its employees, agents, and contractors working who interact with School students without supervision of parent/guardian or School staff (as determined by the School) complete a criminal background check through the Department of Justice (“DOJ”) in accordance with Education Code section 45125.1. If the Vendor performs the criminal background check through DOJ per Education Code section 45125.1, Vendor shall immediately provide any subsequent arrest and conviction information it receives to School pursuant to the subsequent arrest service.

If Vendor is not required to complete a background check per Education Code section 45125.1 (e.g., due to parent/guardian supervision of educational services), Vendor will conduct a background check using a reputable third-party service or provider.

Regardless of background check process used, Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor’s responsibility.

Section 2. PARENT/GUARDIAN OR SCHOOL STAFF SUPERVISION.

If Vendor does not conduct background checks through DOJ for virtual educational services, Vendor agrees that Vendor employees, contractors, and agents can only provide virtual educational Services to School students with parent/guardian supervision. School may terminate Vendor Agreement for

parent/guardian or Vendor failure to adhere to this term.

Section 3. ENTIRE AGREEMENT. Except as specifically modified by this Addendum, all of the terms, covenants, conditions, and provisions of the Vendor Agreement are hereby continued, approved, and ratified and, as amended hereby, shall remain in full force and effect. Unless otherwise specifically defined in this Addendum, terms with initial capital letters in this Addendum shall have the same meaning as such terms have in the Vendor Agreement.

This Addendum constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings or agreements among the parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the parties with respect to such rights and obligations.

To the extent, if any, that the terms, covenants, or conditions of this Addendum conflict with the terms, covenants, or conditions of the Vendor Agreement (or any of its executed amendments thereto), the terms, covenants, and conditions of this Addendum shall control.

This Addendum may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. This Addendum shall be governed by and interpreted under the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have entered into and duly executed this Addendum as of the Effective Date.

SCHOOL:

[INSERT SCHOOL NAME]

By: _____

Name: _____

Title: _____

VENDOR:

[INSERT VENDOR NAME]

By: _____

Name: _____

Title: _____

Cover Sheet

Proposed Revisions to the Field Trip Policy

Section:	IV. Operations
Item:	E. Proposed Revisions to the Field Trip Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Field Trip Policy - Yosemite Valley - Revised Draft

BACKGROUND:

- Revisions were made to the following sections:
 - Section 2: Supervision
 - Section 4: Student & Parent Responsibilities
- Four new sections were added:
 - Section 6: Cancellation Policy
 - Section 7: Waitlisting Process
 - Section 8: Pre-Release Priority Booking Process
 - Section 9: Required Homeschool Teacher Approval for Field Trips and Events

RECOMMENDATION:

- Consider approval of the revised Field Trip Policy.



Field Trip Policy

The Governing Board of Yosemite Valley Charter School (the 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~~ecurricular~~ 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. Explain Accommodation Options for Special Education Students
4. Identify Student and Family Responsibly While Attending Field Trips
5. Identify Transportation Options for Field Trip Attendance
6. Explain the Cancellation Policy
7. Explain the Waitlisting Process
8. Explain the Pre-Release Priority Booking Process
9. Explain the Required Homeschool Teacher Approval for Field Trips and Events
- 2-10. _____
- ~~3. Identify Instructional Funds Available to Each Family for Field Trips~~
- ~~4-11. _____ 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 Executive Director 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. Executive Directors 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 records 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, if applicable, Yosemite Valley Charter School will pay for the costs of admission for one chaperone for each four (4) children in a family and enrolled in Yosemite Valley Charter School. If applicable, Yosemite Valley Charter School has approved the use of student planning amounts to will 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 ~~an additional chaperone for additional children in a family and enrolled~~ in Yosemite Valley Charter School ~~in excess of four (up to eight)~~. If applicable, Yosemite Valley 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. 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, cChaperones 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 Executive Director. 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 ~~organizing teacher~~ shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students afterhours, if applicable. Staff chaperones~~Organizing teachers~~ shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the School's staff chaperone ~~organizing teacher~~ shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the Schools staff chaperone~~organizing teacher~~.

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 Executive Director.
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 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 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~~organizing teacher~~ 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:** 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 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 Executive Director. If a serious discipline or safety incident occurs during a field trip, the School's staff chaperone shall notify the Executive Director 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 cancelled 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. Waitlisting: 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.

8. 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.

9. Homeschool Teacher (HST) Approval: Field Trip and Event orders require the approval of

HSTs before they are processed. HSTs will consider chaperone guidelines and number of allowable tickets when reviewing a field trip request. Approved field trips will show HST Approved Status in the Ordering System.

Cover Sheet

Virtual Activities Waivers

Section:	IV. Operations
Item:	F. Virtual Activities Waivers
Purpose:	Discussion & Potential Action - Vote
Related Material:	Virtual Activities Waiver - YV Spanish Virtual Activity Waiver - YV

BACKGROUND:

- These waivers only apply to a small number of online, virtual service vendors who are based out of state. For example, Outschool, eDynamic Learning, BYU, ASU Prep Digital, etc.
- This could impact families who place orders for limited interaction, virtual online services, from vendors who are based out of state and are unable to comply with performing California Department of Justice (DOJ) background checks as required by new legislation.
- These vendors will still be required to perform background checks from a credible agency, but because the new law requires vendors, even those with limited interaction with students, to have a CA DOJ background checks, the school must advise parents they will need to be present in the room with their student(s) during instruction/enrichment from these vendors.
- The school's in-person service vendors are already in compliance with the new law and do perform CA DOJ background checks.
- Families will continue to sign the current waivers which do not require them to be present during the services. This change will only affect a limited set of vendors, families, and orders.

RECOMMENDATION:

- Consider approval of the Virtual Activities Waivers.

{School Name} **VIRTUAL** ACTIVITIES WAIVER FORM
PARENTAL AUTHORIZATION & WAIVER/RELEASE OF LIABILITY
SCHOOL ENRICHMENT ACTIVITIES

I, TEST PARENT SIGNATURE, parent/legal guardian of DEMO STUDENT (Student), a minor child, actively enrolled at {School Name}, certify that my child is physically, mentally, and emotionally able to participate in the Activity(ies), and hereby give permission for my child to participate in the Activity(ies) specified below.

ENRICHMENT SERVICE(S)

ACTIVITY 1: [TEST SERVICE ITEM]

ASSUMPTION OF RISK/RELEASE OF LIABILITY: In consideration of permission to participate in the Activity(ies), I, as a parent/guardian of the Student listed above, assume all risks and release, waive, discharge, and hold harmless the School, authorizing school district, board members, its affiliates, directors, officers, employees, volunteers, chaperones, and agents (collectively, "Releasees"), from any and all claims arising from or relation to Activity(ies), including claims that may arise out of School's negligence, and for any other act or omission that causes, or is related to, illness, injury, death, or damages to Student from their participation in the Activity(ies) by Student.

I agree to indemnify and hold harmless the Releasees from any and all claims, including defense costs (including attorneys' fees) of bodily injury, property damage, or wrongful death by third parties that may have been caused by Student, whether negligent or not, due to their participation in the Activity(ies). I agree to this Agreement on behalf of me and my heirs, executors, administrators, and assigns. This waiver and release do not extend to claims for gross negligence, intentional or reckless misconduct, or any other liabilities that California law does not permit to be released by agreement.

COVID-19 RISKS: I understand it is my responsibility to ensure the business providing the enrichment service(s) identified above is following all local, state and federal health guidelines required in order for the business to provide said services. I understand that Student's participation with in-person services during a global pandemic may result in my child contracting COVID-19, which may be spread to me and my family (and others), which may result in severe illness, hospitalization and/or death.

PARENT/GUARDIAN SUPERVISION REQUIREMENT: •I understand that I must supervise Student while they access the educational Activity(ies). The vendor may not provide virtual services to a Student without Parent/Guardian supervision. If I fail to comply with this requirement, I understand School may terminate Student's participation in the vendor's educational Activity(ies).

By signing below: (1) I understand I am giving up substantial actual or potential rights in order to allow the Student to voluntarily participate in the Activity(ies); (2) I have signed this Agreement with full appreciation and understanding the Activity(ies) involve numerous risks, dangers, and hazards, both known and unknown, where serious accidents can occur, participants can sustain physical injuries, damage to their property, or even death; (3) I acknowledge, regardless of whether a particular Activity(ies) involves physical activities or not, Activity(ies) may have inherent risks of injury which are inseparable from the activity and cannot be entirely eliminated regardless of the care taken by School, teachers, students, volunteers, vendors, other faculty, or other staff; (4) If Student, Parent(s), and/or Guardian(s) believe that an unsafe condition or circumstance exists with respect to the Activity(ies), Student must discontinue participation and immediately notify School staff. Student shall not further participate until the unsafe circumstance is remedied; (5) I, as parent or guardian, have the right to bind myself, the Student and any other family member, representative, assign, heir, trustee or guardian to the terms of this Agreement; and (6) I have explained this Agreement to the Student, who understands their obligations hereunder.

IN SIGNING THIS AGREEMENT, I ACKNOWLEDGE AND REPRESENT THAT I HAVE READ

THIS AGREEMENT IN FULL AND SIGN IT VOLUNTARILY ON BEHALF OF MYSELF AND MY CHILD. I also understand this Parental/Guardian Authorization and Waiver/Release of Liability is valid for the duration of time that my Student participates in the current school year.

Student Full Name:

Grade:

Parent or Guardian Full Name:

Date:

**{Nombre De La Escuela} VIRTUAL FORMULARIO DE EXENCION DE
ACTIVIDADES AUTORIZACIÓN DE LOS PADRES Y RENUNCIA /
LIBERACIÓN DE RESPONSABILIDAD
ACTIVIDADES DE ENRIQUECIMIENTO**

Yo, FIRMA DEL PADRE DE PRUEBA, padre / tutor legal de DEMO

ESTUDIANTE(Estudiante), un menor de edad, inscrito activamente en **{Nombre de la escuela}**, certifica que mi hijo está físicamente, mental y emocionalmente capaz de participar en la (s) Actividad(es), y por la presente doy permiso para que mi hijo participe en las actividad (es) que se especifican a continuación.

SERVICIO (S) DE ENRIQUECIMIENTO

ACTIVIDAD 1: [ELEMENTO DE SERVICIO DE PRUEBA]

ASUNCIÓN DE RIESGO / LIBERACIÓN DE RESPONSABILIDAD: En consideración al permiso para participar en la (s) Actividad (es), yo, como padre/ tutor del estudiante mencionado anteriormente, asumo todos los riesgos y libero, renuncio, despido y eximo de responsabilidad a la Escuela, autorizando al distrito escolar, y a los miembros de la junta directiva, sus afiliados, directores, funcionarios, empleados, voluntarios, acompañantes y agentes (colectivamente, "Liberados"), de todas y cada una de las reclamaciones que surjan de o relacionadas con la (s) Actividad (es), incluidas las reclamaciones que puedan surgir fuera de la negligencia de la escuela, y por cualquier otro acto u omisión que cause, o esté relacionado con, enfermedad, lesión, muerte o daños al estudiante por su participación en la (s) actividad (es) por parte del estudiante.

Acepto indemnizar y eximir de responsabilidad a los liberados de todas y cada una de las reclamaciones, incluidos los costos de defensa (incluidos los honorarios de los abogados) de lesiones corporales, daños a la propiedad o muerte por negligencia por parte de terceros que puedan haber causado por el estudiante, ya sea por negligencia o no, debido a su participación en las actividad (es). Acepto este acuerdo en mi nombre y en el de mis herederos, albaceas, administradores y cesionarios. Esta renuncia y liberación no se extiende a reclamos por negligencia grave, mala conducta intencional o imprudente, o cualquier otra responsabilidad que la ley de California no permita que se libere por acuerdo.

RIESGOS DE COVID-19: Entiendo que es mi responsabilidad asegurar que la empresa proporcione los servicios de enriquecimiento identificados anteriormente siguiendo todas las pautas de salud locales, estatales y federales requeridas para que la empresa proporcione dichos servicios. Entiendo que la participación de mi hijo en los servicios en persona durante una pandemia de salud puede resultar en que mi hijo contraiga COVID-19, que puede contagiarse a mí y a mi familia, lo que puede resultar en una enfermedad grave, hospitalización y / o muerte.

REQUISITO DE SUPERVISIÓN DEL PADRE / TUTOR: • Entiendo que debo supervisar al Estudiante mientras acceden a la (s) Actividad (es) educativa (s). El proveedor no puede proporcionar servicios virtuales a un estudiante sin la supervisión de un padre / tutor. Si no cumplo con este requisito, entiendo que la Escuela puede cancelar la participación del Estudiante en las Actividades educativas del proveedor.

Al Firmar A Continuación: (1) Entiendo que estoy renunciando a derechos sustanciales reales o potenciales para permitir que el estudiante participe voluntariamente en la (s) actividad(es); (2) He firmado este acuerdo con total apreciación y la comprensión de la(s) actividad (es) implican numerosos riesgos, peligros, y ambos conocidos y de desconocido, donde pueden ocurrir accidentes graves, los participantes pueden sufrir lesiones físicas, daños a sus propiedad, o incluso la muerte; (3) Reconozco, independientemente de si una actividad en particular involucra actividad (es) física(s) o no, la (s) actividad (es) pueden tener riesgos inherentes de lesiones que son inseparables de la actividad y no se puede eliminar por completo independientemente del cuidado que tomen la escuela, los maestro, los estudiantes, voluntarios, proveedores, otros profesores u otros ~~personas~~ (4)

Si el estudiante, padre (s) y / o tutor (es) creen que existe una condición o circunstancia insegura con respecto a la (s) actividad (es), el estudiante debe discontinuar la participación y notificar inmediatamente al personal de la escuela. El estudiante no participara más hasta que la seguridad del estudiante sea remedia la circunstancia;

(5) Yo, como padre o tutor, tengo derecho a comprometerme a mí mismo, y al estudiante y a cualquier otro miembro de la familia, representante, cesionario, heredero, fideicomisario o tutor de los términos de este

acuerdo; y (6) Le he explicado este Acuerdo al Estudiante, que comprende sus obligaciones continuación.

AL FIRMAR EST ACUERO, RECONOZCO Y REPRESENTO QUE HE LEIDO ESTE ACUERDO COMPLETO Y FIRMARLO VOLUNTARIAMENTE EN NOMBRE DE MI MISMO Y DE MI ESTUDIANTE. También entiendo que esta autorización de los padres / tutores y la renuncia / liberación de responsabilidad es válida para la duración del tiempo que mi estudiante participa en el año escolar actual.

Nombre Completo Del Estudiante:

Grado:

Nombre Complete Del Padre o Tutor:

Fecha:

Cover Sheet

Classified Contracts for 2022-2023

Section:	IV. Operations
Item:	G. Classified Contracts for 2022-2023
Purpose:	Discussion & Potential Action - Vote
Related Material:	22-23 Classified-Hourly Contract Template - Yosemite

BACKGROUND:

- Revisions include COVID-19 Vaccination/Testing in Section B.2. of the contract.

RECOMMENDATION:

- Consider approval of the Classified employee contract for 2022-2023.



**FIXED TERM EMPLOYMENT AGREEMENT BETWEEN
YOSEMITE VALLEY CHARTER SCHOOL & <<EMPLOYEE
NAME>>, <<JOB TITLE>>**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Yosemite Valley Charter School. The Board desires to hire employees who will assist Yosemite Valley Charter School in achieving the goals and meeting the requirements of the school. The parties recognize that Yosemite Valley Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Yosemite Valley Charter School in implementing its purposes, policies, and procedures.

This contract is being entered into pending the completion of the onboarding process which includes a clear TB risk assessment or, if necessary, TB test and fingerprint clearance from the DOJ. If the candidate does not complete the onboarding process within 10 days of (Date Offered) the contract it will be considered void unless the Executive Director or Designee provides a written extension.

WHEREAS, Yosemite Valley Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

**A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL
EMPLOYMENT**

1. Yosemite Valley Charter School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Yosemite Valley Charter School has been duly approved by the Westside Elementary School District (“District”), according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Yosemite Valley Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Yosemite Valley Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Yosemite Valley Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Yosemite Valley Charter School and not the District.
3. Pursuant to Education Code section 47610, Yosemite Valley Charter School must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Yosemite Valley Charter School shall be deemed the exclusive public school employer of the employees at Yosemite Valley Charter School for purposes of Government Code section 3540.1.



B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will perform such duties as Yosemite Valley Charter School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time.

2. Covid -19 Vaccination or Weekly Testing

Yosemite Valley Charter School would like all its employees to be safe and continue to thrive. Yosemite Valley Charter School requires that all its employees be vaccinated or have a negative Covid -19 test at the time of hire. The employee also agrees to participate in a weekly Covid -19 test if they are not vaccinated.

3.

Term and Work Schedule

Subject to Section C, "Termination of Agreement" herein, Yosemite Valley Charter School hereby employs Employee for the term of the school year, commencing on or after **July 1, 2022** and ending **June 30, 2023**. Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position.

Yosemite Valley Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Yosemite Valley Charter School.

4. Compensation

Employee will receive their hourly rate no later than June 15th of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary pay scale approved by the Board of Directors of the Charter). The Board may adjust compensation by up to 15% in the form of a pay scale increase or reduction based on actual enrollment; any rate increase is contingent on enrollment and positive performance. The pay scale is based on what the Board will deem to be reasonable targets. Pay scale changes will only be permitted at the end of 1st three fiscal quarters – namely September 30th, December 31st, and March 30th.

5. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by Yosemite Valley Charter School (subject to program and eligibility requirements) for the benefit of its employees,



which from time to time may be amended and modified by Yosemite Valley Charter School in its sole discretion.

6. Performance Evaluation

Employee shall receive periodic performance reviews conducted by Employee's supervisor in accordance with Yosemite Valley Charter School's evaluation policy.

The employee will have a 30-day performance evaluation from their date of hire.

The evaluation is based on Attendance, Productivity and Communication and to see if the employee needs help.

The employee will receive a 90-day performance review from their hire date. This evaluation is based on Attendance, Productivity and Communication and to see if the employee meets the expectation of Yosemite Valley Charter School.

Failure to evaluate Employee shall not prevent Yosemite Valley Charter School from disciplining or dismissing Employee in accordance with this Agreement.

7. Employee Rights

Employment rights and benefits for employment at Yosemite Valley Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Yosemite Valley Charter School's Personnel Handbook, which from time to time may be amended and modified by Yosemite Valley Charter School, in Yosemite Valley Charter School's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Yosemite Valley Charter School.

8. Licensure

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

9. Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges Employee is a child care custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. Fingerprinting/TB Clearance

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service. This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory this job offer is withdrawn.

11. Conflicts of Interest

Employee understands that, while employed by Yosemite Valley Charter School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Yosemite Valley Charter School.

Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest.

Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Yosemite Valley Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not recommend that Yosemite Valley Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection.

12. Outside Professional Activities

Any outside professional activities (including consulting, speaking, and writing not on behalf of Yosemite Valley Charter School) shall not occur from 8:00 a.m. – 4:30 p.m. Monday through Friday, except holidays. Hourly employees are expected to complete their Yosemite Valley Charter School employment duties from 8:00 a.m. – 4:30 p.m. Yosemite Valley Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Yosemite Valley Charter School.

13. School Intellectual Property and Non-Competition

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:



- a. disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment.
- b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;
- c. without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C. **TERMINATION OF AGREEMENT**

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.
2. **Revocation/Nonrenewal of Charter:** In the event that Yosemite Valley Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the early termination process outlined above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

CI. **NON-RENEWAL/EXPIRATION OF TERM**

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.



CII. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Yosemite Valley Charter School on the terms specified herein.
2. All information I have provided to Yosemite Valley Charter School related to my employment is true and accurate.
3. This is the entire agreement between Yosemite Valley Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

Employee Approval:

Employee Signature

Date

Yosemite Valley Charter School Approval:

Executive Director Signature

Date

Cover Sheet

Public Employee Performance Evaluation

Section:	V. Closed Session
Item:	A. Public Employee Performance Evaluation: Executive Director & Co-Director/Principal
Purpose:	Conduct Closed Session for Part of the Performance Evaluation Process
Related Material:	N/A

BACKGROUND:

- Per the Administrator Evaluation Process and Timeline, the Board will meet in closed session to agree on the summative evaluation tool and what items should be included in the Director report.

Cover Sheet

Meeting Format

Section:	VI. Governance
Item:	A. Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)
- If a state of emergency as declared by the governor continues to remain active, legislative bodies must “re-up” their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:
 - The board has reconsidered the circumstances of the state of emergency.
 - Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.
- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in February in hybrid, both in-person and virtual, format and include this discussion and potential action item on future board meetings until the state of emergency has been lifted.

Cover Sheet

Brown Act Board Training

Section:	VI. Governance
Item:	B. Brown Act Board Training
Purpose:	Discussion & Completion of Training Modules
Related Material:	

BACKGROUND:

- The board members that have not yet completed the annual Brown Act Training will schedule to work on the modules.