

Yosemite Valley Charter School

Special Board Meeting



September 7, 2021 at 5:30 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

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Record Attendance			1 m
B. Call the Meeting to Order		Dr. Larry Jarocki	1m
C. Flag Salute			1m
D. Approval of the Agenda (p.1-3)	Vote		1m
E. Public Comment			5 m
F. Approve Minutes (p.4-10)	Approve Minutes		1 m
Approve minutes for Regular Scheduled Board Meeting on July 29. 2021			
G. Executive Director Report (p.11-12)	Discuss	Dr. Laurie Goodman	15 m
II. Finance			5:55 PM
A. July Financials (p.13-36)	Vote	Darlington Ahaiwe	5 m
B. June 2021 Financials / Unaudited Actuals Report (p.37-57)	Vote	Darlington Ahaiwe	15 m

C. Administrative & Teacher Salary Comparison Data (p.58-60)	Discussion	Dr. Laurie Goodman	5 m
III. Academic Excellence			6:20 PM
A. EL Presentation (p.61-74)	FYI	Maria Thoeni	5 m
B. Special Education Assistant Director Introduction	FYI	Dr. Steven James & Lorraine Sewell	5 m
C. Transition Team Presentation (p.75-84)	FYI	Yolanda Vazquez, Blake Wright, & Jonathan Quijas	10 m
D. Parent Student Handbook (p.85-134)	Vote	Steph Johnson	5 m
E. Regional Coordinator Support Plan (p.135-137)	FYI	Steph Johnson	5 m
F. Special Education Student Related Services Absence Policy (p.138-141)	Vote	Dr. Steven James	5 m
G. School Organizational Chart, Directory, & Regional Teaching Teams (p.142-147)	FYI	Dr. Laurie Goodman	5 m
IV. Governance			7:05 PM
A. Annual Brown Act Training	Discussion	Dr. Laurie Goodman	5 m
B. Board Member Terms Roles (p.148-149)	Vote	Dr. Laurie Goodman	10 m
C. Board Meeting Calendar - Revised Draft (p.150-152)	Vote	Dr. Larry Jarocki	5 m
V. Closing Items			7:25 PM
A. Board of Director Comments &	Discuss	Board Members	2 m

Requests			
B. Announcement of the Next Scheduled Board Meeting	FYI	Dr. Larry Jarocki	1 m
October 27, 2021 at 5:15 PM			
C. Adjourn Meeting	Vote	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.

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Yosemite Valley Charter School

Regular Board Meeting Minutes



July 29, 2021 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA 93726

Zoom Link: <https://zoom.us/j/92791556710>

Meeting ID: 927 9155 6710

Join by Phone: 1-669-900-6388

Directors Present

Dr. Larry Jarocki, Carla Moore, Jennifer McQueen, & Dr. Angela Tos (remote)

Directors Absent

Jonna Durst

Guests Present

Dr. Laurie Goodman, Jenny Plumb (remote), Denise Voth (remote), Dr. Steven James (remote), Darlington Ahaiwe (remote), Yolanda Vazquez (remote), Cathy Troxell (remote), Mariah Jordan, & Kmmi Buzzard (remote)

Minutes

1. Opening Items

1.1. Record Attendance

1.2. Call the Meeting to Order

Dr. Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Thursday, July 29, 2021 at 5:17 PM.

1.3. Flag Salute

Dr. Larry Jarocki led the Flag Salute.

1.4. Approval of the Agenda

Carla Moore made a motion to approve the agenda with the adjustment to reorder the Governance Section to the next agenda item.

Dr. Larry Jarocki seconded the motion.

The board VOTED unanimously to approve the motion.

5. Governance

5.2. New Board Member Nominations

Dr. Laurie Goodman introduced potential new board members, Jennifer McQueen (homeschooling parent) and Dr. Angela Tos (Community College Administrator).

Carla Moore made a motion to accept the nominations of the two new board members.

Dr. Larry Jarocki seconded the motion.

The board VOTED unanimously to table the agenda item.

1. Opening Items (continued)

1.5. Public Comment

No public comments were made.

1.6. Review & Approval of Minutes

Carla Moore made a motion to approve the minutes from the Regular Scheduled Board Meeting on June 14, 2021.

Jennifer McQueen seconded the motion.

The board VOTED to approve the motion.

- Carla Moore - Aye
- Jennifer McQueen - Aye
- Dr. Larry Jarocki - Aye
- Dr. Angela Tos - Abstain

The motion passed.

1.7. School Report

AB 130 Legislative Update – School is working to updated policies and practices to be in

compliance with new adjustments

2. Finance

2.1. EPA Budgets

Darlington Ahaiwe presented the EPA budgets including an overview and use of funds.

Carla Moore made a motion to approve the EPA Budgets.

Dr. Angela Tos seconded the motion.

The board VOTED unanimously to approve the motion.

2.2. Counselor Salary Schedule

Presentation of the HS Counselor role and request for salary alignment with the increased number of work days and to be in alignment with industry standard pay ranges.

Dr. Angela Tos made a motion to approve the Counselor Salary Schedule.

Jennifer McQueen seconded the motion.

The board VOTED unanimously to approve the motion.

2.3. High School Virtual Academy Memorandum of Understanding (MOU)

Presentation of the drafted MOU to share the cost of online platforms and curriculum ordering system with the Sequoia Grove Charter Alliance Schools. Invoices will be issued monthly and paid within 30 days for one school year.

Carla Moore made a motion to approve the High School Virtual Academy MOU.

Dr. Angela Tos seconded the motion.

The board VOTED unanimously to approve the motion.

2.4. Charter School Capital (CSC) Resolution

Jennifer McQueen made a motion to approve the Resolution for the sale of additional receivables to CSC.

Carla Moore seconded the motion.

The board VOTED unanimously to approve the motion.

2.5. Administrative & Teacher Salary Comparison Data

The recommendation was made to bring this item back to the board at the August meeting.

Carla Moore made a motion to bring agenda item 2.5. forward to the August board

meeting.

Jennifer McQueen seconded the motion.

The board VOTED unanimously to approve the motion.

2.6. Master's Degree

Dr. Laurie Goodman shared data on the Master's Degree payment.

2.7. Compensation Policy

The Board requested a regular report on teacher roster data at future board meetings. Dr. Angela Tos commended the work on the Compensation Policy, noting a typo on the Receptionist pages. Jennifer McQueen asked for confirmation of teacher roster thresholds/maximums. Jennifer inquired how the teachers will approach "daily instruction" requirements and if parents had already been consulted about teacher roster sizes because the feeling is parents have concerns that teacher support may vary due to teacher caseloads. She called for a focus on the need for equity of teacher services/support to families.

Discussion regarding the process for Regional Coordinators to request a permanent roster increase above 35 students and how this request could come before the board, but does not include temporary substitute roster increases.

Jennifer McQueen made a motion to approve the Compensation Policy with changes to the process of considering increased roster sizes above 35 students for Regional Coordinators.

Carla Moore seconded the motion.

The board VOTED unanimously to approve the motion.

3. Academic Excellence

3.1. Safe Return to In-Person Instruction Plan

Cathy Troxell presented the plan, focusing on staff and student health and safety, continuity of services, and the process of how stakeholder input and feedback was collected. She noted the plan could be adjusted based on potential changes to the CDC Guidelines.

Jennifer McQueen made a motion to approve the Safe Return to In-Person Instruction Plan.

Carla Moore seconded the motion.

The board VOTED unanimously to approve the motion.

3.2. Independent Study Policy

Changes were made to the Independent Study Policy to align with the new changes from AB 130. The revisions were done by legal counsel. Communication to staff and families will occur on Monday, August 2, 2021.

Carla Moore made a motion to approve the revised Independent Study Policy.
Jennifer McQueen seconded the motion.
The board VOTED unanimously to approve the motion.

4. Operations

4.1. Shared Staff Memorandum of Understanding (MOU) for Central & North

This agenda item was recommended to be tabled until the August board meeting.

Carla Moore made a motion to table this item.
Dr. Larry Jarocki seconded the motion.
The board VOTED unanimously to table the agenda item.

4.2. Special Education Assistant Director

Dr. Steven James will introduce the new SPED AD Staff Member at the August board meeting.

5. Governance (continued)

5.1. Board By-Laws

The board discussed that no changes to the bylaws or currently set board terms would be needed at this time. The board discussed the two open positions, Secretary and Treasurer which would be further discussed and voted on in August.

6. Closing Items

6.1. Board of Director Comments & Requests

- Add estimated time and action items to agendas
- Bring back student threshold reports and equity checks
- Steph's enrollment roster sheet
- Brown Act Training
- Secretary Treasurer nominations

- Admin Salary Info
- Board Packets - A draft to the board 1-2 weeks in advance

6.2. Announcement of the Next Scheduled Board Meetings

August 26, 2021 at 5:15 PM with the option to participate via Zoom.

6.3. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:34 PM

Respectfully Submitted,
Dr. Larry Jarocki

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (**42 U.S.C. § 1213**))

Cover Sheet

Executive Director Report

Section:	I. Opening Items
Item:	G. Executive Director Report
Purpose:	FYI
Related Material:	ED Report - Enrollment Report

BACKGROUND:

Topics to Include:

1. Report on Rosters Student Load - Related to the Compensation Policy & the Board's request to have this data shared at each meeting.
2. Enrollment Totals
3. TPR Report on Intervention & Virtual Academy Enrollment & Launch
4. High School Programs & College and Career Readiness
5. Social Media
6. Transition Plan & Social Emotional Plan



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

Enrollment Report

Yosemite Valley Charter School

Table 1 Principal Dashboard - Yosemite Valley		
Target	2750	
Currently Pre-enrolled	2412	Total including ADV 2466
ADV - Import Ready	54	
Target Progress	90%	
In-Progress (Registration Deadline 9/15)	95	
In-progress moving to the next phase (Probability Weighted)	57	
Free spots <i>Target - Current - ADV - In progress (prob. wtd.)</i>	227	new enrollments needed
Total Enrollment Submissions (2021-22)	1406	
Weekly Submissions	51	
Submissions During (OE)	728	
Submissions After (OE)	678	

- 90% completion rate
- 227 new enrollments needed
- 95 in progress

Households are being offered enrollment upon submission of a new enrollment application and invited to register upon confirming. This has helped shorten the turnaround time significantly. The Enrollment Team reports that they are still seeing a good amount of weekly submissions come in.

Cover Sheet

July Financials

Section:	II. Finance
Item:	A. July Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	Yosemite_Financial Package_July 2021.pdf

BACKGROUND:

- Charter Impact representative, Darlington Ahaiwe, will present the previous month's financial reports that include highlights, revenue, expenses, fund & cash balances, and related information to be included in the appendix.

RECOMMENDATION:

- Consider approval of the financial report

Yosemite Valley Charter School

Monthly Financial Presentation – July 2021

YOSEMITE - Highlights

- 11% decrease in revenue projections.
- 11% decrease in expense projections.
- Year-end surplus projected at \$2.9MM.
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio

Cert.	Instr.
45.5%	80.3%
1,878,282	83,962

- 25:1 Pupil Teacher Ratio

Pupil:Teacher Ratio	
24.66	:1

Attendance & Data Metrics

<i>Enrollment & Per Pupil Data</i>			
	<u><i>Actual</i></u>	<u><i>Forecast</i></u>	<u><i>Budget</i></u>
<i>Average Enrollment</i>	<i>n/a</i>	<i>2750</i>	<i>3095</i>
<i>ADA</i>	<i>n/a</i>	<i>2695</i>	<i>3033</i>
<i>Attendance Rate</i>	<i>n/a</i>	<i>98.0%</i>	<i>98.0%</i>
<i>Unduplicated %</i>	<i>47.0%</i>	<i>47.0%</i>	<i>47.0%</i>
<i>Revenue per ADA</i>		<i>\$11,234</i>	<i>\$11,167</i>
<i>Expenses per ADA</i>		<i>\$10,141</i>	<i>\$10,041</i>

- Decrease in forecasted enrollment.

YOSEMITE - Revenue

- Decrease in revenue projections aligns to adjustment to enrollment.

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ -	\$ -
Federal Revenue	-	-
Other State Revenue	76,595	- 76,595
Other Local Revenue	-	-
Total Revenue	\$ 76,595	\$ - 76,595

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 26,140,022	\$ 29,419,411	\$ (3,279,389)
1,699,548	1,740,458	(40,910)
2,436,078	2,711,291	(275,213)
-	-	-
\$ 30,275,648	\$ 33,871,161	\$ (3,595,513)

YOSEMITE - Expenses

- Projected Salaries and instructional spending decreased along with projected enrollment.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 677,544	\$ 703,638	\$ 26,094	\$ 9,186,052	\$ 10,130,611	\$ 944,558
Classified Salaries	34,454	25,907	(8,548)	434,764	310,878	(123,886)
Benefits	208,245	233,304	25,058	2,882,101	3,144,431	262,330
Books and Supplies	118,001	251,179	133,178	4,564,792	5,111,115	546,323
Subagreement Services	318,722	636,519	317,797	7,722,758	8,827,164	1,104,406
Operations	17,170	32,717	15,547	336,995	392,600	55,605
Facilities	3,500	5,658	2,158	65,833	67,900	2,067
Professional Services	51,362	76,305	24,943	1,604,557	1,814,341	209,784
Depreciation	3,774	-	(3,774)	3,774	-	(3,774)
Interest	-	186,879	186,879	528,580	655,766	127,186
Total Expenses	\$ 1,432,772	\$ 2,152,106	\$ 719,333	\$ 27,330,206	\$ 30,454,805	\$ 3,124,600

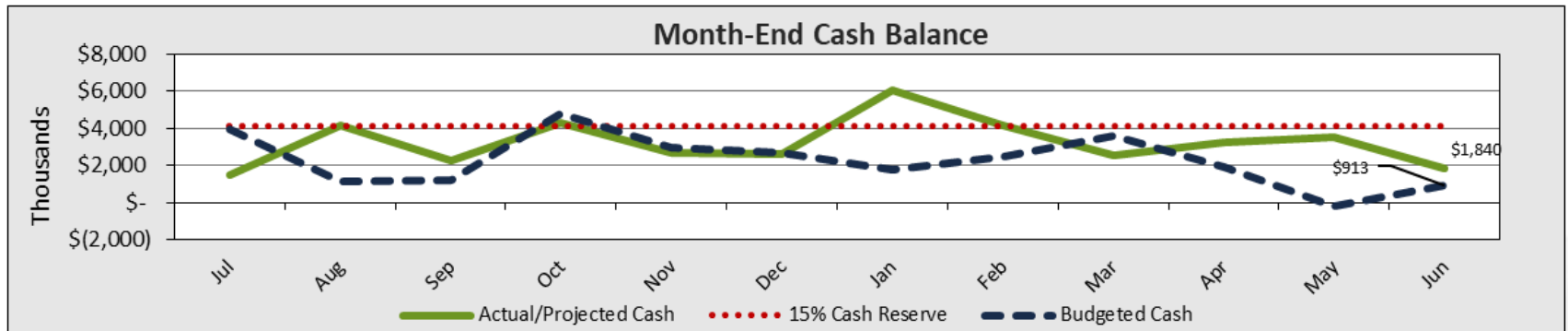
YOSEMITE - Fund Balance

- Year-end surplus projected at 11% of annual expenses.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,356,177)	\$ (2,152,106)	\$ 795,928	\$ 2,945,442	\$ 3,416,356	\$ (470,913)
Beginning Fund Balance	<u>6,588,831</u>	<u>6,588,831</u>		<u>6,588,831</u>	<u>6,588,831</u>	
Ending Fund Balance	<u>\$ 5,232,654</u>	<u>\$ 4,436,725</u>		<u>\$ 9,534,273</u>	<u>\$ 10,005,187</u>	
<i>As a % of Annual Expenses</i>	19.1%	14.6%		34.9%	32.9%	

YOSEMITE - Cash Balance

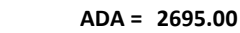
- Year-end cash balance projected at \$1.8MM.
- Strong cash position projected through year-end.
-



YOSEMITE - Appendix

- Monthly Cash Flow / Forecast 21-22
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Due-To/Due-From Balance

Revised 08/20/21

22 of 152

Monthly Cash Flow/Forecast FY21-22

Revised 08/20/21

ADA = 2695.00



ADA = 2695.00		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	19,283	189,017	189,017	189,017	189,017	189,017	189,017	189,017	189,017	189,017	189,017	189,017	-	2,098,466	2,552,700	454,234
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	4,195	228,087	200,441	191,059	141,215	131,568	175,795	240,625	244,557	276,013	345,744	235,717	-	2,415,017	2,717,992	302,975
5107	Instructional Services	295,244	264,912	264,912	264,912	264,912	264,912	264,912	264,912	264,912	264,912	264,912	264,912	-	3,209,275	3,556,472	347,197
		318,722	682,016	654,369	644,988	595,143	585,496	629,723	694,553	698,486	729,942	799,673	689,646	-	7,722,758	8,827,164	1,104,406
Operations and Housekeeping																	
5201	Auto and Travel	-	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	-	65,908	80,900	14,992
5300	Dues & Memberships	-	133	133	133	133	133	133	133	133	133	133	133	-	1,467	1,800	333
5400	Insurance	15,132	18,392	18,392	18,392	18,392	18,392	18,392	18,392	18,392	18,392	18,392	18,392	-	217,440	248,300	30,860
5501	Utilities	-	50	50	50	50	50	50	50	50	50	50	50	-	550	700	150
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	2,038	2,950	2,950	2,950	2,950	2,950	2,950	2,950	2,950	2,950	2,950	2,950	-	34,488	39,800	5,312
5901	Postage and Shipping	-	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	1,558	-	17,142	21,100	3,958
		17,170	29,075	29,075	29,075	29,075	29,075	29,075	29,075	29,075	29,075	29,075	29,075	-	336,995	392,600	55,605
Facilities, Repairs and Other Leases																	
5601	Rent	3,500	667	667	667	667	667	667	667	667	667	667	667	-	10,833	9,000	(1,833)
5602	Additional Rent	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	55,000	60,000	5,000
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(1,100)	(1,100)
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		3,500	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	-	65,833	67,900	2,067
Professional/Consulting Services																	
5801	IT	-	108	108	108	108	108	108	108	108	108	108	108	-	1,192	1,400	208
5802	Audit & Taxes	-	-	-	2,933	2,933	2,933	-	-	-	-	-	-	-	8,800	9,900	1,100
5803	Legal	-	7,008	7,008	7,008	7,008	7,008	7,008	7,008	7,008	7,008	7,008	7,008	-	77,092	94,600	17,508
5804	Professional Development	-	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	9,513	-	104,638	121,850	17,213
5805	General Consulting	-	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	-	20,350	25,000	4,650
5806	Special Activities/Field Trips	-	1,191	1,046	997	737	687	918	1,256	1,277	1,441	1,805	1,230	-	12,585	14,163	1,579
5807	Bank Charges	853	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	11,945	13,600	1,655
5808	Printing	17	283	283	283	283	283	283	283	283	283	283	283	-	3,134	3,900	766
5809	Other taxes and fees	585	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	-	24,052	28,900	4,848
5810	Payroll Service Fee	596	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	1,908	-	21,587	25,700	4,113
5811	Management Fee	49,311	44,152	44,152	44,152	44,152	44,152	44,152	44,152	44,152	44,152	44,152	44,152	-	534,983	592,745	57,762
5812	District Oversight Fee	-	31,794	32,888	60,761	56,718	56,718	60,761	56,718	85,242	87,335	83,292	83,292	88,682	784,201	882,582	98,382
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		51,362	100,949	101,898	132,656	128,353	128,303	129,643	125,939	154,483	156,740	153,062	152,487	88,682	1,604,557	1,814,341	209,784
Depreciation																	
6900	Depreciation Expense	3,774	-	-	-	-	-	-	-	-	-	-	-	-	3,774	-	(3,774)
		3,774	-	-	-	-	-	-	-	-	-	-	-	-	3,774	-	(3,774)
Interest																	
7438	Interest Expense	-	187,860	-	154,816	-	-	185,904	-	-	-	-	-	-	528,580	655,766	127,186
		-	187,860	-	154,816	-	-	185,904	-	-	-	-	-	-	528,580	655,766	127,186
Total Expenses		1,432,772	2,318,726	2,229,221	2,389,115	2,093,557	2,067,101	2,387,598	2,372,401	2,405,613	2,490,926	2,678,122	2,376,371	88,682	27,330,206	30,454,805	3,124,600
Monthly Surplus (Deficit)		(1,356,177)	(1,177,755)	(973,059)	(217,631)	(56,823)	1,506,705	(106,365)	(335,667)	638,569	732,767	301,072	602,822	3,386,984	2,945,443	3,416,356	(470,913)

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 08/20/21



ADA = 2695.00

Cash Flow Adjustments

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals
Monthly Surplus (Deficit)	(1,356,177)	(1,177,755)	(973,059)	(217,631)	(56,823)	1,506,705	(106,365)	(335,667)	638,569	732,767	301,072	602,822	3,386,984
Cash flows from operating activities													
Depreciation/Amortization	3,774	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	1,829,632	1,360,815	1,355,139	1,338,284	865,129	-	477,297	-	-	-	-	-	(3,475,666)
Grants and Contributions Rec.	3,567,501	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(119,477)	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(411,128)	-	-	-	-	-	-	-	-	-	-	-	88,682
Accrued Expenses	11,889	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	(3,222,100)	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities													
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities													
Proceeds from Factoring	-	4,696,500		3,870,400			4,647,589					-	-
Payments on Factoring	-	(2,120,400)	(2,227,300)	(1,355,300)	(876,000)			(1,565,694)	(2,304,706)			(2,304,706)	-
Proceeds(Payments) on Debt	(5,208)	(82,700)	(82,700)	(1,568,100)	(1,565,500)	(1,565,500)	(1,565,500)		-			-	-
Total Change in Cash	298,705	2,676,460	(1,927,920)	2,067,653	(1,633,194)	(58,795)	3,453,021	(1,901,361)	(1,666,137)	732,767	301,072	(1,701,883)	
Cash, Beginning of Month	1,199,518	1,498,224	4,174,684	2,246,765	4,314,417	2,681,224	2,622,429	6,075,450	4,174,089	2,507,953	3,240,719	3,541,791	
Cash, End of Month	1,498,224	4,174,684	2,246,765	4,314,417	2,681,224	2,622,429	6,075,450	4,174,089	2,507,953	3,240,719	3,541,791	1,839,908	

11%

2,945,443

3,774

3,750,630

3,567,501

-

(119,477)

-

(322,446)

11,889

(3,222,100)

-

-

13,214,489

(12,754,105)

(6,435,208)

Original Budget Total	Favorable / (Unfav.)
--------------------------	-------------------------

Cert.	Instr.
45.5%	80.3%
1,878,282	83,962

Pupil:Teacher Ratio
24.66 :1

Yosemite Valley Charter School

Budget vs Actual

For the period ended July 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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,040,231
Education Protection Account	-	-	-	-	-	-	606,620
In Lieu of Property Taxes	-	-	-	-	-	-	772,561
Total State Aid - Revenue Limit	-	-	-	-	-	-	29,419,411
Federal Revenue							
Special Education - Entitlement	-	-	-	-	-	-	367,005
Title I, Part A - Basic Low Income	-	-	-	-	-	-	314,919
Other Federal Revenue	-	-	-	-	-	-	1,058,534
Total Federal Revenue	-	-	-	-	-	-	1,740,458
Other State Revenue							
State Special Education	\$ 76,595	\$ -	\$ 76,595	\$ 76,595	\$ -	\$ 76,595	\$ 1,865,356
Mandated Cost	-	-	-	-	-	-	47,853
State Lottery	-	-	-	-	-	-	603,587
Other State Revenue	-	-	-	-	-	-	194,495
Total Other State Revenue	76,595	-	76,595	76,595	-	76,595	2,711,291
Total Revenues	\$ 76,595	\$ -	\$ 76,595	\$ 76,595	\$ -	\$ 76,595	\$ 33,871,161
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 544,711	\$ 638,999	\$ 94,288	\$ 544,711	\$ 638,999	\$ 94,288	\$ 7,667,982
Teachers' Extra Duty/Stipends	43,665	-	(43,665)	43,665	-	(43,665)	1,686,956
Pupil Support Salaries	57,142	34,923	(22,220)	57,142	34,923	(22,220)	419,074
Administrators' Salaries	21,350	22,698	1,348	21,350	22,698	1,348	272,371
Other Certificated Salaries	10,675	7,019	(3,656)	10,675	7,019	(3,656)	84,227
Total Certificated Salaries	677,544	703,638	26,094	677,544	703,638	26,094	10,130,611
Classified Salaries							
Instructional Salaries	12,575	14,673	2,098	12,575	14,673	2,098	176,071
Supervisors' and Administrators' Salaries	11,374	11,234	(140)	11,374	11,234	(140)	134,808
Clerical and Office Staff Salaries	10,505	-	(10,505)	10,505	-	(10,505)	-
Total Classified Salaries	34,454	25,907	(8,548)	34,454	25,907	(8,548)	310,878
Benefits							
State Teachers' Retirement System, certificated positions	112,467	112,723	256	112,467	112,723	256	1,622,924
OASDI/Medicare/Alternative, certificated positions	2,082	1,606	(476)	2,082	1,606	(476)	19,274
Medicare/Alternative, certificated positions	9,901	10,578	678	9,901	10,578	678	151,402
Health and Welfare Benefits, certificated positions	74,836	94,875	20,039	74,836	94,875	20,039	1,138,500
State Unemployment Insurance, certificated positions	4,482	3,308	(1,174)	4,482	3,308	(1,174)	66,150
Workers' Compensation Insurance, certificated positions	4,478	10,214	5,736	4,478	10,214	5,736	146,181
Total Benefits	208,245	233,304	25,058	208,245	233,304	25,058	3,144,431
Books & Supplies							
School Supplies	71,157	192,065	120,908	71,157	192,065	120,908	4,096,894
Software	45,790	23,283	(22,506)	45,790	23,283	(22,506)	279,400
Office Expense	1,055	3,158	2,104	1,055	3,158	2,104	37,900
Noncapitalized Equipment	-	32,672	32,672	-	32,672	32,672	696,921
Total Books & Supplies	118,001	251,179	133,178	118,001	251,179	133,178	5,111,115
Subagreement Services							
Special Education	19,283	212,725	193,442	19,283	212,725	193,442	2,552,700
Other Educational Consultants	4,195	127,421	123,226	4,195	127,421	123,226	2,717,992
Instructional Services	295,244	296,373	1,129	295,244	296,373	1,129	3,556,472
Total Subagreement Services	318,722	636,519	317,797	318,722	636,519	317,797	8,827,164

Yosemite Valley Charter School

Budget vs Actual

For the period ended July 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	-	6,742	6,742	-	6,742	6,742	80,900
Dues & Memberships	-	150	150	-	150	150	1,800
Insurance	15,132	20,692	5,560	15,132	20,692	5,560	248,300
Utilities	-	58	58	-	58	58	700
Communications	2,038	3,317	1,278	2,038	3,317	1,278	39,800
Postage and Shipping	-	1,758	1,758	-	1,758	1,758	21,100
Total Operations & Housekeeping	17,170	32,717	15,547	17,170	32,717	15,547	392,600
Facilities, Repairs & Other Leases							
Rent	3,500	750	(2,750)	3,500	750	(2,750)	9,000
Additional Rent	-	5,000	5,000	-	5,000	5,000	60,000
Other Leases	-	(92)	(92)	-	(92)	(92)	(1,100)
Total Facilities, Repairs & Other Leases	3,500	5,658	2,158	3,500	5,658	2,158	67,900
Professional/Consulting Services							
IT	-	117	117	-	117	117	1,400
Audit & Taxes	-	-	-	-	-	-	9,900
Legal	-	7,883	7,883	-	7,883	7,883	94,600
Professional Development	-	10,154	10,154	-	10,154	10,154	121,850
General Consulting	-	2,083	2,083	-	2,083	2,083	25,000
Special Activities/Field Trips	-	664	664	-	664	664	14,163
Bank Charges	853	1,133	280	853	1,133	280	13,600
Printing	17	325	308	17	325	308	3,900
Other Taxes and Fees	585	2,408	1,823	585	2,408	1,823	28,900
Payroll Service Fee	596	2,142	1,546	596	2,142	1,546	25,700
Management Fee	49,311	49,395	84	49,311	49,395	84	592,745
District Oversight Fee	-	-	-	-	-	-	882,582
Total Professional/Consulting Services	51,362	76,305	24,943	51,362	76,305	24,943	1,814,341
Depreciation							
Depreciation Expense	3,774	-	(3,774)	3,774	-	(3,774)	-
Total Depreciation	3,774	-	(3,774)	3,774	-	(3,774)	-
Interest							
Interest Expense	-	186,879	186,879	-	186,879	186,879	655,766
Total Interest	-	186,879	186,879	-	186,879	186,879	655,766
Total Expenses	\$ 1,432,772	\$ 2,152,106	\$ 719,333	\$ 1,432,772	\$ 2,152,106	\$ 719,333	\$ 30,454,805
Change in Net Assets	(1,356,177)	(2,152,106)	795,928	(1,356,177)	(2,152,106)	795,928	3,416,356
Net Assets, Beginning of Period	6,588,831			6,588,831			
Net Assets, End of Period	\$ 5,232,654			\$ 5,232,654			

Yosemite Valley Charter School

Statement of Financial Position

July 31, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 1,498,224	\$ 1,199,518	\$ 298,705	25%
Accounts Receivable	185,283	530,685	(345,401)	-65%
Public Funding Receivable	8,575,365	10,404,997	(1,829,632)	-18%
Factored Receivables	(9,614,752)	(6,392,652)	(3,222,100)	50%
Due To/From Related Parties	4,234,197	4,234,197	-	0%
Prepaid Expenses	1,499,787	1,380,310	119,477	9%
Total Current Assets	6,378,103	11,357,055	(4,978,951)	-44%
Long-Term Assets				
Property & Equipment, Net	222,637	226,410	(3,774)	-2%
Total Long Term Assets	222,637	226,410	(3,774)	-2%
Total Assets	\$ 6,600,740	\$ 11,583,465	\$ (4,982,725)	-43%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 228,381	\$ 639,508	\$ (411,128)	-64%
Accrued Liabilities	957,414	945,526	11,889	1%
Deferred Revenue	-	3,222,100	(3,222,100)	-100%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	1,248,295	4,869,634	(3,621,339)	-74%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	119,792	125,000	(5,208)	-4%
Total Long-Term Liabilities	119,792	125,000	(5,208)	-4%
Total Liabilities	1,368,087	4,994,634	(3,626,547)	-73%
Total Net Assets	5,232,654	6,588,831	(1,356,177)	-21%
Total Liabilities and Net Assets	\$ 6,600,740	\$ 11,583,465	\$ (4,982,725)	-43%

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended July 31, 2021

	Month Ended 07/31/21	YTD Ended 07/31/21
Cash Flows from Operating Activities		
Change in Net Assets	\$ (1,356,177)	\$ (1,356,177)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	3,774
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	1,829,632	1,829,632
Grants, Contributions & Pledges Receivable	3,567,501	3,567,501
Prepaid Expenses	(119,477)	(119,477)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(411,128)	(411,128)
Accrued Expenses	11,889	11,889
Deferred Revenue	(3,222,100)	(3,222,100)
Total Cash Flows from Operating Activities	303,914	303,914
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(5,208)	(5,208)
Total Cash Flows from Financing Activities	(5,208)	(5,208)
Change in Cash & Cash Equivalents	298,705	298,705
Cash & Cash Equivalents, Beginning of Period	1,199,518	1,199,518
Cash and Cash Equivalents, End of Period	\$ 1,498,224	\$ 1,498,224

Yosemite Valley Charter School

Check Register

For the period ended July 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
14131	Voya Financial FBO CalSTRS Pension2	7/2/2021	\$ 2,350.00
14132	BioBox Labs LLC	7/7/2021	188.36
14133	Break the Barriers, Inc	7/7/2021	2,774.53
14134	Brody Collins	7/7/2021	25.00
14135	Bungalow Lane ALC, Inc	7/7/2021	800.00
14136	Center for Autism and Related Disorders, LLC	7/7/2021	3,487.85
14137	Central Coast Language & Learning Center, Inc.	7/7/2021	1,305.00
14138	Charter Impact, Inc.	7/7/2021	50,509.93
14139	Charter's Choice Educational Services	7/7/2021	350.00
14140	Cindy Allington	7/7/2021	810.00
14141	DMV RENEWAL	7/7/2021	412.00
14142	DreamBox Learning Inc	7/7/2021	59,370.00
14143	Drive Carmel	7/7/2021	540.00
14144	E-Therapy LLC	7/7/2021	124.50
14145	Educational Development Corporation	7/7/2021	182.75
14146	Evan-Moor	7/7/2021	77.68
14147	Global Teletherapy	7/7/2021	20,800.00
14148	GW School Supply Inc	7/7/2021	572.64
14149	History Unboxed LLC	7/7/2021	568.35
14150	HTP Services, Inc.	7/7/2021	352.50
14151	Jessica V Riggle	7/7/2021	2,237.50
14152	LEGO Education	7/7/2021	998.44
14153	Lighthouse Therapy LLC	7/7/2021	32,182.62
14154	Marnie Young	7/7/2021	23.75
14155	McColgan & Associates Inc.	7/7/2021	4,756.40
14156	Merrilee McCain	7/7/2021	270.00
14157	Procopio, Cory, Hargreaves & Savitch LLP	7/7/2021	1,044.00
14158	Provenance	7/7/2021	17,640.00
14159	Rich Oliver Racing, Inc.	7/7/2021	5,534.56
14160	Santa Cruz Learning Center	7/7/2021	2,700.00
14161	Silicon Valley High School Inc.	7/7/2021	190.00
14162	Steinway Piano Gallery of Fresno	7/7/2021	1,680.00
14163	Studies Weekly	7/7/2021	VOID
14164	Studies Weekly	7/7/2021	VOID
14165	Studies Weekly	7/7/2021	3,245.99
14166	The Cottonwood School	7/7/2021	44,151.82
14167	The Dance Center	7/7/2021	300.00
14168	Thimble Sewciety	7/7/2021	540.00
14169	Old Dominion Capital	7/9/2021	3,500.00
14170	Department of Justice	7/9/2021	1,952.00
14171	Sunshine Special Education Services	7/14/2021	3,000.00
14172	Charter Impact, Inc.	7/14/2021	51.38
14173	Clarksville Charter School	7/14/2021	5,669.17
14174	Feather River Charter School	7/14/2021	46,478.67
14175	Laura Thiessen	7/14/2021	135.52
14176	Naeim Saddavi	7/14/2021	270.00
14177	Voya Financial FBO CalSTRS Pension2	7/14/2021	6,874.00
14178	Robert Melendez	7/20/2021	432.00
14179	Guido's Martial Arts Academy	7/20/2021	3,532.00
14180	Old Dominion Capital	7/20/2021	3,500.00
14181	America's Kids Inc.	7/21/2021	768.00
14182	Axia Group	7/21/2021	295,244.00
14183	BookShark	7/21/2021	272.36
14184	Brave Writer LLC	7/21/2021	249.00
14185	Charter Impact, Inc.	7/21/2021	900.00
14186	CharterSafe	7/21/2021	65,750.00
14187	Clarksville Charter School	7/21/2021	5,669.17
14188	CLM Farms	7/21/2021	710.00

Yosemite Valley Charter School

Check Register

For the period ended July 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
14189	Effectual Educational Consulting Services	7/21/2021	18,377.90
14190	Feather River Charter School	7/21/2021	7,726.72
14191	Kelly Pettit	7/21/2021	57.62
14192	Lori Boles	7/21/2021	75.71
14193	MEL Science U.S. LLC	7/21/2021	449.10
14194	Melissa Bogle	7/21/2021	1,350.00
14195	Monarch River Academy	7/21/2021	101,894.19
14196	Rachel Robbins	7/21/2021	840.00
14197	Sara Maguire	7/21/2021	107.48
14198	The Cottonwood School	7/21/2021	11,062.73
14199	Voya Financial FBO CalSTRS Pension2	7/27/2021	6,874.00
14200	Debbie De Alba	7/28/2021	250.00
14201	Activities for Learning Inc.	7/28/2021	99.83
14202	Aldrich Services	7/28/2021	647.00
14203	All About Learning Press, Inc.	7/28/2021	125.80
14204	Art of Problem Solving	7/28/2021	96.00
14205	Aspire Speech & Learning Center	7/28/2021	930.00
14206	Bitsbox	7/28/2021	128.85
14207	Blue Shield of California	7/28/2021	105,006.47
14208	Braille Abilities, LLC	7/28/2021	1,047.48
14209	Break the Barriers, Inc	7/28/2021	3,000.00
14210	Bright Solutions For Dyslexia, Inc.	7/28/2021	996.17
14211	CharterSafe	7/28/2021	23,070.00
14212	Craig Daniel	7/28/2021	270.00
14213	CybrSchool LLC	7/28/2021	3,000.00
14214	Diana Porter	7/28/2021	186.43
14215	Dustin Arth	7/28/2021	1,980.00
14216	E-Therapy LLC	7/28/2021	56.25
14217	Educational Resources of Monterey County	7/28/2021	20,294.08
14218	Elemental Science	7/28/2021	234.31
14219	Hannah Lloyd	7/28/2021	1,475.00
14220	Haynes Family of Programs	7/28/2021	862.50
14221	History Unboxed LLC	7/28/2021	4,955.46
14222	InnovEd Inc.	7/28/2021	7,128.45
14223	Institute for Excellence in Writing	7/28/2021	495.07
14224	Jessica Cromar	7/28/2021	300.00
14225	Jessica V Riggle	7/28/2021	667.50
14226	Jostens	7/28/2021	68.62
14227	KiwiCo, Inc	7/28/2021	119.08
14228	Lighthouse Therapy LLC	7/28/2021	11,636.90
14229	Logic of English	7/28/2021	157.08
14230	McColgan & Associates Inc.	7/28/2021	1,490.10
14231	MEL Science U.S. LLC	7/28/2021	837.60
14232	Michelle Barnes	7/28/2021	1,250.00
14233	MobyMax	7/28/2021	30,566.00
14234	Moving Beyond the Page	7/28/2021	7,894.22
14235	Nicole Medeiros	7/28/2021	179.00
14236	Pacific Martial Arts	7/28/2021	225.00
14237	Peace Hill Press, Inc. dba Well Trained Mind Press	7/28/2021	22.85
14238	Penelope S. Suter, O.D., An Optometric Professional Corpo	7/28/2021	2,510.00
14239	Procopio, Cory, Hargreaves & Savitch LLP	7/28/2021	5,149.50
14240	Professional Tutors of America Inc.	7/28/2021	1,160.00
14241	Rachel Robbins	7/28/2021	270.00
14242	Rainbow Resource Center	7/28/2021	VOID
14243	Rainbow Resource Center	7/28/2021	3,479.33
14244	Rich Oliver Racing, Inc.	7/28/2021	2,266.00
14245	Robert Melendez	7/28/2021	384.00
14246	San Benito Aquatics	7/28/2021	715.00

Yosemite Valley Charter School

Check Register

For the period ended July 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
14247	School Pathways, LLC	7/28/2021	7,702.63
14248	Teaching Textbooks	7/28/2021	463.46
14249	The Talk Team	7/28/2021	6,912.50
14250	Traffic Depot, Inc	7/28/2021	5,765.00
14251	Ultimate Martial Arts Inc	7/28/2021	368.00
14252	Valley Center for the Blind	7/28/2021	87.50
14253	Fresno County Office of Education	7/30/2021	184,993.62
14254	Fresno County Office of Education	7/30/2021	585.00
YVS210722-01	AATK, LLC	7/22/2021	VOID
Total Disbursements Issued in July			\$ 1,311,429.53

Yosemite Valley Charter School

Accounts Payable Aging

July 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
eDynamic Learning	19-0322 CREDIT	10/15/2019	11/14/2019	\$ -	\$ -	\$ -	\$ -	\$ (85)	\$ (85)
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
eDynamic Learning	21-1-0441	4/30/2021	5/30/2021	85	-	-	-	-	85
The Dance Center	Jun 2020	6/18/2021	6/18/2021	445	-	-	-	-	445
AATK, LLC	AATK070121	7/1/2021	7/1/2021	5,208	-	-	-	-	5,208
Charter Impact, Inc.	PR071521	7/15/2021	7/15/2021	576	-	-	-	-	576
Charter Impact, Inc.	QTR22021	7/26/2021	7/26/2021	20	-	-	-	-	20
Daniel Davies	14	7/1/2021	7/31/2021	480	-	-	-	-	480
Institute for Excellence in Writing	795611	7/20/2021	8/9/2021	93	-	-	-	-	93
Institute for Excellence in Writing	796298	7/20/2021	8/9/2021	195	-	-	-	-	195
Teacher Synergy, LLC	158561338	7/20/2021	8/10/2021	18	-	-	-	-	18
Teacher Synergy, LLC	158575916	7/20/2021	8/10/2021	41	-	-	-	-	41
Teacher Synergy, LLC	158578961	7/20/2021	8/10/2021	10	-	-	-	-	10
Teacher Synergy, LLC	158582573	7/20/2021	8/10/2021	45	-	-	-	-	45
Teacher Synergy, LLC	158586083	7/20/2021	8/10/2021	247	-	-	-	-	247
Teacher Synergy, LLC	158617127	7/21/2021	8/11/2021	6	-	-	-	-	6
Teacher Synergy, LLC	158670291	7/22/2021	8/12/2021	24	-	-	-	-	24
BrightThinker	SINV3061	7/15/2021	8/14/2021	108	-	-	-	-	108
BrightThinker	SINV3077	7/15/2021	8/14/2021	124	-	-	-	-	124
BrightThinker	SINV3078	7/16/2021	8/15/2021	124	-	-	-	-	124
BrightThinker	SINV3079	7/16/2021	8/15/2021	124	-	-	-	-	124
BrightThinker	SINV3100	7/16/2021	8/15/2021	357	-	-	-	-	357
BrightThinker	SINV3101	7/16/2021	8/15/2021	249	-	-	-	-	249
BrightThinker	SINV3103	7/16/2021	8/15/2021	357	-	-	-	-	357
BrightThinker	SINV3104	7/16/2021	8/15/2021	249	-	-	-	-	249
BrightThinker	SINV3105	7/16/2021	8/15/2021	124	-	-	-	-	124
Brenda Myers	1/2021-22	7/17/2021	8/16/2021	200	-	-	-	-	200
Teacher Synergy, LLC	158835190	7/26/2021	8/16/2021	141	-	-	-	-	141
Teaching Textbooks	35401	7/19/2021	8/18/2021	75	-	-	-	-	75
Think Outside, LLC	117284	7/19/2021	8/18/2021	256	-	-	-	-	256
Vera Kotenkov	23	7/19/2021	8/18/2021	300	-	-	-	-	300
BookShark	31143247	7/19/2021	8/18/2021	65	-	-	-	-	65
BookShark	31143248	7/19/2021	8/18/2021	164	-	-	-	-	164
BookShark	31143394	7/19/2021	8/18/2021	61	-	-	-	-	61
BookShark	31143395	7/19/2021	8/18/2021	56	-	-	-	-	56
BookShark	31143396	7/19/2021	8/18/2021	48	-	-	-	-	48
BookShark	31143400	7/19/2021	8/18/2021	49	-	-	-	-	49
BookShark	31143403	7/19/2021	8/18/2021	48	-	-	-	-	48
BookShark	31143404	7/19/2021	8/18/2021	48	-	-	-	-	48
BookShark	31143528	7/19/2021	8/18/2021	43	-	-	-	-	43
BookShark	31143829	7/20/2021	8/19/2021	248	-	-	-	-	248
BookShark	31143839	7/20/2021	8/19/2021	9	-	-	-	-	9
BookShark	31143842	7/20/2021	8/19/2021	400	-	-	-	-	400

Yosemite Valley Charter School

Accounts Payable Aging

July 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
BookShark	31144114	7/20/2021	8/19/2021	728	-	-	-	-	728
All About Learning Press, Inc.	907204	7/20/2021	8/19/2021	263	-	-	-	-	263
All About Learning Press, Inc.	907217	7/20/2021	8/19/2021	68	-	-	-	-	68
Institute for Excellence in Writing	795602	7/20/2021	8/19/2021	302	-	-	-	-	302
Educational Development Corporation	DIR9705712	7/20/2021	8/19/2021	67	-	-	-	-	67
Moving Beyond the Page	255547	7/20/2021	8/19/2021	1,150	-	-	-	-	1,150
Institute for Excellence in Writing	796413	7/20/2021	8/19/2021	44	-	-	-	-	44
Institute for Excellence in Writing	796964	7/20/2021	8/19/2021	80	-	-	-	-	80
Institute for Excellence in Writing	797832	7/20/2021	8/19/2021	302	-	-	-	-	302
Institute for Excellence in Writing	797849	7/21/2021	8/19/2021	92	-	-	-	-	92
Institute for Excellence in Writing	797858	7/20/2021	8/19/2021	115	-	-	-	-	115
Institute for Excellence in Writing	798456	7/20/2021	8/19/2021	80	-	-	-	-	80
Institute for Excellence in Writing	795615	7/20/2021	8/19/2021	59	-	-	-	-	59
Institute for Excellence in Writing	795619	7/20/2021	8/19/2021	37	-	-	-	-	37
Institute for Excellence in Writing	795626	7/20/2021	8/19/2021	205	-	-	-	-	205
Institute for Excellence in Writing	795693	7/20/2021	8/19/2021	59	-	-	-	-	59
Institute for Excellence in Writing	795734	7/20/2021	8/19/2021	195	-	-	-	-	195
Institute for Excellence in Writing	795792	7/20/2021	8/19/2021	37	-	-	-	-	37
Institute for Excellence in Writing	795806	7/20/2021	8/19/2021	59	-	-	-	-	59
Institute for Excellence in Writing	795958	7/20/2021	8/19/2021	38	-	-	-	-	38
Institute for Excellence in Writing	795971	7/20/2021	8/19/2021	70	-	-	-	-	70
Institute for Excellence in Writing	796160	7/20/2021	8/19/2021	37	-	-	-	-	37
Rainbow Resource Center	3444942	7/20/2021	8/19/2021	254	-	-	-	-	254
Rainbow Resource Center	3445061	7/20/2021	8/19/2021	57	-	-	-	-	57
Rainbow Resource Center	3445516	7/20/2021	8/19/2021	154	-	-	-	-	154
Rainbow Resource Center	3445653	7/20/2021	8/19/2021	62	-	-	-	-	62
Rainbow Resource Center	3445659	7/20/2021	8/19/2021	595	-	-	-	-	595
Rainbow Resource Center	3445759	7/20/2021	8/19/2021	122	-	-	-	-	122
Rainbow Resource Center	3445928	7/20/2021	8/19/2021	25	-	-	-	-	25
Rainbow Resource Center	3446484	7/20/2021	8/19/2021	87	-	-	-	-	87
Rainbow Resource Center	3446502	7/20/2021	8/19/2021	202	-	-	-	-	202
Rainbow Resource Center	3446782	7/20/2021	8/19/2021	29	-	-	-	-	29
Rainbow Resource Center	3446943	7/20/2021	8/19/2021	348	-	-	-	-	348
Rainbow Resource Center	3446945	7/20/2021	8/19/2021	149	-	-	-	-	149
Rainbow Resource Center	3447056	7/21/2021	8/20/2021	52	-	-	-	-	52
Rainbow Resource Center	3447058	7/21/2021	8/20/2021	16	-	-	-	-	16
Rainbow Resource Center	3447513	7/21/2021	8/20/2021	261	-	-	-	-	261
Rainbow Resource Center	3447762	7/21/2021	8/20/2021	33	-	-	-	-	33
Rainbow Resource Center	3448155	7/21/2021	8/20/2021	374	-	-	-	-	374
Rainbow Resource Center	3448284	7/21/2021	8/20/2021	65	-	-	-	-	65
Rainbow Resource Center	3448296	7/21/2021	8/20/2021	108	-	-	-	-	108
Rainbow Resource Center	3448301	7/21/2021	8/20/2021	210	-	-	-	-	210
Rainbow Resource Center	3448467	7/21/2021	8/20/2021	129	-	-	-	-	129
Institute for Excellence in Writing	798596	7/20/2021	8/20/2021	137	-	-	-	-	137

Yosemite Valley Charter School

Accounts Payable Aging

July 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
Institute for Excellence in Writing	798194	7/20/2021	8/20/2021	104	-	-	-	-	104
Moving Beyond the Page	255623	7/21/2021	8/20/2021	20	-	-	-	-	20
Moving Beyond the Page	255654	7/21/2021	8/20/2021	595	-	-	-	-	595
Moving Beyond the Page	255659	7/21/2021	8/20/2021	627	-	-	-	-	627
Generation Genius, Inc.	GG79655-R2	7/21/2021	8/20/2021	170	-	-	-	-	170
Crafty School Crates	19850	7/21/2021	8/20/2021	101	-	-	-	-	101
Crafty School Crates	19851	7/21/2021	8/20/2021	100	-	-	-	-	100
BrightThinker	SINV3107	7/21/2021	8/20/2021	124	-	-	-	-	124
BrightThinker	SINV3108	7/21/2021	8/20/2021	357	-	-	-	-	357
BrightThinker	SINV3109	7/21/2021	8/20/2021	124	-	-	-	-	124
BrightThinker	SINV3110	7/21/2021	8/20/2021	124	-	-	-	-	124
BookShark	31144494	7/21/2021	8/20/2021	16	-	-	-	-	16
BookShark	31144644	7/21/2021	8/20/2021	39	-	-	-	-	39
BookShark	31144646	7/21/2021	8/20/2021	39	-	-	-	-	39
BookShark	31144650	7/21/2021	8/20/2021	39	-	-	-	-	39
All About Learning Press, Inc.	907251	7/22/2021	8/21/2021	90	-	-	-	-	90
WriteShop	21-0742	7/22/2021	8/21/2021	55	-	-	-	-	55
Elemental Science	IN-3395	7/22/2021	8/21/2021	135	-	-	-	-	135
Nicole the Math Lady LLC	3186	7/22/2021	8/21/2021	79	-	-	-	-	79
Nicole the Math Lady LLC	3193	7/22/2021	8/21/2021	79	-	-	-	-	79
Nicole the Math Lady LLC	3194	7/22/2021	8/21/2021	79	-	-	-	-	79
Teaching Textbooks	35480	7/22/2021	8/21/2021	165	-	-	-	-	165
Institute for Excellence in Writing	799061	7/21/2021	8/21/2021	37	-	-	-	-	37
Institute for Excellence in Writing	799296	7/21/2021	8/21/2021	37	-	-	-	-	37
Rainbow Resource Center	3449565	7/22/2021	8/21/2021	213	-	-	-	-	213
Rainbow Resource Center	3449584	7/22/2021	8/21/2021	67	-	-	-	-	67
Rainbow Resource Center	3449585	7/22/2021	8/21/2021	69	-	-	-	-	69
Rainbow Resource Center	3449587	7/22/2021	8/21/2021	30	-	-	-	-	30
Rainbow Resource Center	3449591	7/22/2021	8/21/2021	121	-	-	-	-	121
Rainbow Resource Center	3450723	7/22/2021	8/21/2021	143	-	-	-	-	143
Rainbow Resource Center	3451077	7/23/2021	8/22/2021	132	-	-	-	-	132
Rainbow Resource Center	3452177	7/23/2021	8/22/2021	140	-	-	-	-	140
Rainbow Resource Center	3452327	7/23/2021	8/22/2021	34	-	-	-	-	34
Rainbow Resource Center	3452346	7/23/2021	8/22/2021	34	-	-	-	-	34
Oak Meadow Inc.	122436	7/23/2021	8/22/2021	566	-	-	-	-	566
BrightThinker	SINV3117	7/23/2021	8/22/2021	249	-	-	-	-	249
Discount School Supply	P40620080101	7/24/2021	8/23/2021	188	-	-	-	-	188
Discount School Supply	P40620100101	7/24/2021	8/23/2021	6	-	-	-	-	6
Discount School Supply	P40620120102	7/24/2021	8/23/2021	42	-	-	-	-	42
Discount School Supply	P40620140101	7/24/2021	8/23/2021	112	-	-	-	-	112
Discount School Supply	P40620170101	7/24/2021	8/23/2021	45	-	-	-	-	45
Institute for Excellence in Writing	800138	7/23/2021	8/23/2021	173	-	-	-	-	173
Rainbow Resource Center	3453364	7/26/2021	8/25/2021	72	-	-	-	-	72
Institute for Excellence in Writing	800187	7/26/2021	8/26/2021	173	-	-	-	-	173

Yosemite Valley Charter School

Accounts Payable Aging

July 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
Total Outstanding Payables in July				\$ 25,022	\$ -	\$ 203,444	\$ -	\$ (85)	\$ 228,381

Yosemite Valley Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended July 31, 2021

	Account Balance
Due (to)/from Inspire LA	\$ (205,588)
Due (to)/from Inspire Charter Services	4,439,785
Total Due (to)/from Balance	<u>\$ 4,234,197</u>

Cover Sheet

June 2021 Financials / Unaudited Actuals Report

Section:	II. Finance
Item:	B. June 2021 Financials / Unaudited Actuals Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	Financial Package UAR - June 2021 - Yosemite Valley

BACKGROUND:

- Charter Impact representative, Darlington Ahaiwe, will present the June 2021 Financials/ Unaudited Actual Reports (UAR).
- Required by Ed Code 47604.33. which states in item (5) that “On or before September 15, a final unaudited report for the full prior year” will be submitted to the school’s chartering authority, Alta Vista School District, and the County Office of Education no later than September 15, 2021.

RECOMMENDATION:

- Consider approval of the June 2021 Financials / Unaudited Actuals Report.

Yosemite Valley Charter School

Monthly Financial Presentation – June 2021

Unaudited Actual Report

YOSEMITE - Highlights

- Year-end revenues exceeded budget by **12%**.
- Year-end expense exceeded budget by **25%**.
- Year-end *deficit* at **\$1.5MM**. (Budget; +\$1.1MM)
- Year-end cash balance is \$1.2MM.

YOSEMITE - Revenue

■ Positive variance in year-end revenue due to:

- Learning Loss Mitigation Funds (LLMF): **\$314k.**
- Paycheck Protection Program (PPP): **\$1.7MM.**

○

Revenue

State Aid-Rev Limit
Federal Revenue
Other State Revenue
Other Local Revenue

Total Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
\$ 20,754,123	\$ 20,333,097	\$ 421,026
2,135,136	275,751	1,859,385
2,199,003	1,849,349	349,654
57,200	-	57,200
\$ 25,145,462	\$ 22,458,197	\$ 2,687,265

YOSEMITE - Expenses

- **Professional Services (Bad Debt Expense):** Write-off of \$4.4MM in Provenance receivables.

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	\$ 7,211,089	\$ 7,633,555	\$ 422,466
Classified Salaries	378,218	289,875	(88,343)
Benefits	2,322,121	2,538,410	216,289
Books and Supplies	3,720,366	2,911,762	(808,604)
Subagreement Services	5,961,591	4,857,812	(1,103,779)
Operations	278,930	151,700	(127,230)
Facilities	5,743	3,800	(1,943)
Professional Services	6,353,629	2,492,089	(3,861,539)
Depreciation	-	-	-
Interest	421,578	459,603	38,025
Total Expenses	\$ 26,653,266	\$ 21,338,606	\$ (5,314,660)

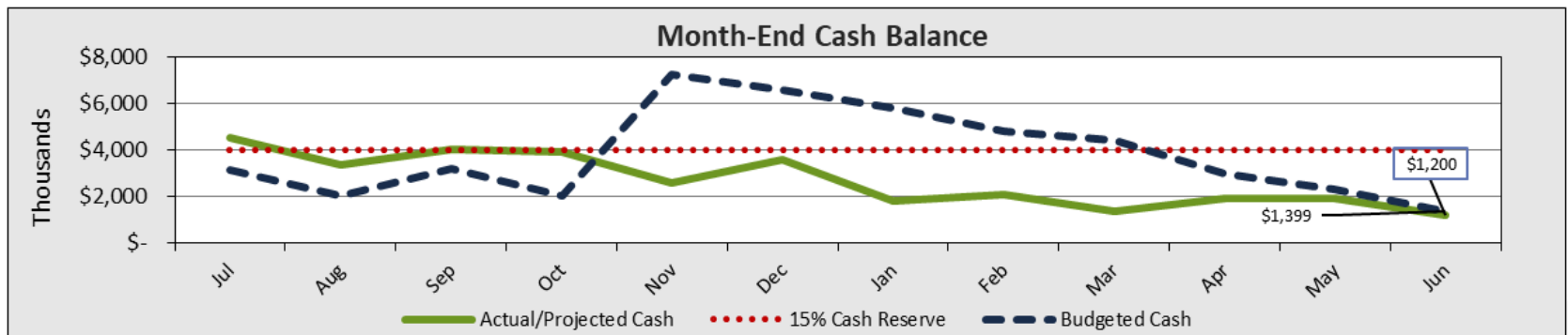
YOSEMITE - Fund Balance

- Year-end deficit consistent with receivable write-off.

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,507,804)	\$ 1,119,591	\$ (2,627,395)
Beginning Fund Balance	<u>2,032,470</u>	<u>2,032,470</u>	
Ending Fund Balance	<u>\$ 524,666</u>	<u>\$ 3,152,062</u>	
<i>As a % of Annual Expenses</i>	<i>2.0%</i>	<i>14.8%</i>	

YOSEMITE - Cash Balance

- Year-end cash balance at \$1.2MM (includes factored receivables).



YOSEMITE - Appendix

- Monthly Cash Flow / Forecast 20-21
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Due-To/Due-From Balance
- Unaudited Actual Report

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 8/24/2021

ADA = 2206.01



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	966,575	966,575	1,739,834	1,739,834	1,739,834	1,739,834	1,739,834	913,343	447,248	430,644	7,003,384
8012	Education Protection Account	-	-	-	110,301	-	-	110,300	-	-	114,738	-	108,861
8019	State Aid - Prior Year	6,076	(6,076)	-	-	-	-	-	-	148,302	6,774	6,522	109,567
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	611,819

Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals
-	-	-	-	-	-	-	-	-	-	-	-	-
6,076	960,499	966,575	1,850,135	1,739,834	1,739,834	1,850,134	1,739,834	1,061,645	568,760	437,166	7,833,631	-

Annual Forecast
19,426,939
444,200
271,165
611,819
20,754,123

Original Budget Total	Favorable / (Unfav.)
ADA = 2206.01	
19,331,492	95,447
441,202	2,998
-	271,165
560,402	51,417
20,333,097	421,026

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	289,389
8296	Other Federal Revenue	-	-	-	314,473	(173,298)	-	-	-	-	-	1,704,572

-	-	-	314,473	(173,298)	-	-	-	-	-	-	1,993,961	-
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289,389
1,845,747
2,135,136

275,751	13,638
-	1,845,747
275,751	1,859,385

Other State Revenue

8311	State Special Education	59,213	73,705	119,627	119,627	119,627	119,627	62,824	30,764	29,599	29,214	454,346
8550	Mandated Cost	-	-	-	-	-	47,853	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	124,647	-	-	-	294,275
8598	Prior Year Revenue	-	6,076	-	-	-	-	2,149	3,911	-	121,558	4,653
8599	Other State Revenue	-	2,881	-	-	34,886	138,412	-	30,291	-	-	39,920

59,213	82,662	119,627	119,627	154,513	305,892	246,423	97,026	30,764	151,157	33,867	798,232	-
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1,337,800
47,853
418,922
148,038
246,390
2,199,003

1,323,606	14,194
525,743	(477,890)
-	418,922
-	148,038
-	246,390
1,849,349	349,654

Other Local Revenue

8660	Interest Revenue	-	-	-	480	207	-	-	2,501	-	-	2,303
8699	School Fundraising	-	-	-	-	-	-	-	138	-	-	40
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	250	51,282	-	-

-	-	-	480	207	-	-	-	2,501	388	51,282	2,303	40
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5,490
178
51,532
57,200

-	5,490
-	178
-	51,532
-	57,200

Total Revenue

Expenses

Certificated Salaries

1100	Teachers' Salaries	463,215	477,025	477,572	478,328	484,285	478,678	477,411	473,047	467,207	467,584	469,666	474,827
1175	Teachers' Extra Duty/Stipends	30,922	40,601	59,356	63,228	92,125	58,855	63,037	60,577	62,945	62,312	64,262	71,137
1200	Pupil Support Salaries	35,792	41,914	34,923	34,923	36,723	40,105	36,727	36,140	36,140	36,140	37,274	38,976
1300	Administrators' Salaries	9,167	9,167	9,167	14,943	20,482	19,683	19,683	19,683	19,683	19,683	19,683	19,683
1900	Other Certificated Salaries	7,019	7,019	7,019	7,019	7,469	11,761	16,452	16,952	16,452	15,837	16,452	16,952

546,115	575,725	588,036	598,440	641,085	609,081	613,310	606,400	602,428	601,556	607,337	621,575	-
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5,688,845
729,357
445,775
200,709
146,403
7,211,089

6,167,091	478,246
925,064	195,706
327,809	(117,966)
130,740	(69,969)
82,852	(63,552)
7,633,555	422,466

Classified Salaries

2100	Instructional Salaries	15,756	14,595	14,651	15,135	15,440	16,012	16,591	14,229	16,646	15,462	18,148	13,930
2300	Classified Administrators'	11,475	10,792	11,440	14,840	13,985	14,542	12,131	3,141	3,609	3,454	9,209	12,697
2400	Clerical and Office Staff Salaries	-	-	-	3,812	7,632	8,376	7,679	7,412	8,514	8,162	7,683	8,206

30,062	25,386	26,092	33,787	37,057	38,930	36,401	24,783	28,769	27,077	35,040	34,833	-
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186,595
121,315
67,477
378,218

170,625	(15,970)
119,250	(2,065)
-	(67,477)
289,875	(88,343)

Benefits

3101	STRS	86,289	91,143	92,924	74,137	95,390	95,689	98,927	95,103	94,657	96,041	94,622	95,252
3301	OASDI	1,829	1,539	1,582	2,060	2,243	2,350	2,194	1,498	1,738	1,631	2,122	2,096
3311	Medicare	8,005	8,321	8,508	8,786	9,422	8,960	8,988	8,726	8,723	8,685	8,880	9,084
3401	Health and Welfare	49,910	75,371	91,866	77,916	74,987	79,708	78,122	80,821	79,828	77,940	78,125	79,484
3501	State Unemployment	6,501	2,802	569	772	583	114	26,020	1,039	257	927	155	69
3601	Workers' Compensation	8,838	1,268	5,053	5,053	5,053	5,053	5,052	5,052	5,052	5,053	5,053	5,053
3901	Other Benefits	-	-	-	-	-	-	-	-	-	59,461	-	-

161,372	180,444	200,504	168,724	187,678	191,874	219,302	192,238	190,255	249,737	188,957	191,037	-
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1,110,174
22,881
105,088
924,078
39,807
60,631
59,461
2,322,121

1,404,574	294,400
17,972	(4,909)
114,890	9,802
825,000	(99,078)
56,350	16,543
110,928	50,297
8,696	(50,765)
2,538,410	216,289

Books and Supplies

4302	School Supplies	150,907	290,268	255,085	243,146	179,712	167,436	223,720	306,223	311,228	351,259	440,001	152,762
4305	Software	284	21,858	17,009	61,660	28,479	10,141	10,622	11,304	12,717	8,998	9,597	21,979
4310	Office Expense	2,610	5,905	1,327	1,516	694	828	250	304	4,317	4,270	3,324	4,577
4311	Business Meals	-	-	-	-	-	-	28	-	-	-	-	-
4400	Noncapitalized Equipment	-	2,057	13,549	63,571	100,061	2,028	8,075	452	43,519	104,765	42,598	23,346

153,801	320,087	286,970	369,893	308,947	180,433	242,694	318,284	371,781	469,292	495,519	202,664	-
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3,071,747
214,648
29,920
28
404,023
3,720,366

1,870,819	(1,200,928)
201,100	(13,548)
19,700	(10,220)
1,500	1,472
818,643	414,620
2,911,762	(808,604)

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 8/24/2021

ADA = 2206.01



Subagreement Services

5102	Special Education
5106	Other Educational Consultants
5107	Instructional Services

Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5900	Communications
5901	Postage and Shipping

Facilities, Repairs and Other Leases

5601	Rent
5602	Additional Rent
5604	Other Leases

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5806	Special Activities/Field Trips
5807	Bank Charges
5808	Printing
5809	Other taxes and fees
5810	Payroll Service Fee
5811	Management Fee
5812	District Oversight Fee
5815	Public Relations/Recruitment
5899	Bad Debt Expense

Depreciation

6900	Depreciation Expense
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Interest

7438	Interest Expense
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Total Expenses

Monthly Surplus (Deficit)

Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization	
Public Funding Receivables	
Grants and Contributions Rec.	
Due To/From Related Parties	
Prepaid Expenses	
Other Assets	
Accounts Payable	
Accrued Expenses	
Other Liabilities	

Cash flows from investing activities

Purchases of Prop. And Equip.	
Notes Receivable	

Cash flows from financing activities

Proceeds from Factoring	
Payments on Factoring	
Proceeds from Debt	
Payments on Debt	

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals
1,729	14,516	51,729	270,409	156,651	127,924	106,123	263,944	205,313	206,321	236,065	326,969	-
14,213	48,969	157,331	157,995	132,022	116,355	389,067	22,040	216,650	240,585	272,434	521,883	-
105,229	91,763	98,496	98,496	374,285	154,348	156,178	156,178	156,178	156,178	157,025	-	-
121,171	155,248	307,556	526,899	662,957	398,627	651,368	442,162	578,141	603,085	665,524	848,852	-
-	173	158	8,435	11,382	5,593	12,724	6,036	7,906	1,531	832	1,817	-
-	1,070	-	-	-	-	-	227	-	-	-	-	-
13,289	16,799	15,044	15,044	15,044	15,059	15,059	15,059	15,059	15,060	15,044	15,044	-
-	219	389	369	750	4,707	3,348	2,618	4,929	2,697	4,803	-	-
-	229	1,147	156	5,052	4,047	1,041	2,408	59	794	95	51	-
13,820	18,490	16,738	24,005	32,229	29,406	32,172	26,348	27,953	20,083	20,775	16,912	-
-	-	-	-	-	-	2,181	1,090	1,090	1,090	1,090	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	(800)	-	-	-	-	-	-	-	-	-
-	-	-	(800)	-	-	2,181	1,090	1,090	1,090	1,090	-	-
-	158	-	-	-	-	761	-	110	-	-	-	-
-	-	-	-	-	-	-	-	-	7,200	-	1,200	-
-	873	-	13,936	(1,296)	7,291	28,511	1,890	6,416	5,381	2,606	8,346	-
3,100	5,045	6,198	464	883	1,678	3,600	3,780	20,574	273	1,695	5,264	-
-	3,199	459	-	3,750	-	1,604	-	2,500	-	1,250	2,605	-
36	672	3,100	-	-	110	77	410	647	246	5,830	3,390	-
1,824	965	33	905	1,165	720	730	931	863	776	885	944	-
-	-	584	-	-	-	-	-	2,190	35	-	-	-
2,925	515	520	592	661	540	2,759	2,925	1,192	5,433	537	3,370	-
-	2,134	435	1,737	1,624	886	2,520	2,170	3,615	1,287	1,152	4,717	-
140,305	126,830	133,863	134,313	(144,953)	74,683	75,189	75,643	75,343	75,343	92,621	200,261	-
-	28,997	28,997	55,504	52,195	52,195	55,504	68,477	31,849	17,063	13,115	226,874	-
15	-	-	-	-	-	-	-	-	-	-	-	-
											4,439,785	-
148,205	169,389	174,189	207,452	(85,971)	138,104	171,254	156,225	145,299	113,038	119,691	4,896,755	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
284	284	115,482	507	451	73,018	284	62,546	38,636	80,624	27,962	21,498	-
284	284	115,482	507	451	73,018	284	62,546	38,636	80,624	27,962	21,498	-
1,174,830	1,445,054	1,715,566	1,928,907	1,784,434	1,659,474	1,968,967	1,830,076	1,984,354	2,165,583	2,161,896	6,834,126	-
(1,109,542)	(401,893)	(629,364)	355,808	(63,178)	386,252	127,590	9,284	(891,557)	(1,394,383)	(1,688,560)	3,791,738	-
(1,109,542)	(401,893)	(629,364)	355,808	(63,178)	386,252	127,590	9,284	(891,557)	(1,394,383)	(1,688,560)	3,791,738	-
-	-	-	-	-	-	-	-	-	-	-	-	-
2,582,148	(966,575)		1,168,532	225,000	-	(1,979,699)	1,943,650	(712,678)	805,618	121,558	(8,939,564)	-
4,742	-	(418,003)	442,139	(774)	(10,503)	10,503	-	(8,421)	-	-	(2,002,662)	-
-	-	-	-	-	-	-	-	-	-	-	4,439,785	-
16,528	(40,031)	441,329	(15,117)	1,831	1,831	1,831	(18,280)	21,942	(107,249)	20,605	81,197	-
-	-	-	-	-	-	-	-	-	-	-	-	-
98,637	135,526	(3,807,469)	(102,537)	(200,836)	(32,492)	(17,973)	559,800	(474,355)	(280,926)	(166,343)	231,339	-
(109,632)	78,504	(87,272)	50,194	51,238	69,512	71,009	(550,611)	18,150	45,779	41,012	213,137	-
-	-	-	-	138,412	(138,412)	-	-	-	-	-	3,222,100	-
-	-	-	-	-	-	-	-	-	-	-	(226,410)	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	5,915,200	-	-	2,231,300		1,355,300	1,292,700	1,541,400	1,654,000	(1,534,564)	-
	-	(709,900)	(1,987,800)	(1,478,800)	(1,478,800)		(2,957,600)	-	(27,887)	(161)		-
284	284	284	284	284	284	284	9,375	1,420	1,420	1,420	-	-
-	-	(20,833)	(20,833)	(20,833)	(20,833)		(41,670)		-	-		-
1,483,165	(1,194,184)	683,972	(109,330)	(1,347,655)	1,008,140	(1,786,455)	309,248	(752,798)	583,772	(16,468)	(723,903)	
3,062,014	4,545,179	3,350,995	4,034,967	3,925,636	2,577,981	3,586,121	1,799,666	2,108,914	1,356,116	1,939,889	1,923,421	
4,545,179	3,350,995	4,034,967	3,925,636	2,577,981	3,586,121	1,799,666	2,108,914	1,356,116	1,939,889	1,923,421	1,199,518	

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
1,967,693	1,026,000	(941,693)
2,289,544	2,652,757	363,213
1,704,355	1,179,055	(525,300)
5,961,591	4,857,812	(1,103,779)

56,588	12,600	(43,988)
1,297	8,200	6,903
180,604	130,900	(49,704)
24,829	-	(24,829)
15,080	-	(15,080)
278,930	151,700	(127,230)

6,543	-	(6,543)
-	1,000	1,000
(800)	2,800	3,600
5,743	3,800	(1,943)
1,029	700	(329)
8,400	6,300	(2,100)
73,954	38,500	(35,454)
52,552	35,700	(16,852)
15,368	65,300	49,932
14,518	133,546	119,028
10,741	1,035	(9,706)
2,809	-	(2,809)
21,969	5,635	(16,334)
22,277	14,806	(7,471)
1,059,441	1,572,074	512,633
630,771	609,993	(20,778)
15	8,500	8,485
4,439,785	-	(4,439,785)
6,353,629	2,492,089	(3,861,539)

-	-	-
-	-	-
421,578	459,603	38,025
421,578	459,603	38,025

26,653,266	21,338,606	(5,314,660)
(1,507,804)	1,119,591	(2,627,395)
-6%		

Cert.	Instr.
48.7%	75.9%
1,949,195	(986,596)

Pupil:Teacher Ratio
21.01 :1

Yosemite Valley Charter School

Budget vs Actual

For the period ended June 30, 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	\$ 7,003,384	\$ 6,785,354	\$ 218,030	\$ 19,426,939	\$ 19,331,492	\$ 95,447	\$ 19,331,492
Education Protection Account	108,861	110,301	(1,440)	444,200	441,202	2,998	441,202
State Aid - Prior Year	109,567	-	109,567	271,165	-	271,165	-
In Lieu of Property Taxes	611,819	78,456	533,363	611,819	560,402	51,417	560,402
Total State Aid - Revenue Limit	7,833,631	6,974,111	859,520	20,754,123	20,333,097	421,026	20,333,097
Federal Revenue							
Special Education - Entitlement	289,389	49,635	239,754	289,389	275,751	13,638	275,751
Other Federal Revenue	1,704,572	-	1,704,572	1,845,747	-	1,845,747	-
Total Federal Revenue	1,993,961	49,635	1,944,326	2,135,136	275,751	1,859,385	275,751
Other State Revenue							
State Special Education	454,346	238,249	216,097	1,337,800	1,323,606	14,194	1,323,606
Mandated Cost	-	438,996	(438,996)	47,853	525,743	(477,890)	525,743
State Lottery	294,275	-	294,275	540,480	-	540,480	-
Prior Year Revenue	9,691	-	9,691	26,480	-	26,480	-
Other State Revenue	39,920	-	39,920	246,390	-	246,390	-
Total Other State Revenue	798,232	677,245	120,987	2,199,003	1,849,349	349,654	1,849,349
Other Local Revenue							-
Interest Revenue	-	-	-	5,490	-	5,490	-
School Fundraising	40	-	40	178	-	178	-
Contributions, Unrestricted	-	-	-	51,532	-	51,532	-
Total Other Local Revenue	40	-	40	57,200	-	57,200	-
Total Revenues	\$ 10,625,864	\$ 7,700,991	\$ 2,924,873	\$ 25,145,462	\$ 22,458,197	\$ 2,687,265	\$ 22,458,197
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 474,827	\$ 513,924	\$ 39,097	\$ 5,688,845	\$ 6,167,091	\$ 478,246	\$ 6,167,091
Teachers' Extra Duty/Stipends	71,137	92,506	21,369	729,357	925,064	195,706	925,064
Pupil Support Salaries	38,976	27,317	(11,659)	445,775	327,809	(117,966)	327,809
Administrators' Salaries	19,683	10,895	(8,788)	200,709	130,740	(69,969)	130,740
Other Certificated Salaries	16,952	6,904	(10,048)	146,403	82,852	(63,552)	82,852
Total Certificated Salaries	621,575	651,547	29,972	7,211,089	7,633,555	422,466	7,633,555
Classified Salaries							
Instructional Salaries	13,930	14,219	289	186,595	170,625	(15,970)	170,625
Support Salaries	-	-	-	2,831	-	(2,831)	-
Supervisors' and Administrators' Salaries	12,697	9,938	(2,760)	121,315	119,250	(2,065)	119,250
Clerical and Office Staff Salaries	8,206	-	(8,206)	67,477	-	(67,477)	-
Total Classified Salaries	34,833	24,156	(10,677)	378,218	289,875	(88,343)	289,875
Benefits							
State Teachers' Retirement System, certificated positions	95,252	119,885	24,633	1,110,174	1,404,574	294,400	1,404,574
OASDI/Medicare/Alternative, certificated positions	2,096	1,498	(598)	22,881	17,972	(4,909)	17,972
Medicare/Alternative, certificated positions	9,084	9,798	714	105,088	114,890	9,802	114,890
Health and Welfare Benefits, certificated positions	79,484	68,750	(10,734)	924,078	825,000	(99,078)	825,000
State Unemployment Insurance, certificated positions	69	2,818	2,749	39,807	56,350	16,543	56,350
Workers' Compensation Insurance, certificated positions	5,053	9,460	4,407	60,631	110,928	50,297	110,928
Other Benefits, certificated positions	-	742	742	59,461	8,696	(50,765)	8,696
Total Benefits	191,037	212,949	21,912	2,322,121	2,538,410	216,289	2,538,410
Books & Supplies							
School Supplies	152,762	337,081	184,319	3,071,747	1,870,819	(1,200,928)	1,870,819
Software	21,979	16,758	(5,221)	214,648	201,100	(13,548)	201,100
Office Expense	4,577	1,642	(2,935)	29,920	19,700	(10,220)	19,700
Business Meals	-	125	125	28	1,500	1,472	1,500
Noncapitalized Equipment	23,346	147,502	124,156	404,023	818,643	414,620	818,643
Total Books & Supplies	202,664	503,108	300,444	3,720,366	2,911,762	(808,604)	2,911,762
Subagreement Services							
Special Education	326,969	85,500	(241,469)	1,967,693	1,026,000	(941,693)	1,026,000
Other Educational Consultants	521,883	477,970	(43,913)	2,289,544	2,652,757	363,213	2,652,757
Instructional Services	-	98,255	98,255	1,704,355	1,179,055	(525,300)	1,179,055
Total Subagreement Services	848,852	661,724	(187,128)	5,961,591	4,857,812	(1,103,779)	4,857,812

Yosemite Valley Charter School

Budget vs Actual

For the period ended June 30, 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	1,817	1,050	(767)	56,588	12,600	(43,988)	12,600
Dues & Memberships	-	683	683	1,297	8,200	6,903	8,200
Insurance	15,044	10,908	(4,136)	180,604	130,900	(49,704)	130,900
Miscellaneous Expense	-	-	-	531	-	(531)	-
Communications	-	-	-	24,829	-	(24,829)	-
Postage and Shipping	51	-	(51)	15,080	-	(15,080)	-
Total Operations & Housekeeping	16,912	12,642	(4,271)	278,930	151,700	(127,230)	151,700
Facilities, Repairs & Other Leases							
Rent	-	-	-	6,543	-	(6,543)	-
Additional Rent	-	83	83	-	1,000	1,000	1,000
Other Leases	-	233	233	(800)	2,800	3,600	2,800
Total Facilities, Repairs & Other Leases	-	317	317	5,743	3,800	(1,943)	3,800
Professional/Consulting Services							
IT	-	58	58	1,029	700	(329)	700
Audit & Taxes	1,200	-	(1,200)	8,400	6,300	(2,100)	6,300
Legal	8,346	3,208	(5,137)	80,152	38,500	(41,652)	38,500
Professional Development	5,264	2,975	(2,289)	46,814	35,700	(11,114)	35,700
General Consulting	2,605	5,442	2,837	18,009	65,300	47,291	65,300
Special Activities/Field Trips	3,390	24,062	20,673	11,451	133,546	122,095	133,546
Bank Charges	944	90	(854)	11,292	1,035	(10,257)	1,035
Printing	-	-	-	2,225	-	(2,225)	-
Other Taxes and Fees	3,370	490	(2,880)	21,969	5,635	(16,334)	5,635
Payroll Service Fee	4,717	1,234	(3,484)	22,277	14,806	(7,471)	14,806
Management Fee	200,261	131,006	(69,255)	1,059,441	1,572,074	512,633	1,572,074
District Oversight Fee	226,874	209,223	(17,651)	630,771	609,993	(20,778)	609,993
Public Relations/Recruitment	-	708	708	15	8,500	8,485	8,500
Bad Debt Expense	4,439,785	-	(4,439,785)	4,439,785	-	(4,439,785)	-
Total Professional/Consulting Services	4,896,755	378,497	(4,518,258)	6,353,629	2,492,089	(3,861,540)	2,492,089
Interest							
Interest Expense	21,498	-	(21,498)	421,578	459,603	38,025	459,603
Total Interest	21,498	-	(21,498)	421,578	459,603	38,025	459,603
Total Expenses	\$ 6,834,126	\$ 2,444,940	\$ (4,389,186)	\$ 26,653,266	\$ 21,338,606	\$ (5,314,660)	\$ 21,338,606
Change in Net Assets	3,791,738	5,256,051	(1,464,313)	(1,507,804)	1,119,591	(2,627,395)	1,119,591
Net Assets, Beginning of Period	(3,267,072)			2,032,470			
Net Assets, End of Period	\$ 524,667			\$ 524,667			

Yosemite Valley Charter School

Statement of Financial Position

June 30, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 1,199,518	\$ 3,062,014	\$ (1,862,495)	-61%
Accounts Receivable	348,662	19,682	328,979	1671%
Public Funding Receivable	8,966,293	3,214,283	5,752,010	179%
Factored Receivables	(6,392,652)	(2,697,700)	(3,694,952)	137%
Due To/From Related Parties	(205,588)	4,234,197	(4,439,785)	-105%
Prepaid Expenses	1,380,310	1,786,730	(406,420)	-23%
Total Current Assets	5,296,542	9,619,206	(4,322,663)	-45%
Long-Term Assets				
Property & Equipment, Net	226,410	-	226,410	0%
Total Long Term Assets	226,410	-	226,410	0%
Total Assets	\$ 5,522,953	\$ 9,619,206	\$ (4,096,253)	-43%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 639,508	\$ 4,697,138	\$ (4,057,629)	-86%
Accrued Liabilities	949,178	1,058,157	(108,979)	-10%
Deferred Revenue	3,222,100	-	3,222,100	0%
Notes Payable, Current Portion	62,500	172,326	(109,826)	-64%
Total Current Liabilities	4,873,286	5,927,621	(1,054,335)	-18%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	125,000	1,659,115	(1,534,115)	-92%
Total Long-Term Liabilities	125,000	1,659,115	(1,534,115)	-92%
Total Liabilities	4,998,286	7,586,735	(2,588,449)	-34%
Total Net Assets	524,667	2,032,470	(1,507,804)	-74%
Total Liabilities and Net Assets	\$ 5,522,953	\$ 9,619,206	\$ (4,096,253)	-43%

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended June 30, 2021

	Month Ended 06/30/21	YTD Ended 06/30/21
Cash Flows from Operating Activities		
Change in Net Assets	\$ 3,791,738	\$ (1,507,804)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	-	-
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	(8,939,564)	(5,752,010)
Grants, Contributions & Pledges Receivable	(2,002,662)	3,365,973
Due from Related Parties	4,439,785	4,439,785
Prepaid Expenses	81,197	406,420
Other Assets	-	-
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	231,339	(4,057,629)
Accrued Expenses	213,137	(108,979)
Deferred Revenue	3,222,100	3,222,100
Other Liabilities	-	-
Total Cash Flows from Operating Activities	1,037,071	7,856
Cash Flows from Investing Activities		
Purchase of Property & Equipment	(226,410)	(226,410)
Total Cash Flows from Investing Activities	(226,410)	(226,410)
Cash Flows from Financing Activities		
Proceeds from Factoring	-	-
Proceeds from (payments on) Long-Term Debt	(1,534,564)	(1,643,941)
Total Cash Flows from Financing Activities	(1,534,564)	(1,643,941)
Change in Cash & Cash Equivalents	(723,903)	(1,862,495)
Cash & Cash Equivalents, Beginning of Period	1,923,421	3,062,014
Cash and Cash Equivalents, End of Period	\$ 1,199,518	\$ 1,199,518

Yosemite Valley Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended June 30, 2021

	Account Balance
Due (to)/from Inspire LA	\$ (205,588)
Due (to)/from Inspire Charter Services	4,439,785
Allowance for Bad Debt IFR	<u>(4,439,785)</u>
Total Due (to)/from Balance	<u>\$ (205,588)</u>

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Yosemite Valley Charter School

CDS #: 10625470135103

Charter Approving Entity: Westside Elementary

County: Fresno

Charter #: 1841

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	19,426,939.00		19,426,939.00
Education Protection Account State Aid - Current Year	8012	444,200.00		444,200.00
State Aid - Prior Years	8019	271,165.00		271,165.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	611,819.00		611,819.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		20,754,123.00	0.00	20,754,123.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182		289,389.00	289,389.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		1,845,747.00	1,845,747.00
Total, Federal Revenues		0.00	2,135,136.00	2,135,136.00
3. Other State Revenues				
Special Education - State	StateRevSE		1,337,800.00	1,337,800.00
All Other State Revenues	StateRevAO	440,030.56	421,172.44	861,203.00
Total, Other State Revenues		440,030.56	1,758,972.44	2,199,003.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	57,200.00		57,200.00
Total, Local Revenues		57,200.00	0.00	57,200.00
5. TOTAL REVENUES		21,251,353.56	3,894,108.44	25,145,462.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	4,156,912.85	2,261,289.15	6,418,202.00
Certificated Pupil Support Salaries	1200	172,946.90	272,828.10	445,775.00
Certificated Supervisors' and Administrators' Salaries	1300	89,881.08	110,827.92	200,709.00
Other Certificated Salaries	1900	121,836.78	24,566.22	146,403.00
Total, Certificated Salaries		4,541,577.61	2,669,511.39	7,211,089.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	17,839.44	168,755.56	186,595.00
Noncertificated Support Salaries	2200	2,831.00		2,831.00
Noncertificated Supervisors' and Administrators' Salaries	2300	79,892.32	41,422.68	121,315.00
Clerical, Technical and Office Salaries	2400	67,477.00		67,477.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		168,039.76	210,178.24	378,218.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Yosemite Valley Charter School

CDS #: 10625470135103

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	664,025.09	446,148.91	1,110,174.00
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	99,619.87	28,349.13	127,969.00
Health and Welfare Benefits	3401-3402	924,078.00		924,078.00
Unemployment Insurance	3501-3502	31,458.58	8,348.42	39,807.00
Workers' Compensation Insurance	3601-3602	60,631.00		60,631.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	59,461.00		59,461.00
Total, Employee Benefits		1,839,273.54	482,846.46	2,322,120.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	2,963,988.53	352,354.47	3,316,343.00
Noncapitalized Equipment	4400	244,078.37	159,944.63	404,023.00
Food	4700			0.00
Total, Books and Supplies		3,208,066.90	512,299.10	3,720,366.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	3,985,265.36	1,976,325.64	5,961,591.00
Travel and Conferences	5200	53,317.61	3,270.39	56,588.00
Dues and Memberships	5300	1,297.00		1,297.00
Insurance	5400	180,604.00		180,604.00
Operations and Housekeeping Services	5500	531.00		531.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	4,652.54	1,090.46	5,743.00
Transfers of Direct Costs	5700-5799	2,138,892.16	(2,138,892.16)	0.00
Professional/Consulting Services and Operating Expend.	5800	6,340,016.60	13,615.40	6,353,632.00
Communications	5900	17,220.48	22,688.52	39,909.00
Total, Services and Other Operating Expenditures		12,721,796.75	(121,901.75)	12,599,895.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(141,175.00)	141,175.00	0.00
Debt Service:				
Interest	7438	421,578.00		421,578.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		421,578.00	0.00	421,578.00
Total, Other Outgo		280,403.00	141,175.00	421,578.00
8. TOTAL EXPENDITURES		22,759,157.56	3,894,108.44	26,653,266.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Yosemite Valley Charter School

CDS #: 10625470135103

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(1,507,804.00)	0.00	(1,507,804.00)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(1,507,804.00)	0.00	(1,507,804.00)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,032,470.16		2,032,470.16
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		2,032,470.16	0.00	2,032,470.16
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		524,666.16	0.00	524,666.16
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	0.00		0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	524,666.16	0.00	524,666.16

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Yosemite Valley Charter School

CDS #: 10625470135103

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,199,518.28		1,199,518.28
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	4,788,446.68		4,788,446.68
4. Due from Grantor Governments	9290	8,966,292.79		8,966,292.79
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	1,380,310.10		1,380,310.10
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489	226,410.38		226,410.38
9. TOTAL ASSETS		16,560,978.23	0.00	16,560,978.23
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	12,626,711.83		12,626,711.83
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	62,500.08		62,500.08
4. Unearned Revenue	9650	3,222,100.00		3,222,100.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	125,000.16		125,000.16
6. TOTAL LIABILITIES		16,036,312.07	0.00	16,036,312.07
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		524,666.16	0.00	524,666.16

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Yosemite Valley Charter School

CDS #: 10625470135103

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	except 3801- 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Yosemite Valley Charter School

CDS #: 10625470135103

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	26,653,266.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	2,135,136.00
c. Subtotal of State & Local Expenditures [a minus b]	24,518,130.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	421,578.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 24,096,552.00

Cover Sheet

Administrative & Teacher Salary Comparison Data

Section:	II. Finance
Item:	C. Administrative & Teacher Salary Comparison Data
Purpose:	Discussion
Related Material:	Administrative & Teacher Salary Comparison Data

BACKGROUND:

- At the Board's request, comparative data on administrative and teacher salaries from other similar modeled and or sized schools is being brought forward for informational purposes.



Administrative & Teacher Salary Comparison Data

Dear Board of Directors,

As we researched comparisons for other non-classroom-based charter schools we realized that our school is very unique. Looking at other local non-classroom-based charter schools we realized we serve a much higher population. The highest ADA we found for a local non-classroom-based charter school was 423 students.

Since our administrative team serves more than one school population and offers service to grades TK-12, looking at [small school districts](#) that perform many of the same functions is relevant. To have a more balanced perspective, it is also good to refer to what other similar charter schools are paying their administrators. The only admin pay scales for schools of similar size that serve all of the grade level spans were all former Inspire schools. Here is what we found for similar non-classroom-based charter schools and small local school districts:

- [Cottonwood](#): ADA 2,451, CBO/SPED Director \$160,000-\$180,000, AD's/Instructional Administrators - \$112,000-\$128,000, Directors/Business Manager \$125,000-\$143,000
- [North Charters](#): ADA 2,415 students AD - \$110,000-\$131,000, Director 1 \$145,000-\$166,000
- [Cabrillo Point](#): ADA 4,466, \$65,000-\$200,000K
- [Mission Vista Academy](#): ADA 3,632, \$93K-\$175K
- [Blue Ridge Academy](#): ADA 3,599, \$115-\$137
- [Pacific Coast Academy](#): ADA 2,797, \$65K-\$165K
- [Western Sierra Charter Schools](#) - ADA - 423 Pay: \$128,318-\$164,178
- [Selma Unified](#)- ADA - 6,390 Pay: \$135,371-\$196,632
 - 1 HS, 1 middle, 8 elementary, 1 continuation/adult)
 - 1 superintendent with 2 Assistant Superintendents, directors, coordinators.
- [Kerman Unified](#) - ADA - 5,281 Pay: Superintendent: \$218,143-\$229,000, Asst. Sup. 125,315-\$166,345, Director \$109,885 - \$128,034, Principal \$126,842
 - 2 highschoools (1 is continuation), 1 Middle, 4 Elementary
 - 1 Superintendent, 3 Assistant Superintendents, and coordinators under them
- [Carmel Unified School District](#) - ADA 2,483 Principal \$158, Assistant Principal \$134K-\$190K, Director of SPED \$139K-\$195K, Chief Technology Officer \$162K-\$212K, Chief Officer of Human Resources \$162,000-\$212,440
 - (2 preschool, 3 elem., 1 ms, 1 hs)
- [Salinas City Elementary School District](#) - ADA 8,566 Director \$108K-\$143K, Principal \$100K-\$131K, Vice Principal \$88K-\$119K, Coordinator/Program Manager \$88K-\$119K, Admin 1 \$97K-\$131K, Admin 2 \$103-\$135



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

- [Admin Org Chart](#)
- Superintendent with Executive Admin Assistant, 3 Assistant Supers, 14 Principals w/ Directors and ADs under each Assistant Superintendent

Our leadership team serves our two schools as both district level leaders and site leaders for 10 teacher teams (196 employees) and almost 4,000 students. Our directors serve as human resource support, legal and policy support and compliance support for our state and federal programs. They do multiple jobs to ensure that we are not over staffed with administrators.

Cover Sheet

EL Presentation

Section:	III. Academic Excellence
Item:	A. EL Presentation
Purpose:	FYI
Related Material:	ELL Board Update, August 2021

BACKGROUND:

- Maria Thoeni will be highlighting the EL Program.



Salut



English Language Development



Giving Students Access to Success



Hallo!

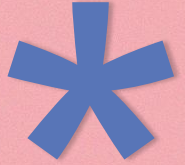


Benvenute



Welcome!

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What's New

Benvenuto

2020-21 School Year Summary

English Language Learner Overview

- 44 English Language Learners in grades TK-12
- 8 Reclassified as Fluent English Proficient (RFEP), 18%



How did we achieve success?

- One-on-one data chats with learning coaches and teachers to develop a plan
- 51% chose to participate in live classes taught by EL Coordinators in two sessions per week (20-60 minutes per session)
 - Average Star 360 ELA growth of +121 points
- Other students elected to have ELD programs that were led by their Learning Coach
 - Average Star 360 ELA growth of +76 points
- 32% were also in Intervention





WHOA!

18% Reclassified

Happy

Feliz

Glücklich

Redesignated Fluent English Proficient

2015-16 2016-17 2017-18 2018-19 2019-20

Redesignated FEP 11.2 % 13.3 % 14.6 % 13.79 % 13.77 %

Unique Challenges



1. Limited exposure to English fluent peers
2. Need for delivery of ELD curriculum by trained professionals
3. Struggles with stakeholder buy in

**Guten
Morgen!**



Always looking to improve...

How will we maintain and increase success?

- Continued tracking of RFEP students
- Training in ELD Programs for parents
- Training in ELD Programs for Teachers
- Better curated list of ELD options



TRAVEL

Reclassification for 2021-22

Voyager



Communication

- ELPAC Scores in mail this week
- Reclassification Forms, Sept-Oct
- Phone Calls (all initials)
- Orientation



Numbers

So Far:

- 17 Initials (1MRA, 16YV)
- 42 ELL students (2MRA, 40YV)
- 57 RFEP (10 MRA, 47 YV)



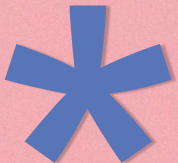


Path to Success



Orientation

At orientation teachers and learning coaches were informed *why* ELD is so important



Accessibility

Becky Bennett has made herself very available to all stakeholders and is also training a team of teachers as a resource



Education

Orientation
Training
New Curriculum Options
(ELD Live!)





At-Home Learning

Supported by the Learning Coach



- [BrainPop ELL](#)
- [Tutorial Video](#)
- 15-20 minutes per day
- HSTs can view work and time spent



- [Dataworks Printed Packets](#)
- 4 total packets for the school year.
- 2-3 pages per week
- 15-20 minutes per day
- Packets submitted to HST

- Students will log their time spent on each of these curriculums and submit the log to their HST at Learning Period Meetings



ELD Live!



Virtual Instruction

- 20- 45 minute sessions
- Zoom Platform
- 1-2 times per week
- Teacher will Log their participation

(Length of time and days will be determined based on need and teacher availability.)

- When not in session, Packets and/or BrainPop will be completed and logs submitted to their HST

Classes will be offered:

Fall Semester: **One 9-week block**

- September 6th- November 5th.

Spring Semester- **Two 9-week blocks**

- January 5th-March 4th
- March 7th-May 6th

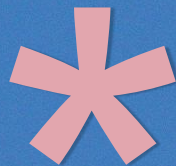


The *ELD Live!* Class Experience

Dataworks Curriculum



Any Questions?



??



**Buon
giorno!**

Helping ALL Children Gain Access!

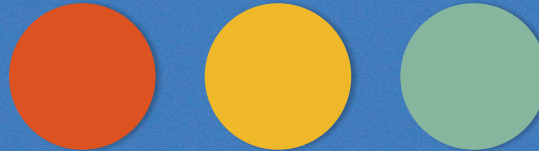
**Bom
dia!**

THANKS

Gracias

Merci

Do you have any questions?
maria.thoeni@yosemitevalleycharter.org
Ph. (559)483-2015 Ext:1536



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Danke

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Cover Sheet

Transition Team Presentation

Section:	III. Academic Excellence
Item:	C. Transition Team Presentation
Purpose:	FYI
Related Material:	New Initiatives - '21-'22

BACKGROUND:

- Introduction of new staff and programs including Alumni Network & Career Services, podcasts, partnerships, cohorts, and overview of future projects.

‘21 - ‘22 New Initiatives

Jonathan Quijas, Blake Wright, & Yolanda Vazquez

Introductions



Jonathan Quijas
Job Coach/Agency Linkage
jonathan.quijas@yosemitevalleycharter.org
559-258-1680

3rd Year Charter
9 Years Job Corps
3 Years Private K12
Community College



Blake Wright
Job Coach
blake.wright@yosemitevalleycharter.org
559-258-1799

3rd Year Charter
Oregon State University

Alumni Network & Career Services

Jonathan



Alumni Network Consists Of:

- Surveying & Phone Call Check-In
- Alumni Select Meetups
- Select Workshop Attendance on topics like Job Corps, College, etc.
- Student Mentorship
- Self-Service Resources
- Invited to participate in Guest Speaker Series in the Spring
- Job Connection Meetups/Opportunities

*Career Services:

**Offered to 4 most recent graduating classes*

- Resources & Self Discovery/Interest Profilers
- Career Coaching & Alumni Office Hours (Resume, Application Help, etc.)
- Employability, Housing, Job Corps & Other Relevant Workshops specific to newer graduates
- Mentorship & Speaking Opportunities
- Networking Opportunities & Much More

By-The-Ways

- We Have a **NEW email** for alumni wanting to get involved: alumni@centralvcs.org
- We are working with Carmen Marroquin, who is working with our CALPADS/Pathways Admin. to get alumni contact information so we can share our services! Sharing in Weekly Updates to get the word out
- We have a Newsletter: [Click Here!](#)
- New Website (Work in Progress/working daily with Tech): [Click Here!](#)

Upcoming Events Seeking Your Support

- Alumni Orientation Meetup - September 15, 2021 at 12:30 PM - '18-'21 Grads - [Click Here for Zoom Link!](#)
- Alumni Career Service Office Hours - October 7, 2021 at 2:30 PM - 3:30 PM - '18-'21 Grads - [Click Here for Zoom Link!](#)
- Job Corps Virtual Fair

Podcasts

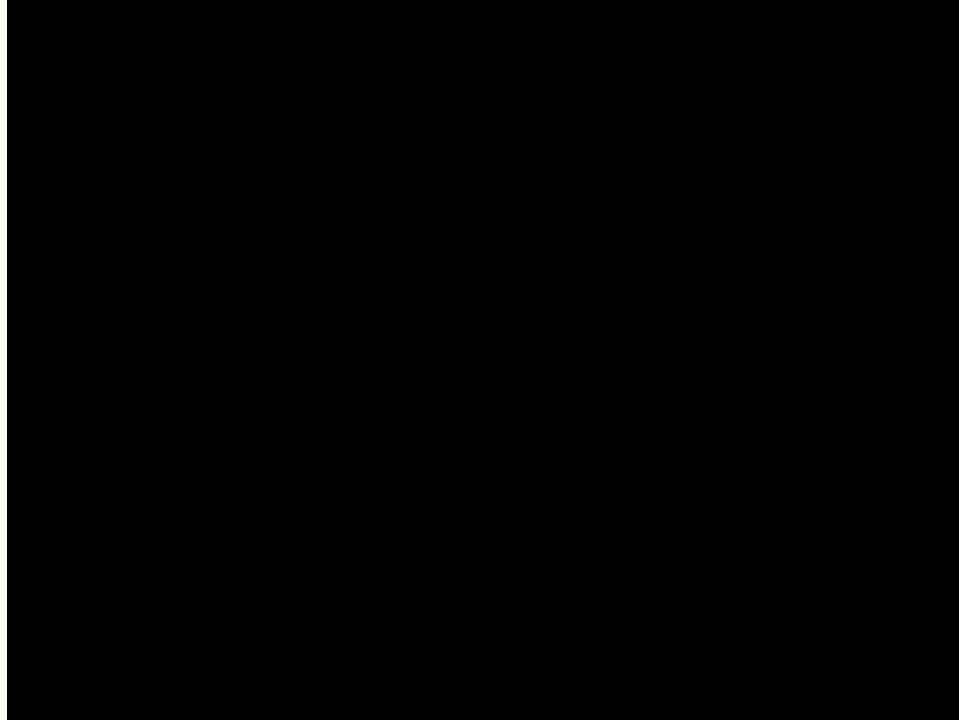
Blake Wright



Monthly/Bi-Monthly Releases.	→ Introduction in early September
Career Readiness Topics:	<ul style="list-style-type: none">→ Personal Branding & Time Management→ Hard/Soft Skills→ Transportation & Housing→ Job Searching→ Cover Letter, Resumes, Applications, References→ More!
Student Lead Interview Topics:	<ul style="list-style-type: none">→ Job Corps→ College→ Career Technical Training→ Industry→ More!
Where to find:	<ul style="list-style-type: none">→ YouTube→ Facebook→ Spotify



A Sneak Peak...





Partnership - San Jose *Job Corps - Jonathan

***Job Corps is the largest Free Residential CTT Program for ages 16-24; DOL spend \$40k+/per student/per year**

Meeting Participants:



Series of Meetings

- Leslie Gilroy (SJJC Center Director)
- Davina Hernandez (Deputy CD/Incoming CD)
- Aruna Iyer (Outreach Coordinator)
- Jonathan Quijas (Yosemite Monarch)

Their/Our Needs/Wants Communicated & Commitments

Their Needs/Wants:

- Committed families/students who will meet OBS Needs (they are at 25% capacity and **NEED** applicants)
- YM to endorse and push events; active participation in CRC, fairs, etc.
- YM educate families on the program and link them with Outreach personnel

Our Needs/Wants:

- Actively partner and provide resources and outreach services to our students/families
- Be invited to partnership events like their CRC, Events, Fairs, Tours, etc.
- Job Corps Fresno Office to meet Blake and actively (when COVID permits) allow staff to coordinate/meet with families and JC staff to support in inquiry or application

Their Commitments:

- Live Presentations every 2-3 months
- Sit down with families and help them through the inquiry and/or application process
- Provide Job Corps updated resources to families/students
- Encourage our students to finish K12/YM Program

Our Commitments:

- Sharing the program with every student by the 8th grade
- Linkage of students/alumni interested in CTT to Outreach Staff
- Give opportunities to share the program
- Job Corps Cohort
- Support OBS/Capacity Goals so long as program is *right for the student and meets their needs/desires*

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[Click Here](#) for more details/the notes on what was covered during the San Jose Job Corps/YM Meeting!

Cohorts - Job Corps

Jonathan



Cohorts Are/Consist of:

- Optional, but strongly recommended; cohorts create automatic support groups for all students (HS, Middle School, SPED, Transition, etc.) seeking viable post-secondary options or just in a “discovery phase”
- Supportive in helping students self-discover their interests and post-secondary desires
- Meetups: 1-2 times/months for 1 hour max
- Special Events like the Job Corps Virtual Fair
- Office Hours coordinated with Coach &/or Job Corps Outreach Staff Member

Job Corps Cohorts Will Cover:

- **Topics:** Overview of the Job Corps Program, The Application Process, Review of How to be Job Corps Ready, Understanding what a Day in the Life of a Job Corps Student looks like, Trades Offered at San Jose Job Corps, Your First 60 Days in the Program & More!
- The opportunity, should COVID circumstances permit, to take a campus tour/currently offering virtual services
- It will Offer - Office Hour Opportunities with a **LIVE** Job Coach and/or Outreach & Admissions Specialist from Job Corps (FAQ); we will also “walk students through” the application process

Upcoming Events Seeking Your Support

- **Job Corps Cohort Orientation - September 15, 2021 at 10:30 AM** - Open to All HS & MS Students - [Click Here for Details!](#)
- **Job Corps Virtual Female Fair - September 22, 2021 at 10:00 AM - 1:30 PM** - Open to All HS & MS Students/staff/families - [Must Register by clicking Here!](#) & [Click Here for Details](#)

Cohorts - Career

Jonathan

Career Cohort Will Cover:	<u>4 Domains/Topics:</u> <ul style="list-style-type: none">→ Cohort Introduction→ Career & Employability Skills - Hard/Soft Skills, Resumes/Cover Letters, Interviewing & More!→ Career/Post-Sec. Exploration - Interest Discovery, Goals, Occupation Research, Post-Secondary Options, etc.→ Communication & Post Sec. Readiness - Public Speaking, Conflict Resolution and Workplace Harassment, Housing, Transportation, Technology, Portfolio Help, etc.
Offerings:	<ul style="list-style-type: none">→ Supportive in helping students self-discover their interests and post-secondary desires→ Bi-Weekly Meetups for 1 Hour/Session→ Office Hours if Extra Help is needed
Upcoming Events	<ul style="list-style-type: none">→ Launching October 13 @ 10:30 AM! Advertisement Coming in September!→ Job Corps Virtual Female Fair - September 22, 2021 at 10:00 AM - 1:30 PM - Open to All HS & MS Students/staff/families - Must Register by clicking Here! & Click Here for Details

We Need Our Board's Support

- **Sharing that cohorts will be available and open to our authorizers**
- **Help us advertise or “point the way” to how we can maximize influence & reach! We will do the follow-up**
- **Share your ideas or the needs you see as we continue to build! We want to support students/families**

Working On - Things to Come

Blake

- More Updates to Alumni & SPED/Transition Websites
- Alumni & Current Family Surveys (Career & Transition Needs)
- Credit Recovery Cohort
- Organizing Resources for Students/Families
- Working with High School Team to “Pitch” Offerings (High School Hangouts)

Questions or if you want more information, feel free to reach out!

Thank you for your time & support!

Cover Sheet

Parent Student Handbook

Section:	III. Academic Excellence
Item:	D. Parent Student Handbook
Purpose:	Discussion & Potential Action - Vote
Related Material:	Parent Student Handbook 2021-2022 - Yosemite Valley

BACKGROUND:

- This is the revised Parent Student Handbook for the 2021-2022 school year.
- Changes include:
 - The removal of Progress Indicators
 - Addition of new Independent Study Components
 - Social Media
 - COVID-19 Safety & Field Trips/Events

RECOMMENDATION:

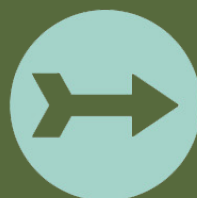
- Consider approval of the revised Parent Student Handbook.

PARENT-STUDENT ♥ HANDBOOK.

2021-2022



*The Journey of Learning
Together*



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School Mission Statement

Mission Statement

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

Description of the Program

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of curriculum, online platforms, virtual academies and/or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events as appropriate based on current public health guidelines.
- Numerous and diverse vendor services

Schoolwide Learner Outcomes (SLOs)

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

EVERY YOSEMITE VALLEY STUDENT

Is a...

NAVIGATOR OF THE DIGITAL WORLD

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

SELF-DIRECTED INDIVIDUAL

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

PERSONALIZED LEARNER

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

INDEPENDENT CRITICAL THINKER

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

RESPONSIBLE CITIZEN

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

EFFECTIVE COMMUNICATOR

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

WASC Accreditation

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

When a school becomes accredited, it:

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

Admissions, Registration, & Intake

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

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

Proof of Residency (POR): This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 60 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot, mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide.

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

- Living with a friend or relative: Verification of Residence
- Transitional living: Parent Residency Affidavit Form

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

High School Transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be submitted by hand, faxed, or emailed.

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

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

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

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

The Parent/Guardian's Role

- Regularly support your student in daily learning during the school day, following the educational plan you and your Homeschool Teacher agree to.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student participates fully in their homeschool learning journey.
- Make sure your student participates in online or other recommended intervention supports if needed and assigned by your Homeschool Teacher.
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the STAR 360 online assessment up to 3 times per school year.
- Support student(s) in attending state-mandated testing (SBAC, CAST, ELPAC (if needed) and Physical Fitness Test).
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings, as well as any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).

Student Behavioral Expectations

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

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

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

1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person on an online platform is prohibited.
6. Use only your own username and password for online platforms and do not share these with others.
7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

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

Consequences

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

School Calendar

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
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29	30	31				

September 2021						
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October 2021						
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31						

November 2021						
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December 2021						
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26	27	28	29	30	31	

2021-2022 School Calendar



School Year Dates	
Aug 2	Teachers Back to Work
Aug 16	First Day of School
Jan 7	End of Semester 1
Jan 14	Report Cards Due
May 26	Last Day of School
May 31	Report Cards Due
Jun 10	Last Teacher Work Day

Holidays	
Sep 6	Labor Day
Nov 11	Veteran's Day
Nov 19-26	Thanksgiving Break
Dec 20-Jan 4	Winter Break
Jan 17	Martin Luther King, Jr. Day
Feb 11	Lincoln Day
Feb 21	Washington Day
Apr 11-18	Spring Break
May 30	Memorial Day

Learning Period Dates	
LP1	8/16-9/17
LP2	9/20-10/15
LP3	10/18-11/12
LP4	11/15-1/7
LP5	1/10-2/10
LP6	2/14-3/11
LP7	3/14-4/8
LP8	4/19-5/26

Events - Dates TBD	
Community Opportunities	
Field Trips	
195 Teacher Work Days	
175 Instructional Days	
29 Holidays	

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

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

January 2022						
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30	31					

February 2022						
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March 2022						
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April 2022						
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May 2022						
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29	30	31				

June 2022						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

School Closed

LP

Teacher In-Service Days

Report Cards

Last Day of Semester 1

First & Last Day of School

Curriculum Choices & Learning Paths

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

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

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

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

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

Objectionable Materials

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

Optional Opportunities for Synchronous Instruction:

Your assigned teacher will now be offering opportunities for synchronous instruction through a regularly scheduled meeting. These sessions will be optional and your child will not be penalized if they do not choose to participate.

- Grades TK-3 will have a meeting scheduled daily
- Grades 4-12 will have a meeting scheduled weekly

Optional Opportunities for Daily Live Interaction (4th - 8th Grades):

- School staff will now be offering opportunities for daily live interaction for 4th through 8th graders. This will occur through teacher check-ins, club offerings, and other special

opportunities. These sessions will be optional and your child will not be penalized if they do not choose to participate.

Curriculum: Transitional Kindergarten - 8th Grade

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten:

- [EmbarK12 by K12](#) - Online & Offline
- [Lincoln Empowered](#) - Online & Offline
- [McGraw Hill](#) - Textbook with online resources and online teacher's editions
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

Kindergarten-2nd Grade:

- [McGraw-Hill](#) - Textbook with online resources and online teacher's editions
- [Lincoln Empowered](#) - Online & Offline
- [K12](#) - Online & Offline
- [Redbird](#) - Online Math and Language Arts/Writing courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

3rd-5th Grade:

- [K12](#) - Online & Offline
- [Lincoln Empowered](#) - Online & Offline
- [Odysseyware](#) - Online
- [McGraw-Hill](#) - Textbook with online resources and online teacher's editions
- [ALEKS](#) - Online math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

6th-8th Grade:

- [Odysseyware](#) - Online (Highly qualified instructor optional through [Odysseyware Academy](#))
- [Edgenuity](#) - Online (Highly qualified instructor optional)
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [McGraw-Hill](#) - Textbook with online resources and online teacher's editions
- [K12](#) - Online & Offline

- [FuelEducation](#) - Online (Highly qualified instructor optional)
- [ALEKS](#) - Online math course
- [Redbird](#) - Online Math and Language Arts/Writing courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

Curriculum: High School

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

9th-12th Grade:

- High School Virtual Academy - Uniquely-designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Edgenuity](#) - Online (Highly qualified instructor optional)
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [FuelEducation](#) - Online with a highly qualified instructor
- [McGraw-Hill Textbook](#) - Offline with online supplemental videos and office hours. Internet access is required to turn in assignments. (High qualified instructor attached)
- [Odysseyware](#) - Online (Highly qualified instructor optional through [Odysseyware Academy](#))
- [ALEKS](#) - Online math courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher.
- A combination of the above
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

9th - 12th Grade [AP Courses offered in Edgenuity](#) (offerings may vary annually due to interest and instructor availability):

- Calculus AB
- U.S. Government & Politics
- U.S. History
- World History

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

Library

The Central Library is a place to find wonderful resources for free! It is available to all Yosemite Valley students. You have access to many non-consumable items such as: children's picture books, novels, games, puzzles, and Science, Language Arts, History, and Math curriculum. There are many consumable items that have been returned and are available to you for free! All you have to do is stop by the library by making an appointment [here](#) or by placing an order online [here](#).

Each student is allowed to check out up to 15 curriculum items (text books, teacher's guides, etc.) for the whole school year (due the end of June). Student's can also check out up to 10 fun items (books, games, puzzles, etc.) for 3 months with the option to re-checkout for an additional 3 months for a total of 6 months. Library items can be returned at any time.

Graduation Requirements

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

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

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i>	30
English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 must be completed)</i>	20
Science	4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Biological Science)</i>	20
Visual & Performing Arts	2 semester courses	10
World Language		

Electives	18 semester courses	90
Total =		200 Credits

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

Suggested Course Sequence			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ul style="list-style-type: none"> English 9 Algebra 1 Physical Science <i>or</i> Earth Science Elective / Elective Elective / Elective 	<ul style="list-style-type: none"> World History English 10 Math Biology Elective / Elective 	<ul style="list-style-type: none"> US History English 11 World Language <i>or</i> Visual & Performing Arts Elective / Elective Elective / Elective 	<ul style="list-style-type: none"> Economics <i>and</i> Government Elective / Elective Elective / Elective Elective / Elective Elective / Elective

4-Year College Entrance Requirements

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

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years (1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)
b	English	4 years
c	Mathematics	3 years (Algebra or higher)
d	Laboratory Science	2 years (At least 2 of the 3 disciplines of Biology, Chemistry, & Physics)

e	Language Other Than English	2 years (Must be 2 years of the same language)
f	Visual & Performing Arts	1 year
g	College-Preparatory Elective	1 year

Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved. All “a-g” courses must be completed with a grade of C or better. There are alternative ways to meet “a-g” requirements through testing and community college courses. Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

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

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

For more information, please visit the sites below:

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

High School Elective Credit for 7th & 8th Graders

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

Academic Expectations

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each

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

High School

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

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

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

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

I Can Statements

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are

engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Educational Plans for each student.

Assignment & Work Records (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

Academic Integrity

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

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

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

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

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

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

- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

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

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

Report Cards

Report Cards - TK-8th

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

Report Cards are not required for grades TK-8, but families may request them from their teacher. While TK-8 report cards are not required, they are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Please consider your family participation in these types of activities when deciding to request a report card or not. We highly recommend that parents of 7th and 8th grade students request a report card as this type of documentation is frequently requested when transitioning into a brick and mortar high school setting. If you do not request a report card, nothing will be stored in a student's cumulative file.

Parents of TK-8th grade students have three Report Card options (Option B is the default if you do not make a selection):

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

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

Review of Student Work

Families share all of the learning that has occurred during Learning Period meetings with their teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements.

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

Report Cards - High School

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on progress made in the student's assigned high school courses.

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

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

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

Attendance

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

Withdrawing Your Student

To withdraw your student, please provide your Homeschool Teacher with the following information:

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

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

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

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

Educational Materials & Restitution Policy

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

The purpose of the School Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

1. Provide an Overview for the Educational Materials and Restitution Policy
2. Outline the Procedures for the Restitution Process

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

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

computing devices - such as laptops and other devices.

The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

Withholding Grades, Diploma and Transcripts and Transferring Students

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

2. Procedures:

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

(e.g., reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.

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

Homeless & Foster Youth

Homeless and Foster students in Yosemite Valley Charter School will be closely monitored by their Homeschool Teacher, Regional Coordinator, and High School Leads. Students who have Performance Indicators below grade level will be encouraged to enroll in intervention programs and an intervention plan will be developed and closely monitored by the Homeschool Teacher and other leaders. Monitoring of achievement and course correction as well as increasing and decreasing the time of the task and direct instruction as needed for students who need intervention will occur each month during the learning period meetings.

Special Education

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

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

Common Questions

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

What is Special Education?

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

provided:

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

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

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

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

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

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

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

What is an Individual Education Program (IEP)?

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

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

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

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

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

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

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

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

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

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

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

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

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

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

Planning Amounts

Program Description

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In order to allow families flexibility on their personalized learning path we allocate a Planning amount that is used for carefully selecting educational products, such as curriculum, technology items, supplemental enrichment materials, and field trip opportunities, and services, such as enrichment lessons and classes to fit each student's academic goals. All orders must be nonsectarian and are approved by your Homeschool Teacher.

Product:

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

Service:

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

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

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

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

How to Request Services/Products

1. Visit the [Ordering System](#) (OS) to request services and products.
2. Services may only be requested through approved service vendors. A service is anything that contains live instruction via in-person or online/virtual platforms

3. The first time a family uses a vendor for service, they will need to sign and submit an online waiver form through the OS.
4. If families are requesting a service, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates on the OS. Students are not able to start services without an Enrichment Certificate.
5. Families will present the Enrichment Certificate to the vendor.
6. Each vendor will invoice the charter schools for the services approved on the certificate.
7. The school pays vendors directly. Parents should not pay vendors for student services as we cannot provide payment/reimbursement to families.
8. Technology devices can be ordered through the Ordering System. To see a current catalog of available devices, please visit the [Tech Catalog](#).

Field Trips & Events

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

Student Supervision

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

Liability

All families will be required to sign a liability waiver releasing the school from any and all liability or costs associated with or arising from their participation in each field trip.

COVID Safety Policies & Procedures

Best Practices for Social Distancing during Field Trips & Events

- Pursue virtual group events, gatherings or meetings, if possible, and promote social distancing of at least six feet between people if events are held; limit group size to the extent possible.
- Postponing high-contact activities/classes (e.g. field trips, park days)
- Limit any nonessential visitors, volunteers and activities involving external groups or organizations as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, special performances, school-wide parent meetings and spirit nights, as much as possible

Staggered Scheduling

- Stagger appointments to the library in order to limit the number of visitors gathered in the space at one time and to allow for social distancing.

How to Request School-Organized Field Trips & Events

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

Field trips are impacted by CDC or Department of Education Guidelines with regard to COVID-19 and in-person interaction/gatherings.

Technology Team

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

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

Most devices offered by the Tech Team are business-class devices and are not found in local retail stores, so be certain you are comparing the exact same models and specs. Remember, all taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the price you see. Unfortunately, we are not able to price match.

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

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

- 1 computer per student
- 1 tablet per student
- 1 printer per student

How to Order

- Review the [Tech Catalog](#) to see the list of technology devices available for students
- Computer and tablet requests are placed in the [Ordering System](#) under "Tech Orders"
- Printers can be ordered through the [Ordering System](#)
- For tech support, please email help@theaxiagroup.com to request support. An IT Team Member will reach out to help resolve your issue right away!

Tech Center Returns

All Tech items are the property of the school and returns should be submitted to the Tech Team. Please contact us for detailed directions on how to return items.

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

For Tech Team assistance or questions, please email help@theaxiagroup.com

Parent-Student Information Technology Acceptable Use Policy

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

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

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

DEFINITIONS:

1. School, Organization, and or We – Yosemite Valley and its subsidiaries, programs, and divisions
2. ITD - Information Technology Department
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of

Technology Policy

4. Resources - Devices, systems, services or networks owned, operated or issued by the school
5. User - Any person(s) accessing or utilizing school resources that is not a resource operator
6. AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES:

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

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

ACCEPTABLE USE OF SCHOOL RESOURCES BY USERS:

1. All school-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any school network should be assumed as private property.
4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.

5. The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES:

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

EXPECTATION OF PRIVACY:

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

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

Personal devices are private. The ITD does not and will not access personal devices.

Social Media Guidelines

School employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. School employees are not to initiate “friendships” with students or parents through social media platforms.

With regard to social networking content, students and parents/guardians 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, students and parents/guardians should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.

CYBERBULLYING:

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
2. Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
5. Posting a student picture without their permission.
6. The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE:

1. Upon student departure (e.g. withdrawal, graduation, or expulsion) from the school, all issued items must be returned within 30 days. Contact the ITD for a schedule of mobile return locations or request prepaid return labels.
2. For information regarding technology returns, please review our *Tech Center and Issued Technology Agreement* or contact ITD.

DISCLAIMER & ACKNOWLEDGEMENTS:

1. The school reserves the right to modify its policies at any time.

2. All items, devices, and resources issued by the school are school property. School property must be returned or relinquished to the school upon request or departure from the school.
3. The school reserves the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
4. Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
5. The school will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
6. Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
7. Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
8. The school will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
9. School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
10. The school may confiscate and search any school technology in the event of policy
11. The school is not in any way an Internet Service Provider.

USER AGREEMENT:

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to be in compliance with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

Non-Compliance Policy

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

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

- Non-attendance
- Missing or refusing to schedule meetings
- Unable to contact
- Not meeting enrollment requirements
- Not providing a student's body of work for review
- Not submitting requested work samples
- Making inadequate progress

In these instances, the school may:

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

Tiered Re-engagement strategies for families struggling with attendance:

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

Residency:

- A student must maintain residency in the state and county of the residence of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn.
- Owning a home in California or in a particular county does not qualify a student to attend the

school, unless it can be shown that the student is also living in the home at least three days per week during the school year.

- If there is reason to believe that a student's residency is in question, the school may investigate in order to determine the authenticity of the home address.

Work Samples

To meet California Independent Study Guidelines, Work Samples for all 4 core subject areas (English Language Arts, Mathematics, Social Studies, and Science) will be required and collected at the end of each Learning Period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria:

- Original or scanned PDF version
- Demonstrates neat and organized work
- Aligns with the students Educational Plan for the Learning Period
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work
- Not grade level appropriate
- Not aligned with Educational Plan

Testing & Assessment

Assessment data is critical to our school. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Our school must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to the school that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

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

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

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the SBAC/CAST assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: Testing for English Language Learners

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point, they will no longer need to take the test.

Internal Diagnostic: Star 360

Our school believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive and non-adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. The school will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns. The non-adaptive paper and pencil version of Star 360 will allow students to show mastery in standards over the course of the year and we can still measure growth and use these assessments to drive our instruction.

Star 360 Testing will occur up to three times a year, once in the fall, winter, and spring of each year.

Records Department

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

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

Work Permits

Entertainment Work Permits

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

The family will fill out the top portion of the form and then email it to Records@theaxiagroup.com.

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

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

- Online
- By Mail
- In-Person

Non-Entertainment Work Permits

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

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

Concurrent, College Enrollment

For all concurrent college enrollment requests, please send all community college forms to your student's high school counselor for signatures.

High School Counselor: Carmen Marroquin carmen.marroquin@monarchriveracademy.org

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

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

Credit Conversion

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

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

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

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

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

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

Process to Enroll

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

Once final semester grades are posted, please submit official transcripts to the Records Department so that the grade can be added to the high school report card. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts.

Mail all official transcripts to:

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

OR

Email official digital transcripts to the Records Department: records@theaxiagroup.com.

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

Harassment

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

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

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

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

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

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

Expulsion & Suspension

Definition of Expulsion

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

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from school that may occur at the discretion of the individual Homeschool Teacher, Regional Administrator, or the school board.

Grounds for Suspension and Expulsion

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including

but not limited to: cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code sections 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This reason shall not be the basis of a suspension for children in kindergarten or any of grades 1 to 8, inclusive. This reason shall not constitute grounds for a student in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, such as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or of former section 288a, or committed a sexual battery as defined in Penal Code section 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, or sold prescription drugs.
- Made terrorist threats against school officials, students, and/or school property.
- Committed sexual harassment as defined in Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
- Engaged in, or attempted to engage in, hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- A. "Electronic act" means the creation or transmission originated on or off a school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii)
 - (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other

electronic act.

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

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

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

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

Suspension & Expulsion for Students with Disabilities

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

Due Process Statement

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

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

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

the school board.

Grievance Policy and Procedure

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

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

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

Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

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

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

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

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

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

provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

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

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

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

- To other school officials, including teachers, within the educational agency or institution

whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Signature of Receipt & Acknowledgement

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

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

Cover Sheet

Regional Coordinator Support Plan

Section:	III. Academic Excellence
Item:	E. Regional Coordinator Support Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	Regional Coordinator Support Plan - YV

BACKGROUND:

- At the request of the Board, a formal plan is being presented on how Regional Coordinators are being supported.



Regional Coordinator Support Plan

Regional Coordinators are supported and overseen by the Co-Director.

New RC Training

- Provided for all new RC's to go over responsibilities, job description, layers of support and calendar.

Weekly Monday RC Meetings/Check-In's

- Training
- Professional Development
- Support Q&A
- Team Building

Monthly Leadership Meetings

- Preparation for Team Meetings
- Collaboration
- Planning

Quarterly Individual RC Check-In's

- Support
- Goal planning
- Mentoring
- Troubleshooting
- Team building

Yearly Observation/ Instructional Coaching Cycle

- Observe RC Team Meetings
- Pre conference areas of need, growth, concerns
- Gather data
- Provide feedback, support, goals, and resources
- <https://docs.google.com/document/d/1U-JjsCODM9ukpdJ2H-MFmshIJYvAqEiBvuz6aJQ/edit>



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

Compliance

- When students are not thriving in our Independent Study program and not meeting the requirements of our Independent Study Policy/Master Agreement the Non-compliant timeline begins
- Teachers will notify RC's.
- RC's will support the Teacher and contact the family for support.
- The Co-Director will schedule a conference call with the teacher, RC, and parent to troubleshoot, create an improvement plan and ultimately determine if the IS program is a good fit for the students educational needs.

Regional Coordinator Year End Collaboration

- 2 full days in May
- Review the year
- Plan for the coming year
- Make changes as needed to better support teachers and students

Regional Coordinator Evaluations

- Done by Co-Director
- Feedback from teachers is gather via survey data
- Observation data is taken into consideration
- SMART Goal for the year reviewed
<https://docs.google.com/document/d/1LtHa4aiocqnh5iYZUwIOJ54mb9gJPELNwp9jtyacE3I/edit>
- Evaluation tool is completed based on the Professional Standards for Educational Leadership.
- https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

Cover Sheet

Special Education Student Related Services Absence Policy

Section:	III. Academic Excellence
Item:	F. Special Education Student Related Services Absence Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Special Education Student Related Services Absence Policy - Yosemite Valley

BACKGROUND:

- This new policy is to establish a process and guidelines for Special Education Student Related services and what would occur should a student miss scheduled service appointments.
- This policy addresses the significant historical costs incurred for missed services.

RECOMMENDATION:

- Consider approval of the new Special Education Student Related Services Absence Policy.



Special Education Student Related Services Absence Policy

The Governing Board of Yosemite Valley Charter School (the “Charter School”) desires to ensure that all students are provided access to the learning services and supports needed for learning. When the Individualized Education Program (IEP) team identifies that a student needs virtual or in-person related services (Speech & Language, OT, etc.), it is the parent’s/guardian’s responsibility to schedule these appointments with the Non-Public Agency (“NPA”) who is providing these services.

The purpose of the Yosemite Valley Charter School Governing Board approving this Special Education Student Related Services Absence Policy is to accomplish the following:

1. Define Non-Public Agency (NPA)
2. Establish Parent/Guardian Responsibilities
3. Establish NPA Responsibilities
4. Establish Local Education Agency/Charter School Responsibilities
5. Identify Charter School Holidays
6. NPA Payments

- 1. Definition of a Non-Public Agency** - A nonpublic, nonsectarian agency (NPA) is a private, nonsectarian establishment or individual that provides related services necessary for a student with exceptional needs to benefit educationally from the student’s IEP.

2. Parent/Guardian Responsibilities

Once the parent/guardian has set up a schedule with the NPA, it is the family’s responsibility to ensure their student is attending these related services identified in their IEP for their child to access the curriculum. The parent has the responsibility to notify the NPA 24-hours in advance of the appointment that they will not be attending due to student or parent illness. If it is due to a valid illness the appointment can be rescheduled if they meet the rescheduling mandate of 24-hours in advance. If it is less than 24-hours for illness the appointment will not be rescheduled or made-up.

If the parent fails to notify the NPA that they will be unable to attend their scheduled appointment it will be classified as a “No Show.” No shows will not be made-up for any reason.

Exceptions:

- A verified and approved Charter School field trip approved by Charter School administration.
- Standardized Testing (CAASPP, CAA, AP Exams, etc.)
- Verified SpEd Evaluations

***In these cases, the minutes are still owed and the make-up session is required.**

3. Non-Public Agency (NPA) Responsibilities

The NPA is responsible for contacting the family and setting up a schedule that works for both parties. Once this schedule is set it should remain unless there are some valid reasons for the change. The student needs this continuity so the remainder of their school day is also consistent, which includes their general education academics, special education Specialized Academic Instruction (SAI), and other related services the student might have. Changing the schedule could impact and interrupt these other needed and vital services.

If the NPA must cancel, reschedule, or has technical difficulties (computer issues), the minutes are still owed, and the make-up session is required and rescheduled. The school will not be billed for this scheduled session, if it is a valid and verified issue brought on by the NPA.

The NPA will notify the Local Education Agency (LEA) Service and Assessment Coordinator immediately of a student “No Show.” The link to the California Department of Education (CDE) website about the requirements for NPA certification is <https://www.cde.ca.gov/sp/se/ds/npageninfo.asp>

4. Local Education Agency (LEA) / Charter School Responsibility

Once the Service and Assessment Coordinator is notified of a “No Show” they will contact the student’s Case Manager to inform them of the No Show. The Case Manager will contact the parent via email or telephone to establish the reason for the No Show. Once the student reaches a third No Show an IEP team meeting will be held to determine if it is due to the student’s disability that is keeping them from their scheduled and required service. If not, the student is subject to the same guidelines outlined in the non-compliance policy and could receive an administrative removal from the school.

5. Charter School Holidays

Sessions that would be scheduled on a Charter School Holiday that align with the Board Approved Charter School Calendar will not be scheduled. These holidays include, but are not exclusive to: Labor Day, Veterans Day, Thanksgiving Break, Winter Break, New Years, Martin Luther King, Lincoln Day, Presidents Day, Spring Break, Memorial Day, and the 4th of July Extended School Year (ESY).

6. NPA Payment

An NPA can recoup a **\$50.00** “No Show” or a student/parent illness if the parent/guardian does not cancel or reschedule 24 or more hours prior to the session. This applies only to students the LEA/Charter School is contracting with the NPA for at an hourly rate. Students who are part of the Per-Diem rate **will not** initiate a “No Show” fee of **\$50.00**.

The chart below applies to students who are attending in-person or virtual services and fail to give prior notice to the NPA providing the service at least 24-hours in advance of missing a scheduled service appointment due to illness or “No Show.”

Reason for Absence	Impact on IEP Minutes Owed
Provider Absence	Minutes are still owed, and the make-up session is required
Provider Technical Issue	Minutes are still owed, and the make-up session is required
<ul style="list-style-type: none">• Verified Charter School lead field trip• Standardized Testing• Verified SpEd Evaluations	Minutes are still owed, and the make-up session is required
Holiday (must align with Charter School calendar)	No session/make-up session for Charter School holidays
*Student absence including student illness or parent illness	Minutes are not owed and no make-up required
*Student “No Show”	Minutes are not owed and no make-up required

*Student < 24-hour absence or no show is a flat rate charge of \$50.00

Cover Sheet

School Organizational Chart, Directory, & Regional Teaching Teams

Section:	III. Academic Excellence
Item:	G. School Organizational Chart, Directory, & Regional Teaching Teams
Purpose:	FYI
Related Material:	Revised Organizational Chart, Directory, & RC Teams - Yosemite Valley

BACKGROUND:

- The school's organizational chart is being revised as the Assistant Director of Assessment & Accountability is vacant and not currently being filled.
- A directory of school leadership contacts and Regional Teaching Teams has also been added.

YOSEMITE VALLEY CHARTER SCHOOL

ORGANIZATIONAL CHART

2021-2022

Mission

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



BOARD OF DIRECTORS



LAURIE GOODMAN, Ed.D
EXECUTIVE DIRECTOR



STEPH JOHNSON
CO-DIRECTOR



MARIAH JORDAN
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ASSISTANT



STEVEN JAMES, Ed.D
SENIOR DIRECTOR OF
SPECIAL EDUCATION



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DIRECTOR OF CURRICULUM AND
ENGAGEMENT - INTERVENTION



MARIA THOENI
DIRECTOR OF INNOVATION AND
INSTRUCTION - ESVA & MSVA



DENISE VOTH
DIRECTOR OF SECONDARY
EDUCATION



YOLANDA VAZQUEZ
SPECIAL EDUCATION DIRECTOR
OF TRANSITION AND SEL



[POSITION INACTIVE]
ASSISTANT DIRECTOR OF
ASSESSMENT & ACCOUNTABILITY



REGIONAL COORDINATORS



AMY FRIESEN
ASSISTANT DIRECTOR OF
SECONDARY EDUCATION



LORRAINE SEWELL
ASSISTANT DIRECTOR OF
SPECIAL EDUCATION



HOMESCHOOL TEACHERS

DIRECTORY

Administrative Team

- **Dr. Laurie Goodman** | Executive Director
laurie@yosemitevalleycharter.org | (559) 999-5030
- **Steph Johnson** | Co-Director
steph@yosemitevalleycharter.org | (559) 258-0787
- **Mariah Jordan** | Executive Administrative Assistant
mariah.jordan@yosemitevalleycharter.org | (559) 258-1818

Main Lines

- **Yosemite Valley** | (559) 258-0800
- **School Fax Number** | (559) 532-0203
- **The Axia Group** | (909) 830-1200

Directors

- **Dr. Steven James** | Senior Director of Special Education
steven.james@monarchriveracademy.org | (559) 370-0403
- **Jenny Plumb** | Director of Curriculum & Engagement
jenny.plumb@monarchriveracademy.org | (559) 332-3699
- **Maria Thoeni** | Director of Innovation & Instruction
maria.thoeni@yosemitevalleycharter.org | (559) 258-0864 Ext. 1102
- **Denise Voth** | Director of Secondary Education
denise.voth@yosemitevalleycharter.org | (559) 422-7674
- **Yolanda Vazquez** | Special Education Director of Transition & SEL
yolanda.vazquez@yosemitevalleycharter.org | (559) 258-1931
- **Michelene Fitzgerald** | Director of Community Engagement
michelene.fitzgerald@yosemitevalleycharter.org | (559) 905-5373
- **Amy Friesen** | Assistant Director of Secondary Education
amy.friesen@yosemitevalleycharter.org | (559) 259-6986
- **Lorraine Sewell** | Assistant Director of Special Education
lorraine.sewell@yosemitevalleycharter.org | (559) 258-1665



DIRECTORY

Specialized Positions

- **Valerie Blackburn** | Lead Student Support Coordinator
valerie.blackburn@monarchriveracademy.org | 559-461-5631
- **Becky Bennett** | EL Coordinator
becky.bennett@yosemitevalleycharter.org | (559) 709-8640
- **Michelle Dorn** | Speech & Language Pathologist
michelle.dorn@yosemitevalleycharter.org | (559) 258-1684
- **Janell Gaertig** | STAR Coordinator
janell.gaertig@monarchriveracademy.org | (559) 376-0215
- **Jeff Grunau** | Math Intervention Specialist
jeff.grunau@monarchriveracademy.org | (559) 258-1889
- **Vikki Shumaker** | 504 Coordinator
vikki.shumaker@yosemitevalleycharter.org | (559) 313-2781
- **Anna Wilkinson** | Coord. of Professional Dev. & Teacher Training
anna.wilkinson@yosemitevalleycharter.org | (559) 287-8866

Secondary Education Specialists.

- **Megan Dorais**
megan.dorais@yosemitevalleycharter.org | (559) 258-1066
- **Michelle Elrod**
shelly.elrod@yosemitevalleycharter.org | (559) 258-1599
- **Shirin Schneider**
shirin.schneider@yosemitevalleycharter.org | (559) 258-1925

Intervention

- **Jessica Beal** | Intervention Specialist
jessica.beal@monarchriveracademy.org |
- **Sheri Collins** | Math Intervention Specialist
sheri.collins@yosemitevalleycharter.org | (559) 258-0755
- **Jennifer Daddino** | Intervention Specialist
jennifer.daddino@yosemitevalleycharter.org |
- **Jennifer Falco** | ELA Intervention Specialist
jennifer.falco@monarchriveracademy.org |
- **Kristen Karr** | ELA Intervention Specialist
kristen.karr@yosemitevalleycharter.org | (559) 258-2523
- **Debra Kimzey** | Intervention Specialist
debra.kimzey@monarchriveracademy.org |
- **Kelly Peterson** | Math Intervention Specialist
kelly.perterson@yosemitevalleycharter.org | (559) 258-1252
- **Kristen Rhodes** | Intervention Specialist
kristen.rhodes@yosemitevalleycharter.org | (559) 258-1251
- **Nicole Raven** | Math Intervention Specialist
nicole.raven@monarchriveracademy.org | (559) 258-1889
- **Christina Schwarz** | Intervention Specialist
christina.schwarz@yosemitevalleycharter.org |

Student Achievement



REGIONAL TEACHING TEAMS

Karla Bell | Monterey

karla.bell@yosemitevalleycharter.org | (559) 258-1402

- Zephyr Whitaker-Adams
- Courtney Hernandez
- Kristen Rhodes
- Ruby Cook
- Shiela Walsh
- Cydney Padgett
- Sara Maguire
- Sarah Martinez
- Allyson Huntington (Strachan)
- Kaitlyn Rose (No Roster)
- Bell Farber
- Ellen Davison
- Marcia Maunder
- Georgia Springer

Natalie Douty | Fresno & Clovis

natalie.douty@yosemitevalleycharter.org | (559) 258-2263

- Anna Wilkinson
- Kristen Karr
- Jacky Bertz
- Megan Liang
- Michele Egorov
- Kara Smith
- Rebekah Richardson
- Jennifer Daddino
- Roxi Slakey
- Amy Guerrero
- Amy Friesen
- Laure Garcia
- Cristy Tuck
- Nicolle Solorio
- Kelly Pettit
- Jared Muradian
- Sondra White
- Amanda Perkins

Emily Catron | Merced, Oakhurst, & Madera

emily.catron@yosemitevalleycharter.org | (559) 974-1480

- Kim Souder
- Bethy Harmelin
- Teresa Jacobsen
- Erin Soares
- Megan Kilgore
- Sheri Collins
- Dayna Hopkins
- Kelly Peterson
- Katherine Millikan
- Laurie Thiessen
- Bette (Lisa) Peters
- Rachael Delgadillo
- Lori Boles
- Lori Prentice
- Katie Talbot

Melanie Hemaiden | Clovis

melanie.hemaiden@yosemitevalleycharter.org | (559) 258-2458

- Michelene Fitzgerald
- Amy Dibuduo
- Barbara Cook
- Caitlin Racine
- Glinda Love
- Jennifer Falco
- Megan Dorais
- Ian Hall
- Margo Sue
- Michelle Hill
- Jessica Kulekjian
- Karla Boyle
- Amy Heinrichs
- Carolyn Figueroa
- Katie Torosian
- Kristin Cirricione
- Lauren Wilson

REGIONAL TEACHING TEAMS

Mary Lowe | North Fresno

mary.lowe@yosemitevalleycharter.org | (559) 258-2186

- Heidi Parkin
- Shelly Elrod
- Lorie Hochberg
- Jennifer Vernon
- Vikki Shumaker
- Chris Fuller
- Traci Brisendine
- Stacy Burns
- Kim Moore
- Lex Crump
- Heather Hall
- Marin Freel
- Rebecca Bennett
- Lindsey Warren-Kaup
- Juliann Abell
- Moncerat Talamante
- Shilo Hellman

Stephanie Williams | Clovis

stephanie.williams@yosemitevalleycharter.org | (559)269-6532

- Rachael Jantzen
- Shirin Schneider
- Tanell Herbert
- Janell Christensen
- Stacey Munro
- Nicolette Pearce
- Denise Voth
- Elizabeth Sanchez
- Christianne Neely
- Christina Schwarz
- Amy Thornton
- Bria Ledesma
- Taylor Sanchez
- Heather Piccolo
- Lauren Downs
- Madeline Dana
- Kristin Valdez

Central Valley Charter Schools

Cover Sheet

Board Member Terms & Roles

Section:	IV. Governance
Item:	B. Board Member Terms & Roles
Purpose:	Discussion & Potential Action - Vote
Related Material:	YVC Board of Directors

BACKGROUND:

- Annual review of board member terms and roles
- The board needs these roles filled:
 - Board Secretary
 - Treasurer

RECOMMENDATION:

- Determine board roles and vote



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

Board Members

Yosemite Valley Charter School

Name	Position	Term
Dr. Larry Jarocki	Board President	2-year term 6/25/20-6/25/22
Carla Moore	Member	2-year term 6/25/20-6/25/22
Jonna Durst	Member	4-year term 6/25/20-6/25/24
Dr. Angela Toss	Member	4-year term 7/29/21-7/29/25
Jennifer McQueen	Member	4-year term 7/29/21-7/29/25

Cover Sheet

Board Meeting Calendar - Revised Draft

Section:	IV. Governance
Item:	C. Board Member Terms & Roles
Purpose:	Discussion & Potential Action - Vote
Related Material:	Board Meeting Calendar - Revised Draft

BACKGROUND:

- Due to a scheduling conflict during September and October, the board meeting schedule needs to be adjusted for these months.
- Drafted changes:
 - Cancel September's regular board meeting (September 30th)
 - Change October's regular board meeting from Thursday, the 28th to Wednesday, the 27th. The time would remain 5:15 PM.

RECOMMENDATION:

- Discuss and determine the best date to meet in October. Then vote to approve a revised board calendar.

Yosemite Valley Charter School

2021-2022 Board Meeting Calendar - Revised Draft

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

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

September '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

November '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

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

February '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					


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

April '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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

June '22						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

 - Proposed Board Meeting Dates

 - Important Board Dates

October

- Unaudited Actuals
- November 1st - Dashboard Indicators due to the state

December

- Approval of Previous Years Audit
- December 15th - First Interims due to the county

January

- February 1st - SARC (School Accountability Report Card) due to the state

February

- March 1st - Comprehensive School Safety Plan

March

- March 15th - Second Interims due to the county
- March 31st - Auditor Selection Form due to the county

April

- April 1st - Form 700s due to the County Board of Supervisors
- School Calendars

May

- Public Hearing of LCAP

June

- Adopted Budget
- Final Approval of the LCAP
- Board Meeting Calendar