

Yosemite Valley Charter School

Regular Scheduled Board Meeting



October 27, 2021 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA 93726

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

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:15 PM
A. Record Attendance			1 m
B. Call the Meeting to Order		Dr. Larry Jarocki	1m
C. Flag Salute		Dr. Larry Jarocki	1m
D. Approval of the Agenda (p.1-3)	Vote	Dr. Larry Jarocki	1m
E. Public Comment			5 m
F. Approve Minutes (p.4-9)	Vote	Dr. Larry Jarocki	1 m
Approve minutes for the Special Board Meeting on September 7, 2021			
G. Executive Director Report (p.10-15)	Informational/ Discussion	Dr. Laurie Goodman	10 m
II. Governance (Part 1)			5:35 PM
A. Consideration of Board Member Resignation (p.16)	Vote	Dr. Larry Jarocki	5 m
B. Consideration of New Board Member Appointment and	Vote	Dr. Laurie Goodman	10 m

Assumption of Term (p.17-21)			
III. Finance			5:50 PM
A. September Financials (p.22-51)	Vote	Jim Surmeian	5 m
B. Part-time Teacher Hourly Table 2021-2022 (p.52-53))	Vote	Dr. Laurie Goodman	5 m
C. Elementary and Secondary School Emergency Relief (ESSER) Plan (p.54-74)	Vote	Dr. Laurie Goodman	10 m
IV. Academic Excellence			6:10 PM
A. Revised Independent Study Policy (p.75-81)	Vote	Dr. Laurie Goodman	5 m
B. Contract for Outside Counseling Services (p.82-85)	Vote	Dr. Laurie Goodman	5 m
V. Operations			6:20 PM
A. Iron Mountain Statement of Work (SOW) (p.86)	Vote	Dr. Laurie Goodman	5 m
VI. Governance (Part 2)			6:25 PM
A. Board Meeting Format (p.87)	Vote	Dr. Larry Jarocki	5 m
B. Board Meeting Calendar - Revised Draft	Vote	Dr. Larry Jarocki	5 m
VII. Closing Items			6:35 PM
A. Board of Director Comments & Requests	Discuss	Board Members	2 m

B. Announcement of the Next Scheduled Board Meeting	FYI	Dr. Larry Jarocki	1 m
November 18, 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

Special Board Meeting Minutes



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

Directors Present

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

Directors Absent

Jonna Durst

Guests Present

Dr. Laurie Goodman, Steph Johnson (remote), Darlington Ahaiwe (remote), Yolanda Vazquez (remote), Jonathan Quijas (remote), Lorraine Sewell (remote), Mariah Jordan, Maria Thoeni (remote), Jenny Plumb (remote), & Kmmi Buzzard (remote)

Minutes

1. Opening Items
1.A. Record Attendance
1.B. Call the Meeting to Order
Dr. Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Tuesday, September 7, 2021 at 4:39 PM.

1.C. Flag Salute

Dr. Larry Jarocki led the Flag Salute.

1.D. Approval of the Agenda

Jennifer McQueen made a motion to approve the agenda.
Carla Moore seconded the motion.
The board VOTED unanimously to approve the motion.

1.E. Public Comment

No public comments were made.

1.F. Review & Approval of Minutes

Jennifer McQueen made a motion to approve the minutes from the Regular Scheduled Board Meeting on July 29, 2021.
Carla Moore seconded the motion to approve the minutes..
The board VOTED to approve the motion.

1.7. School Report

- Enrollment Current Total: 2,446
- Target Enrollment: 2,750
- TPR Report on Intervention & Virtual Academy Enrollment & Launch: All programs have launched successfully
- High School Programs & College and Career Readiness: All programs have launched successfully

2. Finance

A. July Financials

Darlington Ahaiwe presented the July Financial Reports after the June 2021 Financials. Highlights included how the year end projections changed compared to budget. Anticipated surplus for the year. Enrollment and actual ADA could impact final figures for revenue and expenses. The beginning fund balance has been adjusted/decreased due to the UAR report and the one time write off.

Jennifer McQueen made a motion to approve the July Financial Reports with the adjustment to the beginning fund balance.
Carla Moore seconded the motion.
The board VOTED unanimously to approve the motion.

B. June 2021 Financials / Unaudited Actuals Report

Darlington Ahaiwe presented the June 2021 Financials before agenda item 2.A.

Dr. Larry Jarocki inquired as to the impact on the need to sell receivables. Darlington reported that the current school year is likely to be the last year where the school will need to factor.

Carla Moore made a motion to approve the June 2021 Financials / Unaudited Actuals Report.

Jennifer McQueen seconded the motion.

The board VOTED unanimously to approve the motion.

C. Administrative & Teacher Salary Comparison Data

Presentation of comparative Administrative & Teacher Salary data from other similarly sized and or modeled schools.

3. Academic Excellence

A. EL Presentation

Maria Thoeni provided the board with an overview of the school's EL Program including student data from 2020-2021 growth, unique challenges, Reclassification and supports for 2021-2022, and future goals/initiatives/curriculum/supports.

Dr. Larry Jarocki inquired how the team decided on 9 week sessions.

Jennifer McQueen commended Maria Thoeni and her team on the effectiveness of the EL program. She is eager to see how the school can increase participation.

Dr. Angela Tos stepped away at 6:12 PM and returned at 6:16 PM.

B. Special Education Assistant Director Introduction

Yolanda Vazquez introduced Lorraine Sewell to the board.

C. Transition Team Presentation

Yolanda Vazquez and Jonathan Quijas provided the board with an overview of the Transition Team and the work they do to support students including:

- The new Alumni Network
- Career Services
- Student Mentorship Opportunities
- Guest Speakers being launched in the Spring of 2022
- Alumni Meet Up - September 15, 2021
- Job Cohort Orientation - September 15, 2021
- Career Office Hours - October 2021
- Monthly podcasts
- Youtube Channel
- Job Corps Partnership
- Cohorts: Job Corps and Career Cohort

D. Parent Student Handbook

Steph Johnson presented the 2021-2022 Parent Student Handbook highlighting the changes.

Jennifer McQueen made a motion to approve the Parent Student Handbook.

Carla Moore seconded the motion.

The board VOTED unanimously to approve the motion.

E. Regional Coordinator Support Plan

Steph Johnson presented the Regional Coordinator plan for support.

F. Special Education Student Related Services Absence Policy

Jennifer McQueen made a motion to approve the Special Education Student Related Services Absence Policy.

Carla Moore seconded the motion.

The board VOTED unanimously to approve the motion.

G. School Organizational Chart, Directory, & Regional Teaching Teams

Dr. Laurie Goodman shared the revised school organizational chart, directory, and regional teaching team.

4. Governance

4.A. Annual Brown Act Training

Goal to complete by the end of September.

4.B. Board Member Terms & Roles

Dr. Larry Jarocki nominated Dr. Tos to be the Board Secretary and Jennifer McQueen to be the Board Treasurer.

Carla Moore seconded the motion.

The board VOTED unanimously to approve the motion.

4.C. Board Meeting Calendar - Revised Draft

Carla Moore motioned to move the October Board Meeting to Wednesday, October 27, 2021 at 5:15 PM.

Jennifer McQueen seconded the motion.

The board VOTED unanimously to approve the motion.

6. Closing Items

6.1. Board of Director Comments & Requests

- Add the number of teachers and RCs on the org chart, add the additional Secondary Education Team and SPED (PS)

6.2. Announcement of the Next Scheduled Board Meetings

October 27, 2021 at 5:15 PM

6.3. Adjourn Meeting

Jennifer McQueen made a motion to adjourn the meeting at 6:57 PM

Carla Moore seconded the motion.

The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:57 PM

Respectfully Submitted,
Dr. Larry Jarocki

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

Executive Director Report

Section:	I. Opening Items
Item:	G. Executive Director Report
Purpose:	Informational/Discussion
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

Teacher Roster Numbers - October 2021

Payroll Name	Position / Stipend	10/10 Roster (9/16-9/30)	10/10 Extra Students (9/16-9/30)	10/25 Roster (10/1-10/15)	10/25 Extra students (10/1-10/15)
Abell, Juliann	SPED M/S	10	10	11	11
Adams Fuller, Christianna D	HST	34	6	33	5
Bartram, Laura	Speech Therapist	0	0	0	0
Bell, Brooke	SPED Psychologist	0	0	0	0
Bell, Karla	RC	15	5	15	5
Bennett, Rebecca Lynn	HST	31	3	30	2
Bertz, Jacalyn	HST	40	12	45	17
Boles, Lori	HST	34	6	35	7
Boyle, Karla	SPED Case Manager	0	0	0	0
Brandow, Brent	High School Teacher	0	0	0	0
Brisendine, Traci	HST	37	9	37	9
Burns, Stacy	HST	34	6	34	6
Catron, Emily	RC	12	2	12	2
Christensen, Janell	HST	27	0	31	3
Cirricione, Kristin	HST	23	0	29	1
Collins, Sherilyn	HST	30	2	29	1
Cook, Barbara	HST	34	6	34	6
Corby, Macy	Speech Therapist	0	0	0	0
Crump, Alexis	HST	37	9	38	10
Daddino, Jennifer	HST	28	0	29	1
Dana, Madeline	SPED M/S	11	11	12	12
Deaton, Sharla	SPED Psychologist	0	0	0	0
Delgadillo, Rachael	SPED Case Manager	0	0	0	0
DiBuduo, Amy	HST	41	13	42	14
Dorais, Megan	Secondary Ed. Specilaist	16	1	16	1
Dorn, Michelle	Speech Therapist	0	0	0	0
Douty, Natalie	RC	17	7	17	7
Downs, Lauren	SPED Case Manager	0	0	0	0
Egorov, Michele	HST	42	14	42	14
Elrod, Michelle	Secondary Ed. Specilaist	16	1	16	1
Emig, Kristina	SPED Case Manager	0	0	0	0
Ewell, Jessica	Psychologist	0	0	0	0
Falco, Jennifer	HST	36	8	38	10
Farber, Marybell	HST	35	7	40	12
Figueroa, Carolyn	SPED Case Manager	0	0	0	0

Teacher Roster Numbers - October 2021

Payroll Name	Position / Stipend	10/10 Roster (9/16-9/30)	10/10 Extra Students (9/16-9/30)	10/25 Roster (10/1-10/15)	10/25 Extra students (10/1-10/15)
Fitzgerald, Michelene	Coord. of Community and Parent Involvement	15	5	15	5
Freel, Marin	HST	34	6	30	2
Friesen, Amy	HST	11	0	10	0
Garcia, Lauren	HST	0	0	0	0
Guerrero, Amy	HST	28	0	28	0
Hall, Heather	HST	27	0	27	0
Hall, Ian	MSVA	14	4	13	3
Harmelin, Elizabeth	HST	31	3	31	3
Heinrichs, Amy	HST	32	4	32	4
Hellman, Shiloh	High School Teacher	0	0	0	0
Hemaidan, Melanie	RC	17	7	17	7
Herbert, Tanell	HST	39	11	39	11
Hernandez, Courtney	HST	38	10	41	13
Heyler, Emily	Program Specialist	0	0	0	0
Hill, Michelle	HST	24	0	24	0
Hochberg, Lorie	HST	35	7	35	7
Hopkins, Dayna L	HST	36	8	37	9
Huntington, Allyson E.	HST	38	10	39	11
Jacobsen, Teresa	HST	37	9	37	9
Jantzen, Rachael Allison	HST	34	6	37	9
Jordan, Mariah	Admin Services Director	0	0	0	0
Karr, Kristen	HST	34	6	35	7
Kilgore, Megan	HST	31	3	33	5
Koogler, Richard	SPED Case Manager	0	0	0	0
Kulekjian, Jessica	HST	28	0	28	0
Ledesma, Bria	MSVA	20	10	20	10
Liang, Megan	HST	27	0	28	0
Lowe, Mary	RC	10	0	10	0
Maguire, Sara	HST	38	10	38	10
Marroquin, Carmen	Counselor	0	0	0	0
Martinez, Sarah	SPED M/S	10	10	13	13
Maunder, Marcia	HST	36	8	36	8
Millikan, Katherine	HST	31	3	30	2
Moore, Kimberly	ESVA	10	0	10	0

Teacher Roster Numbers - October 2021

Payroll Name	Position / Stipend	10/10 Roster (9/16-9/30)	10/10 Extra Students (9/16-9/30)	10/25 Roster (10/1-10/15)	10/25 Extra students (10/1-10/15)
Munro, Stacy	HST	29	1	30	2
Muradian, Jared	SPED Case Manager	0	0	0	0
Nabavi, Ashley	SPED Case Manager	0	0	0	0
Neely, Christianne	HST	32	4	32	4
Padgett, Cydney	SPED Case Manager	0	0	0	0
Parkin, Heidi	HST	35	7	36	8
Pearce, Nicolette	HST	33	5	33	5
Perkins, Amanda	HST	25	0	31	3
Peters, Bette	HST	31	3	29	1
Peterson, Kelly	HST	30	2	29	1
Pettit, Kelly	HST	34	6	34	6
Piccolo, Heather	SPED Case Manager	0	0	0	0
Preach, Stacey	High School Teacher	0	0	0	0
Racine, Caitlin	HST	35	7	35	7
Rhodes, Kristen	HST	30	2	30	2
Richardson, Rebekah	HST	0	0	40	12
Sanchez, Taylor	HST	0	0	0	0
Schneider, Shirin	Secondary Ed. Specilaist	16	1	16	1
Schwarz, Christina	HST	28	0	25	0
Sewell, Lorraine	Program Specialist	0	0	0	0
Shumaker, Vikki	504 Coord.	25	7	25	7
Slakey, Roxi Ann	HST	40	12	40	12
Smith, Kara	HST	0	0	0	0
Soares, Erin	HST	33	5	34	6
Souder, Kimberly	HST	38	10	41	13
Springer, Georgia	SPED Case Manager	0	0	0	0
Sue, Margo	HST	40	12	40	12
Talamante, Moncerat	SPED M/S	11	11	12	12
Talbot, Katherine Lee	HST	33	5	35	7
Thiessen, Laura	HST	37	9	37	9
Thoeni, Maria	Assist. Director	0	0	0	0
Thornton, Amy	HST	31	3	27	0
Torosian, Catherine	HST	40	12	40	12
Tuck, Cristy	HST	32	4	28	0
Valdez, Kristin	HST	25	0	29	1

Teacher Roster Numbers - October 2021

Payroll Name	Position / Stipend	10/10 Roster (9/16-9/30)	10/10 Extra Students (9/16-9/30)	10/25 Roster (10/1-10/15)	10/25 Extra students (10/1-10/15)
Vazquez, Yolanda	SPED Assist. Director	0	0	0	0
Vernon, Jennifer	HST	28	0	28	0
Voth, Denise	HST	0	0	0	0
Walsh, Sheila	HST	37	9	37	9
Warren-Kaup, Lindsey	HST	34	6	34	6
Whitaker-Adams, Zephyr	HST	38	10	38	10
White, Sondra	HST	37	9	39	11
Wilkinson, Anna	Coord. of Prof. Dev. & Teacher Train.	21	6	21	6
Williams, Stephanie	RC	14	4	14	4
Wilson, Lauren	HST	29	1	28	0

Enrollment Report

Yosemite Valley Charter School

Table 1 Principal Dashboard - Yosemite Valley		Last updated
Target	2750	10/22/2021 16:25:03
Currently Pre-enrolled	2556	Total including ADV 2556
ADV - Import Ready	0	
Target Progress	93%	
In-Progress	0	
Total Enrollment Submissions (2021-22)	1404	
Weekly Submissions	0	
Submissions During (OE)	732	
Submissions After (OE)	672	

- 93% completion rate (current Pre-Enrolled + ADV).
- 10 withdrawals were processed this week, 18 pending.

Cover Sheet

Consideration of Board Member Resignation

Section:	II. Governance (Part 1)
Item:	A. Consideration of Board Member Resignation
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- Board Member, Carla Moore, submitted her resignation on October 6, 2021.

RECOMMENDATION:

- Consider accepting the board resignation.

Cover Sheet

Consideration of New Board Member Appointment & Assumption of Term

Section:	II. Governance (Part 1)
Item:	B. Consideration of New Board Member Appointment & Assumption of Term
Purpose:	Discussion & Potential Action - Vote
Related Material:	Carrie Stumpfhauser Resume 2021

BACKGROUND:

- New board member candidate, Carrie Stumpfhauser, has extensive homeschooling, educator, and leadership experience.
- Board vacancy term is through June 25, 2022.

RECOMMENDATION:

- Consider a motion nominating Carrie Stumpfhauser to fill the board vacancy and assume the remaining term.

Carrie Stumpfhauser

10434 E. Annadale Ave.

Sanger, CA 93657

(559) 906-2593

cjstumpfhauser@hotmail.com

WORK EXPERIENCE

Elementary Teacher (3rd grade and 4th grade)

Roosevelt Elementary

Selma Unified School District

2000-2007

Substitute Teacher

Selma Unified School District

2000, 2007-2008

Long term substitute in spring of 2000 in 2nd grade

Substitute teacher in fall of 2007, Spring 2008

Education Specialist

Summit Academy

Homeschool Charter

November 2016- June 2017

Homeschool Teacher

Inspire Charter Schools/ Monarch River Academy

Homeschool Charter

July 2017- June 2021

Regional Coordinator- Administration

Inspire Charter Schools/ Monarch River Academy

School Organization and Teacher Supervisor

April 2018- September 2020

EDUCATION AND CREDENTIAL

Fresno Pacific University

1717 S. Chestnut Ave.

Fresno, CA 93702

1995-2000

Degree: Liberal Studies, Emphasis: Crosscultural, Language & Academic Development

Clear Multiple Subject Teaching Credential

Document #: 160200165

Expiration Date: 10/01/2021

Fall of 2007

- resigned from public school teaching, turned my focus to mothering
- started a mother's encouragement group in my town that met once a month

2010-2014

- organizer/director of nursery and preschool programs at Woodward Park Church of Christ in Fresno, CA. Developed a 2 year curriculum for the preschool classes. Organized nursery workers and teachers for 3 classes.
- taught children's Bible classes at Woodward Park Church of Christ

Fall of 2011

- started homeschooling my oldest child who was 5, preschool activities with my younger children

Fall of 2013 - spring 2015

- joined a homeschool co-op group that met weekly. Taught many classes in various age groups

2015-2016

- volunteered as an 8th grade teacher for one week at Yosemite Bible Camp
- started a homeschool co-op that includes 6 families. We meet 1 to 2 days a month for a lesson, physical activities, fine-arts, community service projects and field trips. I organize and host the events.
- 3 of my children joined Summit Academy in March 2015
- Joined of a homeschool organization called Classical Conversations. I taught the 10-12 year olds class for 3 years

2017- 2021

- I homeschool my five children. I have a 10th grader, two 8th graders, a 7th grader, and a 5th grader. All of my students are enrolled with Monarch River Academy Charter. One of my students has an Individualized Education Plan (IEP) and we work with the Special Education Department.
- I was a speaker at the Fresno Homeschool Convention in 2019.
- In June of 2021 I made the choice to resign as a teacher for Monarch River and fully focus on the educational needs and opportunities for my children.
- I am a founder and coordinator of a homeschool academic co-op in the Sanger area. We have 62 students enrolled and span TK-high school. I organize and teach the junior high and high school portion of the co-op. We meet once a week for 30 weeks of the school year. This will be my fourth year as coordinator of this co-op.

Carrie Stumpfhauser

10434 E. Annadale Ave.

Sanger, CA 93657

(559)906-2593

cjstumpfhauser@hotmail.com

Attn: School Board for Yosemite Valley Charter School

My name is Carrie Stumpfhauser and I am interested in applying for a position as a school board member for Yosemite Valley Charter School. I have just completed my tenth year of being a homeschool mom. I have 5 children that I educate at home ranging in ages from fifteen years old to ten years old. I am very passionate about homeschooling, choosing the right curriculum, and learning activities to support individual children's needs. I believe that homeschooling gives parents the opportunity to focus on their children's individual learning styles, teaching to the strengths and weaknesses that each child possesses. Yosemite Valley provides the tools and funds that families can use to provide opportunities and support for each child.

I hope to bring support, encouragement, clear communication, and insight to other homeschool parents. As a former teacher and administrator for Monarch River Academy, Yosemite Valley's sister school, I understand the relationship between state requirements and our homeschool families that are vital to keeping our charter open. As a board member, I hope to keep the homeschool heart at the center of our charter while meeting educational requirements that will benefit the learning experiences for our children.

Please feel free to contact me, I look forward to continuing this discussion.

Thank you for your time and consideration.

Sincerely,

Carrie Stumpfhauser

Cover Sheet

September Financials

Section:	III. Finance
Item:	A. September Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	Yosemite_Financial Package_September 2021.pdf

BACKGROUND:

- Charter Impact representative, Jim Surmeian, 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 – September 2021

YOSEMITE VALLEY- Highlights

- Year-end revenue projections decreased by \$5.2M compared to Budget.
- Year-end expense projections decreased by \$4.2M compared to Budget.
- Year-end surplus projected at \$2.4MM. (August; \$2.2MM)
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio

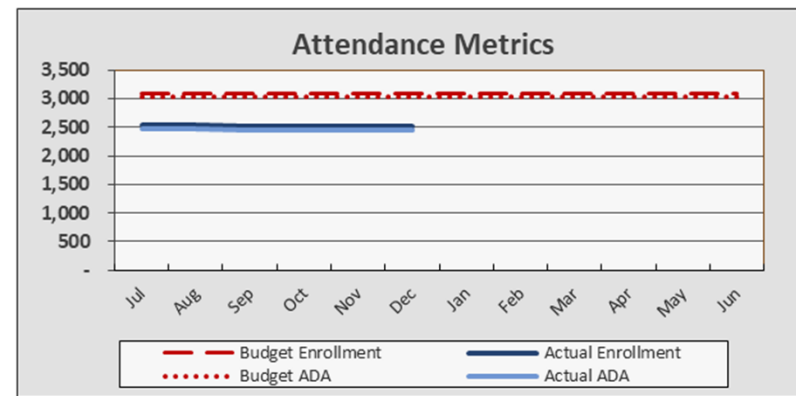
Cert.	Instr.
46.9%	82.0%
1,968,109	559,042

- 25:1 Pupil Teacher Ratio

Pupil:Teacher Ratio	
21.56	:1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	2530	3095
ADA	n/a	2479	3033
Attendance Rate	n/a	98.0%	98.0%
Unduplicated %	47.0%	46.6%	47.0%
Revenue per ADA		\$11,554	\$11,167
Expenses per ADA		\$10,558	\$10,041



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

YOSEMITE VALLEY - Revenue

- Revenue variances align with decrease in projected year-end ADA. **(Based on current enrollment)**

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 2,046,659	\$ 2,136,864	\$ (90,205)
486,047	105,422	380,624
288,653	135,670	152,983
1,308	-	1,308
\$ 2,822,667	\$ 2,377,956	\$ 444,711

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 24,040,456	\$ 29,419,411	\$ (5,378,956)
2,159,488	1,740,458	419,030
2,443,984	2,711,291	(267,307)
1,308	-	1,308
\$ 28,645,236	\$ 33,871,161	\$ (5,225,924)

YOSEMITE VALLEY - Expenses

- **All Salary and Benefits:** Adjusted for September Payroll
- **All Instructional and Professional Services:** Forecasted Costs aligned to current enrollment
- Interest Expense will continue its declining trend as AR factoring is projected to finish by Q4 FY21-22

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 2,146,084	\$ 2,279,609	\$ 133,526	\$ 9,167,642	\$ 10,130,611	\$ 962,969
Classified Salaries	111,648	77,720	(33,928)	451,174	310,878	(140,295)
Benefits	842,707	731,743	(110,964)	3,032,366	3,144,431	112,065
Books and Supplies	945,412	1,116,225	170,813	4,334,419	5,111,115	776,696
Subagreement Services	1,346,260	2,115,193	768,934	7,002,609	8,827,164	1,824,555
Operations	56,726	98,150	41,424	297,476	392,600	95,124
Facilities	10,605	16,975	6,370	61,155	67,900	6,745
Professional Services	300,662	294,093	(6,569)	1,555,603	1,814,341	258,738
Depreciation	11,321	-	(11,321)	11,321	-	(11,321)
Interest	104,241	311,466	207,225	261,740	655,766	394,025
Total Expenses	\$ 5,875,665	\$ 7,041,174	\$ 1,165,510	\$ 26,175,504	\$ 30,454,805	\$ 4,279,301

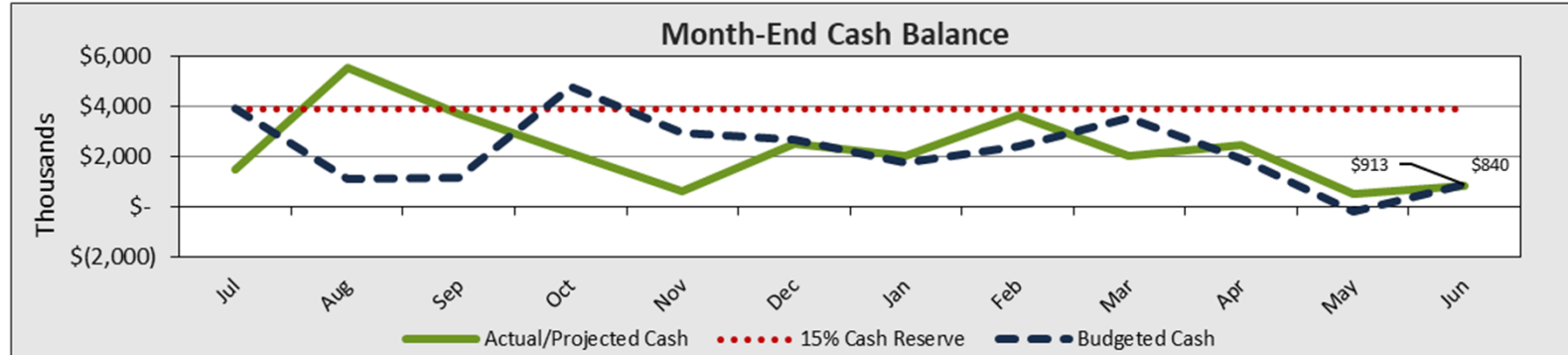
YOSEMITE VALLEY- Fund Balance

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

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (3,052,998)	\$ (4,663,218)	\$ 1,610,221	\$ 2,469,732	\$ 3,416,356	\$ (946,624)
Beginning Fund Balance	<u>554,532</u>	<u>554,532</u>		<u>554,532</u>	<u>554,532</u>	
Ending Fund Balance	<u>\$ (2,498,466)</u>	<u>\$ (4,108,687)</u>		<u>\$ 3,024,264</u>	<u>\$ 3,970,888</u>	
<i>As a % of Annual Expenses</i>	-9.5%	-13.5%		11.6%	13.0%	

YOSEMITE VALLEY - Cash Balance

- No projected Cash concerns.
- Year-end cash balance projected at \$840k.



YOSEMITE VALLEY – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Oct-29	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	School	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-29	ESSER III Expenditure Plan - Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the ARP Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address the academic impact of lost instructional time as well as respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic. The ESSER III Expenditure Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/cr/arpact.asp
FINANCE	Oct-31	Public Charter School Grant Program and Dissemination Grant Program - Qtr 1 - The PCSGP Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the CDE's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	ASES -1st Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	http://www.cde.ca.gov/ls/ba/as/
DATA TEAM	Oct-31	Complete 20-Day Attendance Report - Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	Client	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
FINANCE	Nov-01	Low Performing Student Block Grant Report #2 - LEAs that have accepted LPSBG funds are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d).	Client	No	Yes	https://www.cde.ca.gov/fg/aa/ca/lpsbgprinfo.asp#reportingreq
DATA TEAM	Nov-01	Kindergarten Immunization Assessment - To review and submit required vaccine doses and report on permanent medical exemptions.	Client	No	No	https://www.shotsforschool.org/reporting/kindergarten/#
FINANCE	Nov-01	Mental Health Plans due to SELPA - Schools requesting Level 2 and Level 3 mental health funding must file their annual plan with their SELPA by this date. Specific due dates may vary by SELPA.	Client	No	Yes	https://www.cde.ca.gov/fg/aa/se/sep1appnform04.asp
DATA TEAM	Nov-15	Complete Nutrition Verification process (requirement of School Nutrition Program) - Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	Client	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp
FINANCE	Nov-15	Review and/or Update Non-Profit IRS Form 990 Policies - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. Most schools extend this deadline to the following May 15th.	Client	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Set by Authorizer (by Dec 15)	1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/ti/ir/interimstatus.asp

YOSEMITE VALLEY - 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

Yosemite Valley Charter School

Budget vs Actual

For the period ended September 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	\$ 1,023,329	\$ 1,017,862	\$ 5,468	\$ 2,046,658	\$ 2,035,723	\$ 10,935	\$ 28,040,231
Education Protection Account	-	-	-	-	-	-	606,620
State Aid - Prior Year	(1)	-	(1)	1	-	1	-
In Lieu of Property Taxes	-	67,427	(67,427)	-	101,141	(101,141)	772,561
Total State Aid - Revenue Limit	1,023,328	1,085,289	(61,961)	2,046,659	2,136,864	(90,205)	29,419,411
Federal Revenue							
Special Education - Entitlement	-	13,346	(13,346)	-	26,693	(26,693)	367,005
Title I, Part A - Basic Low Income	-	78,730	(78,730)	-	78,730	(78,730)	314,919
Other Federal Revenue	486,047	-	486,047	486,047	-	486,047	1,058,534
Total Federal Revenue	486,047	92,076	393,971	486,047	105,422	380,624	1,740,458
Other State Revenue							
State Special Education	137,871	67,835	70,036	291,061	135,670	155,391	1,865,356
Mandated Cost	-	-	-	-	-	-	47,853
State Lottery	-	-	-	-	-	-	603,587
Prior Year Revenue	-	-	-	(2,408)	-	(2,408)	-
Other State Revenue	-	-	-	-	-	-	194,495
Total Other State Revenue	137,871	67,835	70,036	288,653	135,670	152,983	2,711,291
Other Local Revenue							
Other Fees and Contracts	-	-	-	1,308	-	1,308	-
Total Other Local Revenue	-	-	-	1,308	-	1,308	-
Total Revenues	\$ 1,647,246	\$ 1,245,200	\$ 402,046	\$ 2,822,667	\$ 2,377,956	\$ 444,711	\$ 33,871,161
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 555,164	\$ 638,999	\$ 83,835	\$ 1,654,264	\$ 1,916,996	\$ 262,731	\$ 7,667,982
Teachers' Extra Duty/Stipends	113,446	168,696	55,250	223,994	168,696	(55,298)	1,686,956
Pupil Support Salaries	57,465	34,923	(22,543)	171,750	104,768	(66,982)	419,074
Administrators' Salaries	21,350	22,698	1,348	64,050	68,093	4,043	272,371
Other Certificated Salaries	10,675	7,019	(3,656)	32,025	21,057	(10,968)	84,227
Total Certificated Salaries	758,100	872,333	114,233	2,146,084	2,279,609	133,526	10,130,611
Classified Salaries							
Instructional Salaries	14,221	14,673	451	39,772	44,018	4,246	176,071
Supervisors' and Administrators' Salaries	11,474	11,234	(240)	34,223	33,702	(521)	134,808
Clerical and Office Staff Salaries	13,282	-	(13,282)	37,653	-	(37,653)	-
Total Classified Salaries	38,977	25,907	(13,071)	111,648	77,720	(33,928)	310,878
Benefits							
State Teachers' Retirement System, certificated positions	124,581	139,748	15,167	354,490	365,193	10,704	1,622,924
OASDI/Medicare/Alternative, certificated positions	2,363	1,606	(757)	6,761	4,819	(1,942)	19,274
Medicare/Alternative, certificated positions	11,119	13,024	1,906	31,446	34,181	2,735	151,402
Health and Welfare Benefits, certificated positions	191,144	94,875	(96,269)	432,929	284,625	(148,304)	1,138,500
State Unemployment Insurance, certificated positions	893	3,308	2,414	6,817	9,923	3,106	66,150
Workers' Compensation Insurance, certificated positions	519	12,575	12,056	10,265	33,003	22,738	146,181
Total Benefits	330,619	265,136	(65,483)	842,707	731,743	(110,964)	3,144,431
Books & Supplies							
Textbooks and Core Materials	6,256	-	(6,256)	6,256	-	(6,256)	-
School Supplies	318,883	324,656	5,773	624,720	886,156	261,437	4,096,894
Software	57,693	23,283	(34,409)	189,174	69,850	(119,324)	279,400
Office Expense	18,751	3,158	(15,593)	24,380	9,475	(14,905)	37,900
Noncapitalized Equipment	38,110	55,227	17,117	100,882	150,744	49,862	696,921
Total Books & Supplies	439,693	406,325	(33,368)	945,412	1,116,225	170,813	5,111,115
Subagreement Services							
Special Education	62,493	212,725	150,232	73,525	638,175	564,650	2,552,700
Other Educational Consultants	255,579	215,386	(40,194)	387,003	587,900	200,897	2,717,992
Instructional Services	295,244	296,373	1,129	885,732	889,118	3,386	3,556,472
Total Subagreement Services	613,316	724,483	111,167	1,346,260	2,115,193	768,934	8,827,164

Yosemite Valley Charter School

Budget vs Actual

For the period ended September 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	134	6,742	6,608	1,853	20,225	18,372	80,900
Dues & Memberships	-	150	150	-	450	450	1,800
Insurance	17,802	20,692	2,890	50,736	62,075	11,339	248,300
Utilities	-	58	58	-	175	175	700
Janitorial Services	200	-	(200)	400	-	(400)	-
Communications	380	3,317	2,937	2,798	9,950	7,152	39,800
Postage and Shipping	939	1,758	820	939	5,275	4,336	21,100
Total Operations & Housekeeping	19,455	32,717	13,262	56,726	98,150	41,424	392,600
Facilities, Repairs & Other Leases							
Rent	3,605	750	(2,855)	10,605	2,250	(8,355)	9,000
Additional Rent	-	5,000	5,000	-	15,000	15,000	60,000
Other Leases	-	(92)	(92)	-	(275)	(275)	(1,100)
Total Facilities, Repairs & Other Leases	3,605	5,658	2,053	10,605	16,975	6,370	67,900
Professional/Consulting Services							
IT	-	117	117	-	350	350	1,400
Audit & Taxes	-	-	-	-	-	-	9,900
Legal	22,569	7,883	(14,686)	28,513	23,650	(4,863)	94,600
Professional Development	120	10,154	10,034	38,177	30,463	(7,715)	121,850
General Consulting	698	2,083	1,385	13,113	6,250	(6,863)	25,000
Special Activities/Field Trips	886	1,122	236	886	3,064	2,178	14,163
Bank Charges	621	1,133	512	2,219	3,400	1,181	13,600
Printing	17	325	308	82	975	893	3,900
Other Taxes and Fees	765	2,408	1,643	1,959	7,225	5,266	28,900
Payroll Service Fee	1,518	2,142	624	4,706	6,425	1,719	25,700
Management Fee	49,761	49,395	(366)	148,608	148,186	(422)	592,745
District Oversight Fee	30,700	32,559	1,859	61,400	64,106	2,706	882,582
Public Relations/Recruitment	-	-	-	1,000	-	(1,000)	-
Total Professional/Consulting Services	107,655	109,322	1,667	300,662	294,093	(6,569)	1,814,341
Depreciation							
Depreciation Expense	3,774	-	(3,774)	11,321	-	(11,321)	-
Total Depreciation	3,774	-	(3,774)	11,321	-	(11,321)	-
Interest							
Interest Expense	-	124,586	124,586	104,241	311,466	207,225	655,766
Total Interest	-	124,586	124,586	104,241	311,466	207,225	655,766
Total Expenses	\$ 2,315,193	\$ 2,566,468	\$ 251,274	\$ 5,875,665	\$ 7,041,174	\$ 1,165,510	\$ 30,454,805
Change in Net Assets	(667,948)	(1,321,268)	653,321	(3,052,998)	(4,663,218)	1,610,221	3,416,356
Net Assets, Beginning of Period	(1,830,518)			554,532			
Net Assets, End of Period	\$ (2,498,466)			\$ (2,498,466)			

Yosemite Valley Charter School

Statement of Financial Position

September 30, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 3,693,297	\$ 1,199,518	\$ 2,493,779	208%
Accounts Receivable	3,260	348,662	(345,401)	-99%
Public Funding Receivable	885,687	8,996,690	(8,111,003)	-90%
Grants & Contributions Receivable	-	-	-	0%
Factored Receivables	(6,264,600)	(6,392,652)	128,052	-2%
Due To/From Related Parties	(205,588)	(205,588)	-	0%
Prepaid Expenses	1,527,713	1,380,310	147,403	11%
Other Current Assets	-	-	-	0%
Total Current Assets	(360,231)	5,326,939	(5,687,171)	-107%
Long-Term Assets				
Property & Equipment, Net	215,090	226,410	(11,321)	-5%
Deposits	-	-	-	0%
Deferred Lease Asset	-	-	-	0%
Bond Issue Costs	-	-	-	0%
Other Long-Term Assets	-	-	-	0%
Total Long Term Assets	215,090	226,410	(11,321)	-5%
Total Assets	\$ (145,141)	\$ 5,553,350	\$ (5,698,491)	-103%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 800,208	\$ 639,508	\$ 160,699	25%
Accrued Liabilities	522,392	949,710	(427,318)	-45%
Interest Payable	-	-	-	0%
Deferred Revenue	898,433	3,222,100	(2,323,667)	-72%
Deferred Rent, Current Portion	-	-	-	0%
Capital Lease, Current Portion	-	-	-	0%
Notes Payable, Current Portion	62,500	62,500	-	0%
Bonds Payable, Current Portion	-	-	-	0%
Other Current Liabilities	-	-	-	0%
Total Current Liabilities	2,283,533	4,873,818	(2,590,285)	-53%
Long-Term Liabilities				
Deferred Rent, Net of Current Portion	-	-	-	0%
Capital Lease, Net of Current Portion	-	-	-	0%

Yosemite Valley Charter School

Statement of Financial Position

September 30, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Notes Payable, Net of Current Portion	69,792	125,000	(55,208)	-44%
Bonds Payable, Net of Current Portion	-	-	-	0%
Discount on Bonds	-	-	-	0%
Premium on Bonds	-	-	-	0%
Other Long-Term Liabilities	-	-	-	0%
Total Long-Term Liabilities	69,792	125,000	(55,208)	-44%
Total Liabilities	2,353,325	4,998,818	(2,645,494)	-53%
Total Net Assets	(2,498,466)	554,532	(3,052,998)	-551%
Total Liabilities and Net Assets	\$ (145,141)	\$ 5,553,350	\$ (5,698,491)	-103%

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended September 30, 2021

	Month Ended 09/30/21	YTD Ended 09/30/21
Cash Flows from Operating Activities		
Change in Net Assets	\$ (667,948)	\$ (3,052,998)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	11,321
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	4,555,817	8,111,003
Grants, Contributions & Pledges Receivable	(5,662,809)	217,349
Prepaid Expenses	(36,465)	(147,403)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	499,496	160,699
Accrued Expenses	(626,765)	(427,318)
Deferred Revenue	71,139	(2,323,667)
Total Cash Flows from Operating Activities	(1,863,761)	2,548,987
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(55,208)
Total Cash Flows from Financing Activities	-	(55,208)
Change in Cash & Cash Equivalents	(1,863,761)	2,493,779
Cash & Cash Equivalents, Beginning of Period	5,557,058	1,199,518
Cash and Cash Equivalents, End of Period	\$ 3,693,297	\$ 3,693,297

Yosemite Valley Charter School

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
14440	Voya Financial FBO CalSTRS Pension2	9/2/2021	\$ 7,124.00
14441	Principal Life Insurance Company	9/2/2021	1,197.60
14442	America's Kids Inc.	9/2/2021	3,606.50
14443	Axia Group	9/2/2021	295,244.00
14444	Blue Shield of California	9/2/2021	133,315.58
14445	BookShark	9/2/2021	1,163.79
14446	Brave Writer LLC	9/2/2021	1,155.35
14447	California Dental	9/2/2021	218.31
14448	Jennifer McQueen	9/2/2021	250.00
14449	Kaiser Foundation Health Plan	9/2/2021	7,905.41
14450	Little Global Citizens LLC	9/2/2021	219.75
14451	N2Y, LLC	9/2/2021	3,250.00
14452	Procopio, Cory, Hargreaves & Savitch LLP	9/2/2021	5,943.50
14453	Rising Star Gymnastics	9/2/2021	200.00
14454	Supercharged Science	9/2/2021	999.00
14455	The Advantage Group	9/2/2021	290.00
14456	All About Learning Press, Inc.	9/8/2021	453.00
14457	America's Kids Inc.	9/8/2021	1,515.73
14458	Art of Problem Solving	9/8/2021	252.68
14459	Beautiful Feet Books, Inc.	9/8/2021	1,306.65
14460	Bitsbox	9/8/2021	455.40
14461	BookShark	9/8/2021	3,914.17
14462	Brave Writer LLC	9/8/2021	139.85
14463	Brenda Myers	9/8/2021	550.00
14464	Brian Hammons Piano	9/8/2021	5,230.00
14465	BrightThinker	9/8/2021	7,002.74
14466	Center for Autism and Related Disorders, LLC	9/8/2021	1,959.10
14467	CEV	9/8/2021	950.00
14468	Charter Impact, Inc.	9/8/2021	49,785.00
14469	Children's Musical Theaterworks	9/8/2021	499.00
14470	Learn and Create Inc	9/8/2021	1,453.06
14471	Destany Morgan	9/8/2021	1,188.00
14472	Diana Porter	9/8/2021	90.00
14473	eat2explore	9/8/2021	129.75
14474	eDynamic Learning	9/8/2021	680.00
14475	Elemental Science	9/8/2021	109.99
14476	Evan-Moor	9/8/2021	808.54
14477	Evolve Dance Company	9/8/2021	410.00
14478	Fidelity Security Life Insurance Co.	9/8/2021	1,590.42
14479	Fresno Fencing Academy	9/8/2021	150.00
14480	Generation Genius, Inc.	9/8/2021	1,400.00
14481	Guido's Martial Arts Academy	9/8/2021	936.00
14482	Haynes Family of Programs	9/8/2021	90.00
14483	HBCO LLC	9/8/2021	59.03
14484	High Performance Academy LLC	9/8/2021	325.00
14485	History Unboxed LLC	9/8/2021	65.91
14486	Hola Amigo Box LLC	9/8/2021	503.40
14487	Hooked on Phonics	9/8/2021	312.53
14488	Institute for Excellence in Writing	9/8/2021	1,771.01
14489	JackKris Publishing, LLC	9/8/2021	21.99
14490	Jazz Fresno	9/8/2021	140.00
14491	Jennifer McQuarrie	9/8/2021	198.00
14492	Jessica Pyne	9/8/2021	600.00
14493	Kaiser Foundation Health Plan	9/8/2021	45,214.42
14494	KiwiCo, Inc	9/8/2021	7,217.96
14495	Learn Piano Live	9/8/2021	299.70
14496	Learning Without Tears	9/8/2021	55.15

Yosemite Valley Charter School

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
14497	Little Passports	9/8/2021	503.91
14498	Logic of English	9/8/2021	585.00
14499	Mandie's Cleaning Service	9/8/2021	200.00
14500	Math Crazy	9/8/2021	480.00
14501	Maureen M. Solomon	9/8/2021	360.00
14502	MEL Science U.S. LLC	9/8/2021	340.33
14503	Monarch River Academy	9/8/2021	54,316.45
14504	Moving Beyond the Page	9/8/2021	5,568.27
14505	Mutual of Omaha	9/8/2021	4,961.55
14506	Nessy Learning LLC	9/8/2021	100.00
14507	Nicole the Math Lady LLC	9/8/2021	315.36
14508	Oak Meadow Inc.	9/8/2021	2,647.05
14509	Peace Hill Press, Inc. dba Well Trained Mind Press	9/8/2021	69.70
14510	Professional Tutors of America Inc.	9/8/2021	80.00
14511	Rainbow Resource Center	9/8/2021	VOID
14512	Rainbow Resource Center	9/8/2021	VOID
14513	Rainbow Resource Center	9/8/2021	VOID
14514	Rainbow Resource Center	9/8/2021	VOID
14515	Rainbow Resource Center	9/8/2021	VOID
14516	Rainbow Resource Center	9/8/2021	VOID
14517	Rainbow Resource Center	9/8/2021	22,877.78
14518	Roberta Chatman	9/8/2021	105.00
14519	Simin Cruz	9/8/2021	240.00
14520	Simply Coding	9/8/2021	149.00
14521	Singapore Math, Inc.	9/8/2021	579.46
14522	Starfall Education Foundation	9/8/2021	35.00
14523	Steinway Piano Gallery of Fresno	9/8/2021	VOID
14524	Studies Weekly	9/8/2021	32.27
14525	Teacher Synergy, LLC	9/8/2021	475.95
14526	Teaching Textbooks	9/8/2021	856.89
14527	The Critical Thinking Co.	9/8/2021	81.47
14528	The English Learner Group, Inc.	9/8/2021	11,375.00
14529	The First Tee of Fresno	9/8/2021	240.00
14530	The Lampo Group, LLC	9/8/2021	207.68
14531	The Wahine Project	9/8/2021	7,850.00
14532	Think Outside, LLC	9/8/2021	894.70
14533	Timberdoodle.com	9/8/2021	3,063.16
14534	United Conservatory of Music	9/8/2021	3,357.50
14535	Will Aylsworth	9/8/2021	53.00
14536	Zaner-Bloser, Inc.	9/8/2021	230.94
14537	Steinway Piano Gallery of Fresno	9/15/2021	1,080.00
14538	Abarca Group	9/15/2021	2,215.00
14539	Activities for Learning Inc.	9/15/2021	960.05
14540	All About Learning Press, Inc.	9/15/2021	479.70
14541	Art of Problem Solving	9/15/2021	336.00
14542	Ashlev Nabavi	9/15/2021	110.88
14543	Beautiful Feet Books, Inc.	9/15/2021	923.49
14544	BookShark	9/15/2021	VOID
14545	BookShark	9/15/2021	VOID
14546	BookShark	9/15/2021	9,603.34
14547	Braille Consultants, Inc.	9/15/2021	2,160.00
14548	Brave Writer LLC	9/15/2021	135.45
14549	Brenda Myers	9/15/2021	200.00
14550	Brian Hammons Piano	9/15/2021	220.00
14551	BrightThinker	9/15/2021	622.45
14552	California Dental	9/15/2021	425.47
14553	CenCal Cosmos	9/15/2021	1,400.00

Yosemite Valley Charter School

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
14554	Charter Impact, Inc.	9/15/2021	3,652.00
14555	CharterSafe	9/15/2021	23,070.00
14556	Children's Musical Theaterworks	9/15/2021	398.00
14557	CLM Farms	9/15/2021	2,095.00
14558	Learn and Create Inc	9/15/2021	1,098.20
14559	Craig Daniel	9/15/2021	350.00
14560	eat2explore	9/15/2021	275.90
14561	eDynamic Learning	9/15/2021	425.00
14562	Elemental Science	9/15/2021	173.69
14563	Generation Genius, Inc.	9/15/2021	1,195.00
14564	Gravitas Publications, Inc.	9/15/2021	172.59
14565	Guido's Martial Arts Academy	9/15/2021	169.00
14566	Hands 4 Building, LLC	9/15/2021	265.98
14567	HBCO LLC	9/15/2021	312.17
14568	History Unboxed LLC	9/15/2021	120.88
14569	Homeschool Planet	9/15/2021	52.95
14570	Honest History Co	9/15/2021	87.07
14571	Hooked on Phonics	9/15/2021	313.12
14572	Institute for Excellence in Writing	9/15/2021	717.60
14573	JoAnn Denney	9/15/2021	200.00
14574	Learning Without Tears	9/15/2021	254.79
14575	Little Passports	9/15/2021	1,029.17
14576	Logic of English	9/15/2021	74.12
14577	Math Crazy	9/15/2021	480.00
14578	Math-U-See Inc.	9/15/2021	1,542.00
14579	Maureen M. Solomon	9/15/2021	1,530.00
14580	MEL Science U.S. LLC	9/15/2021	340.33
14581	Melanie Sweet	9/15/2021	1,550.00
14582	Michael A. Manjarrez	9/15/2021	180.00
14583	Moving Beyond the Page	9/15/2021	4,820.34
14584	Mystery Science Inc.	9/15/2021	503.00
14585	Nessy Learning LLC	9/15/2021	200.00
14586	Nicole Medeiros	9/15/2021	1,805.00
14587	Nicole the Math Lady LLC	9/15/2021	386.00
14588	Northwest Studio for Ballet	9/15/2021	189.00
14589	Oak Meadow Inc.	9/15/2021	2,326.21
14590	Omni Learning Center Inc	9/15/2021	225.00
14591	Peace Hill Press, Inc. dba Well Trained Mind Press	9/15/2021	382.69
14592	Piano Marvel, LLC	9/15/2021	221.98
14593	Playground Training Academy, LLC	9/15/2021	3,437.50
14594	Principal Life Insurance Company	9/15/2021	9,273.31
14595	PRN Nursing Consultants LLC	9/15/2021	225.00
14596	Rainbow Resource Center	9/15/2021	VOID
14597	Rainbow Resource Center	9/15/2021	VOID
14598	Rainbow Resource Center	9/15/2021	VOID
14599	Rainbow Resource Center	9/15/2021	VOID
14600	Rainbow Resource Center	9/15/2021	14,920.93
14601	Rising Star Gymnastics	9/15/2021	100.00
14602	Rose Music Studios LLC	9/15/2021	780.00
14603	Simon Villalobos	9/15/2021	1,200.00
14604	Singapore Math, Inc.	9/15/2021	344.62
14605	Steinway Piano Gallery of Fresno	9/15/2021	140.00
14606	Studies Weekly	9/15/2021	VOID
14607	Studies Weekly	9/15/2021	VOID
14608	Studies Weekly	9/15/2021	2,656.52
14609	Supercharged Science	9/15/2021	333.00
14610	Teacher Synergy, LLC	9/15/2021	291.90

Yosemite Valley Charter School

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
14611	Teaching Textbooks	9/15/2021	794.28
14612	The Animation Course, LLC	9/15/2021	150.00
14613	Timberdoodle.com	9/15/2021	3,045.66
14614	Transamerica	9/15/2021	534.14
14615	Wieser Educational	9/15/2021	176.46
14616	Williamsburg Learning	9/15/2021	450.00
14617	WriteShop	9/15/2021	131.70
14618	Zaner-Bloser, Inc.	9/15/2021	373.65
14619	Voya Financial FBO CalSTRS Pension2	9/17/2021	7,124.00
14620	All About Learning Press, Inc.	9/22/2021	465.45
14621	Arlene Steffen	9/22/2021	875.00
14622	BrainPOP LLC	9/22/2021	247.00
14623	Brave Writer LLC	9/22/2021	616.00
14624	Brenda Myers	9/22/2021	200.00
14625	BYU Independent Study	9/22/2021	3,702.00
14626	C&K Media Solutions	9/22/2021	250.00
14627	Central Coast Language & Learning Center, Inc.	9/22/2021	270.00
14628	Charter Impact, Inc.	9/22/2021	517.48
14629	CybrSchool LLC	9/22/2021	8,700.00
14630	Deborah Lemen Acting Studio	9/22/2021	545.00
14631	Dino Lingo Inc	9/22/2021	95.20
14632	E-Therapy LLC	9/22/2021	373.50
14633	Elemental Science	9/22/2021	179.62
14634	Fireplace Inc	9/22/2021	1,355.90
14635	Generation Genius, Inc.	9/22/2021	675.00
14636	Goodfellow Occupational Therapy, Inc.	9/22/2021	3,245.00
14637	Halau Hula I Ka La	9/22/2021	100.00
14638	Institute for Excellence in Writing	9/22/2021	395.11
14639	Jade Davis	9/22/2021	84.00
14640	Kendall Hunt Publishing Company	9/22/2021	5,730.65
14641	Larry Jarocki	9/22/2021	250.00
14642	Law Offices of Young, Minney, & Corr, LLP	9/22/2021	8,447.10
14643	Learning A-Z	9/22/2021	118.00
14644	Learning Without Tears	9/22/2021	222.83
14645	Logic of English	9/22/2021	188.84
14646	Lori Pope	9/22/2021	240.00
14647	Mandie's Cleaning Service	9/22/2021	200.00
14648	Math Crazy	9/22/2021	576.00
14649	McGraw-Hill, LLC	9/22/2021	1,942.00
14650	MEL Science U.S. LLC	9/22/2021	302.51
14651	MicroAge	9/22/2021	38,980.78
14652	Moving Beyond the Page	9/22/2021	2,067.19
14653	MoxieBox Art	9/22/2021	294.94
14654	Mystery Science Inc.	9/22/2021	158.00
14655	Nicole the Math Lady LLC	9/22/2021	406.00
14656	Oak Meadow Inc.	9/22/2021	788.86
14657	Omni Learning Center Inc	9/22/2021	450.00
14658	Pacific Martial Arts	9/22/2021	750.00
14659	Penelope S. Suter, O.D., An Optometric Professional Corpora	9/22/2021	180.00
14660	Pride Learning Co	9/22/2021	600.00
14661	Procopio, Cory, Hargreaves & Savitch LLP	9/22/2021	14,100.00
14662	Rainbow Resource Center	9/22/2021	258.30
14663	Rayford Shorin-Ryu	9/22/2021	520.00
14664	Reading Horizons	9/22/2021	11,000.00
14665	Shirley Winters Ballet	9/22/2021	903.00
14666	Silver Bell Barn & Equestrian Center	9/22/2021	350.00
14667	Singapore Math, Inc.	9/22/2021	342.94

Yosemite Valley Charter School

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
14668	Steinway Piano Gallery of Fresno	9/22/2021	1,840.00
14669	Studies Weekly	9/22/2021	VOID
14670	Studies Weekly	9/22/2021	VOID
14671	Studies Weekly	9/22/2021	3,304.96
14672	Susan Hancock	9/22/2021	965.00
14673	Teacher Synergy, LLC	9/22/2021	198.39
14674	Teaching Textbooks	9/22/2021	86.16
14675	The Advantage Group	9/22/2021	19,074.68
14676	The Cottonwood School	9/22/2021	11,062.73
14677	The Critical Thinking Co.	9/22/2021	52.49
14678	The Talk Team	9/22/2021	4,195.00
14679	TouchMath Acquisition LLC	9/22/2021	128.35
14680	Transamerica	9/22/2021	1,117.72
14681	United Conservatory of Music	9/22/2021	3,450.00
14682	Westside Elementary School District	9/22/2021	100,000.00
14683	Wilder Smith	9/22/2021	600.00
14684	WM Music Lessons	9/22/2021	300.00
14685	Zaner-Bloser, Inc.	9/22/2021	46.53
14686	Voya Financial FBO CalSTRS Pension2	9/28/2021	7,124.00
14687	Activities for Learning Inc.	9/29/2021	99.83
14688	Age of Learning Inc	9/29/2021	1,250.00
14689	All About Learning Press, Inc.	9/29/2021	1,134.90
14690	ARIEL Theatrical	9/29/2021	555.00
14691	Art of Problem Solving	9/29/2021	444.68
14692	Bitsbox	9/29/2021	425.40
14693	Bojuka Ryu	9/29/2021	160.00
14694	Brian Hammons Piano	9/29/2021	2,440.00
14695	Bright Solutions For Dyslexia, Inc.	9/29/2021	393.83
14696	BrightThinker	9/29/2021	VOID
14697	BrightThinker	9/29/2021	6,511.34
14698	Bungalow Lane ALC, Inc	9/29/2021	1,605.00
14699	Carlos Tayron Alfaro	9/29/2021	23.00
14700	Cen Cal Dance Academy	9/29/2021	112.00
14701	Center for Autism and Related Disorders, LLC	9/29/2021	1,189.50
14702	Charter Impact, Inc.	9/29/2021	1,043.65
14703	CLM Farms	9/29/2021	1,085.00
14704	ComputerLand of Silicon Valley	9/29/2021	190.00
14705	Learn and Create Inc	9/29/2021	246.57
14706	CrossFit ValleyView	9/29/2021	236.00
14707	Dance Explosion	9/29/2021	170.00
14708	Daniel Davies	9/29/2021	90.00
14709	Denise Nicholes	9/29/2021	1,925.00
14710	Department of Justice	9/29/2021	128.00
14711	eat2explore	9/29/2021	120.20
14712	Educational Development Corporation	9/29/2021	100.98
14713	eDynamic Learning	9/29/2021	880.00
14714	Elemental Science	9/29/2021	203.49
14715	Frances T Salafia	9/29/2021	240.00
14716	Fresno Fencing Academy	9/29/2021	140.00
14717	Generation Genius, Inc.	9/29/2021	1,625.00
14718	Guido's Martial Arts Academy	9/29/2021	1,567.00
14719	Halau Hula I Ka La	9/29/2021	200.00
14720	Institute for Excellence in Writing	9/29/2021	VOID
14721	Institute for Excellence in Writing	9/29/2021	4,257.90
14722	Jennifer McQuarrie	9/29/2021	22.00
14723	Jessica Cromar	9/29/2021	405.00
14724	Kaiser Foundation Health Plan	9/29/2021	1,990.56

Yosemite Valley Charter School

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
14725	Kaiser Foundation Health Plan	9/29/2021	45,669.40
14726	Katherine Sullivan	9/29/2021	4,050.00
14727	Kevin Freeman	9/29/2021	6,000.00
14728	Kimberly Schapansky	9/29/2021	350.00
14729	KiwiCo, Inc	9/29/2021	10,235.32
14730	Learning A-Z	9/29/2021	108.00
14731	Learning Without Tears	9/29/2021	122.53
14732	Lighthouse Therapy LLC	9/29/2021	2,710.30
14733	Little Global Citizens LLC	9/29/2021	39.95
14734	Little Passports	9/29/2021	1,270.67
14735	Math-U-See Inc.	9/29/2021	932.00
14736	McColgan & Associates Inc.	9/29/2021	1,830.10
14737	McGraw-Hill, LLC	9/29/2021	6,256.41
14738	MEL Science U.S. LLC	9/29/2021	1,323.50
14739	Melody Piano Lessons	9/29/2021	700.00
14740	Minds on Education Inc	9/29/2021	123.81
14741	Moving Beyond the Page	9/29/2021	14,112.59
14742	Mystery Science Inc.	9/29/2021	158.00
14743	Nessy Learning LLC	9/29/2021	140.00
14744	Nicole the Math Lady LLC	9/29/2021	129.00
14745	Oak Meadow Inc.	9/29/2021	1,003.59
14746	Old Dominion Capital	9/29/2021	3,605.00
14747	Omni Learning Center Inc	9/29/2021	225.00
14748	Peace Hill Press, Inc. dba Well Trained Mind Press	9/29/2021	147.38
14749	Playground Training Academy, LLC	9/29/2021	1,000.00
14750	Rainbow Resource Center	9/29/2021	VOID
14751	Rainbow Resource Center	9/29/2021	4,571.11
14752	Rayford Shorin-Ryu	9/29/2021	130.00
14753	Rich Oliver Racing, Inc.	9/29/2021	525.00
14754	Roberta Chatman	9/29/2021	175.00
14755	School Pathways, LLC	9/29/2021	525.00
14756	Singapore Math, Inc.	9/29/2021	474.68
14757	Specialized Therapy Services, Inc	9/29/2021	613.75
14758	Starfall Education Foundation	9/29/2021	70.00
14759	Steinway Piano Gallery of Fresno	9/29/2021	620.00
14760	Studies Weekly	9/29/2021	VOID
14761	Studies Weekly	9/29/2021	VOID
14762	Studies Weekly	9/29/2021	2,495.18
14763	Teacher Synergy, LLC	9/29/2021	427.60
14764	Teaching Textbooks	9/29/2021	1,335.64
14765	The Dance Center	9/29/2021	3,123.30
14766	Time4Learning	9/29/2021	3,602.35
14767	Tina M. Carter	9/29/2021	560.00
14768	Tutoring Club	9/29/2021	280.00
14769	United Conservatory of Music	9/29/2021	VOID
14770	United Conservatory of Music	9/29/2021	4,425.00
14771	Wendy DeRaud	9/29/2021	7,590.00
14772	West Martial Arts	9/29/2021	170.00
14773	Westside Elementary School District	9/29/2021	100,000.00
14774	Will Aylsworth	9/29/2021	1,194.00
14775	WriteShop	9/29/2021	136.94
14776	Young Music, LLC	9/29/2021	137.00
14777	Zaner-Bloser, Inc.	9/29/2021	167.68
14778	Fresno County Office of Education	9/30/2021	198,416.45
14779	Fresno County Office of Education	9/30/2021	590.00

Total Disbursements Issued in September \$ 1,580,300.94

Yosemite Valley Charter School

Accounts Payable Aging

September 30, 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
Triumph Academy	TA-YVCS	6/30/2020	6/30/2020	\$ -	\$ -	\$ -	\$ -	\$ 6,572	\$ 6,572
Granite Mountain Charter School	GMCS-YVCS	6/30/2020	6/30/2020	-	-	-	-	196,872	196,872
Art of Problem Solving	219926	6/23/2021	5/24/2021	-	-	-	-	48	48
Christopher Trevisan	32-C770	7/30/2021	6/30/2021	-	-	-	2,208	-	2,208
America's Kids Inc.	225-YVS	8/12/2021	8/12/2021	-	-	1,616	-	-	1,616
Westside Elementary School District	8272021	8/27/2021	8/27/2021	-	-	414,489	-	-	414,489
McGraw-Hill, LLC	118366976001	8/28/2021	7/29/2021	-	-	212	-	-	212
CharterSafe	36336	8/31/2021	8/31/2021	-	(4,749)	-	-	-	(4,749)
Simba School of Music	128	8/31/2021	8/1/2021	-	280	-	-	-	280
School Health Corporation	1517706-00	9/1/2021	8/2/2021	-	110	-	-	-	110
Simba School of Music	129	9/2/2021	8/3/2021	-	330	-	-	-	330
Studies Weekly	401201	9/2/2021	9/2/2021	-	65	-	-	-	65
Studies Weekly	401501	9/3/2021	9/3/2021	-	32	-	-	-	32
Studies Weekly	401725	9/3/2021	9/3/2021	-	65	-	-	-	65
Studies Weekly	401730	9/3/2021	9/3/2021	-	97	-	-	-	97
Studies Weekly	401733	9/3/2021	9/3/2021	-	65	-	-	-	65
Studies Weekly	401766	9/3/2021	9/3/2021	-	65	-	-	-	65
Studies Weekly	401772	9/3/2021	9/3/2021	-	32	-	-	-	32
Studies Weekly	401776	9/3/2021	9/3/2021	-	32	-	-	-	32
Studies Weekly	401916	9/4/2021	9/4/2021	-	65	-	-	-	65
Studies Weekly	401930	9/4/2021	9/4/2021	-	65	-	-	-	65
Studies Weekly	402057	9/4/2021	9/4/2021	-	32	-	-	-	32
Studies Weekly	402099	9/4/2021	9/4/2021	-	65	-	-	-	65
Studies Weekly	402107	9/4/2021	9/4/2021	-	65	-	-	-	65
Studies Weekly	402124	9/4/2021	8/5/2021	-	32	-	-	-	32
Studies Weekly	402126	9/4/2021	9/4/2021	-	32	-	-	-	32
Studies Weekly	402127	9/4/2021	9/4/2021	-	32	-	-	-	32
Studies Weekly	402129	9/4/2021	9/4/2021	-	32	-	-	-	32
Studies Weekly	402254	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402260	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402278	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402299	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402302	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402329	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402337	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402421	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402444	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402447	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402454	9/5/2021	9/5/2021	-	65	-	-	-	65
Studies Weekly	402478	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402479	9/5/2021	9/5/2021	-	32	-	-	-	32
Studies Weekly	402523	9/5/2021	9/5/2021	-	65	-	-	-	65
Studies Weekly	402779	9/8/2021	9/8/2021	-	32	-	-	-	32
Studies Weekly	402801	9/8/2021	9/8/2021	-	32	-	-	-	32
Studies Weekly	402804	9/8/2021	9/8/2021	-	65	-	-	43 of 87	65
Studies Weekly	403752	9/10/2021	9/10/2021	-	32	-	-	-	32

Yosemite Valley Charter School

Accounts Payable Aging

September 30, 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
West Martial Arts	00125	9/13/2021	9/13/2021	-	340	-	-	-	340
West Martial Arts	00126	9/13/2021	9/13/2021	-	100	-	-	-	100
CLM Farms	111	9/14/2021	9/14/2021	-	195	-	-	-	195
Kids Club Spanish School LLC	2021F0004189	9/16/2021	9/16/2021	-	95	-	-	-	95
Kids Club Spanish School LLC	2021F0004200	9/16/2021	9/16/2021	-	180	-	-	-	180
Kids Club Spanish School LLC	2021F0004203	9/16/2021	9/16/2021	-	95	-	-	-	95
Kids Club Spanish School LLC	2021F0004205	9/16/2021	9/16/2021	-	180	-	-	-	180
Verizon Wireless	9887262622	9/20/2021	8/28/2021	-	380	-	-	-	380
Monarch River Academy	696	9/20/2021	9/20/2021	-	10,568	-	-	-	10,568
Monarch River Academy	697	9/20/2021	9/20/2021	-	37,010	-	-	-	37,010
Monarch River Academy	799	9/20/2021	9/20/2021	-	54,316	-	-	-	54,316
Peace Hill Press, Inc. dba Well Trained I	54625	9/20/2021	9/20/2021	-	45	-	-	-	45
America's Kids Inc.	230-YVS	9/21/2021	9/21/2021	-	3,683	-	-	-	3,683
America's Kids Inc.	231-YVS	9/21/2021	9/21/2021	-	3,880	-	-	-	3,880
CLM Farms	113	9/21/2021	9/21/2021	-	310	-	-	-	310
Generation Genius, Inc.	GG84271-R1	9/21/2021	8/22/2021	-	175	-	-	-	175
WriteShop	21-0994	9/23/2021	9/23/2021	-	58	-	-	-	58
Steinway Piano Gallery of Fresno	302	9/23/2021	8/24/2021	-	280	-	-	-	280
Rainbow Resource Center	3396427	9/23/2021	8/24/2021	-	193	-	-	-	193
McGraw-Hill, LLC	118913006001	9/24/2021	8/25/2021	-	586	-	-	-	586
Yuliya Hess	537	9/25/2021	9/25/2021	-	225	-	-	-	225
Yuliya Hess	538	9/26/2021	9/26/2021	-	225	-	-	-	225
DW Educational Research Inc.	1631	9/26/2021	8/27/2021	-	401	-	-	-	401
Rayford Shorin-Ryu	29	9/27/2021	9/12/2021	-	130	-	-	-	130
Coarsgold Kenpo Karate	082921	9/28/2021	8/29/2021	-	225	-	-	-	225
Coarsgold Kenpo Karate	082921-2	9/28/2021	8/29/2021	-	675	-	-	-	675
Generation Genius, Inc.	GG85808	9/29/2021	8/30/2021	-	125	-	-	-	125
Lincoln Learning Solutions	60009332	9/30/2021	8/31/2021	1,327	-	-	-	-	1,327
Timberdoodle.com	371943	9/30/2021	8/31/2021	282	-	-	-	-	282
Money Munchkids	1226	10/1/2021	9/22/2021	142	-	-	-	-	142
Money Munchkids	1227	10/1/2021	9/22/2021	93	-	-	-	-	93
Money Munchkids	1228	10/1/2021	9/22/2021	113	-	-	-	-	113
Rainbow Resource Center	3523331	10/1/2021	9/1/2021	212	-	-	-	-	212
Shirley Winters Ballet	17403	10/1/2021	9/8/2021	210	-	-	-	-	210
Shirley Winters Ballet	17407	10/1/2021	9/27/2021	70	-	-	-	-	70
Shirley Winters Ballet	17408	10/1/2021	9/27/2021	520	-	-	-	-	520
Professional Tutors of America Inc.	79880	10/2/2021	9/17/2021	325	-	-	-	-	325
Generation Genius, Inc.	GG95364	10/2/2021	9/2/2021	125	-	-	-	-	125
McGraw-Hill, LLC	119277114001	10/3/2021	9/3/2021	539	-	-	-	-	539
Thimble Sewciety	034	10/5/2021	9/5/2021	240	-	-	-	-	240
Rayford Shorin-Ryu	32	10/5/2021	9/20/2021	130	-	-	-	-	130
Studio on the Hill	YVS 708	10/6/2021	9/6/2021	1,020	-	-	-	-	1,020
Studio on the Hill	YVS 709	10/6/2021	9/6/2021	825	-	-	-	-	825
Sona Atoyan	90	10/6/2021	9/6/2021	225	-	-	-	-	225
C'est La Vie Arts	1.1	10/6/2021	9/6/2021	840	-	-	-	44 of 87	840
Timberdoodle.com	372765	10/7/2021	9/7/2021	1,362	-	-	-	-	1,362

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Timberdoodle.com	373350	10/9/2021	9/9/2021	113	-	-	-	-	113
Monterey Bay Academy of Gymnastics	202103	10/11/2021	9/11/2021	820	-	-	-	-	820
Teacher Synergy, LLC	165628848	10/11/2021	9/20/2021	80	-	-	-	-	80
Teacher Synergy, LLC	165632832	10/11/2021	9/20/2021	80	-	-	-	-	80
Teacher Synergy, LLC	165669459	10/11/2021	9/20/2021	19	-	-	-	-	19
Teacher Synergy, LLC	165825207	10/12/2021	9/21/2021	20	-	-	-	-	20
Teacher Synergy, LLC	165832151	10/12/2021	9/21/2021	12	-	-	-	-	12
Teacher Synergy, LLC	165832313	10/12/2021	9/21/2021	18	-	-	-	-	18
Teacher Synergy, LLC	165871553	10/12/2021	9/21/2021	49	-	-	-	-	49
Teacher Synergy, LLC	165871961	10/12/2021	9/21/2021	14	-	-	-	-	14
Teacher Synergy, LLC	165881028	10/12/2021	9/21/2021	10	-	-	-	-	10
Will Aylsworth	226	10/12/2021	9/12/2021	84	-	-	-	-	84
Will Aylsworth	227	10/12/2021	9/12/2021	84	-	-	-	-	84
Will Aylsworth	228	10/12/2021	9/12/2021	126	-	-	-	-	126
Will Aylsworth	229	10/12/2021	9/12/2021	126	-	-	-	-	126
Will Aylsworth	230	10/12/2021	9/12/2021	126	-	-	-	-	126
Will Aylsworth	231	10/12/2021	9/12/2021	126	-	-	-	-	126
Will Aylsworth	232	10/12/2021	9/12/2021	126	-	-	-	-	126
Fresno Jr Hockey Club	30140	10/13/2021	9/13/2021	500	-	-	-	-	500
Drive Rite Driving School	91421	10/14/2021	9/14/2021	60	-	-	-	-	60
Generation Genius, Inc.	GG98234	10/14/2021	9/14/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG98319	10/14/2021	9/14/2021	175	-	-	-	-	175
Teacher Synergy, LLC	166143516	10/14/2021	9/23/2021	132	-	-	-	-	132
Molly C. Oliver	016	10/14/2021	9/14/2021	3,240	-	-	-	-	3,240
Timberdoodle.com	373749	10/14/2021	9/14/2021	1,016	-	-	-	-	1,016
Timberdoodle.com	373804	10/14/2021	9/14/2021	168	-	-	-	-	168
Teacher Synergy, LLC	166352071	10/15/2021	9/24/2021	8	-	-	-	-	8
Generation Genius, Inc.	GG98626	10/15/2021	9/15/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG98683	10/15/2021	9/15/2021	175	-	-	-	-	175
KiwiCo, Inc	SEP-21-YVS-1	10/15/2021	9/15/2021	5,995	-	-	-	-	5,995
Generation Genius, Inc.	GG98884	10/16/2021	9/16/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG99010	10/16/2021	9/16/2021	125	-	-	-	-	125
ExploreLearning	4289780	10/16/2021	9/16/2021	2,565	-	-	-	-	2,565
WriteShop	21-0983	10/16/2021	9/18/2021	137	-	-	-	-	137
All About Learning Press, Inc.	908655	10/16/2021	9/16/2021	145	-	-	-	-	145
Studies Weekly	416382	10/17/2021	9/20/2021	32	-	-	-	-	32
Studies Weekly	416383	10/17/2021	9/20/2021	32	-	-	-	-	32
Studies Weekly	416384	10/17/2021	9/20/2021	33	-	-	-	-	33
Studies Weekly	416385	10/17/2021	9/20/2021	33	-	-	-	-	33
Studies Weekly	416386	10/17/2021	9/20/2021	33	-	-	-	-	33
Studies Weekly	416387	10/17/2021	9/20/2021	32	-	-	-	-	32
Studies Weekly	416388	10/17/2021	9/20/2021	32	-	-	-	-	32
Studies Weekly	416389	10/17/2021	9/20/2021	32	-	-	-	-	32
Studies Weekly	416390	10/17/2021	9/20/2021	32	-	-	-	-	32
Studies Weekly	416391	10/17/2021	9/20/2021	65	-	-	-	45 of 87	65
Studies Weekly	416392	10/17/2021	9/20/2021	65	-	-	-	-	65

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Studies Weekly	416393	10/17/2021	9/20/2021	30	-	-	-	-	30
Studies Weekly	416394	10/17/2021	9/20/2021	32	-	-	-	-	32
Studies Weekly	416395	10/17/2021	9/20/2021	65	-	-	-	-	65
Studies Weekly	416396	10/17/2021	9/20/2021	32	-	-	-	-	32
Logic of English	SI-133758	10/17/2021	9/17/2021	22	-	-	-	-	22
Art of Problem Solving	222027	10/17/2021	9/17/2021	96	-	-	-	-	96
Learning Without Tears	INV125870	10/17/2021	9/17/2021	145	-	-	-	-	145
Learning Without Tears	INV125951	10/17/2021	9/17/2021	29	-	-	-	-	29
Monterey Bay Academy of Gymnastics	202104	10/17/2021	9/17/2021	288	-	-	-	-	288
Moving Beyond the Page	260434	10/17/2021	9/17/2021	47	-	-	-	-	47
Moving Beyond the Page	260441	10/17/2021	9/17/2021	274	-	-	-	-	274
Moving Beyond the Page	260442	10/17/2021	9/17/2021	274	-	-	-	-	274
Moving Beyond the Page	260456	10/17/2021	9/17/2021	382	-	-	-	-	382
Moving Beyond the Page	260476	10/19/2021	9/19/2021	911	-	-	-	-	911
Moving Beyond the Page	260477	10/19/2021	9/19/2021	738	-	-	-	-	738
Moving Beyond the Page	260497	10/19/2021	9/19/2021	919	-	-	-	-	919
Moving Beyond the Page	260528	10/19/2021	9/19/2021	916	-	-	-	-	916
Moving Beyond the Page	260530	10/19/2021	9/19/2021	546	-	-	-	-	546
Nicole the Math Lady LLC	3771	10/19/2021	9/19/2021	59	-	-	-	-	59
Generation Genius, Inc.	GG99494	10/19/2021	9/19/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG99561	10/19/2021	9/19/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG99566	10/19/2021	9/19/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG99789	10/20/2021	9/20/2021	125	-	-	-	-	125
Hooked on Phonics	HOP1322	10/20/2021	9/20/2021	43	-	-	-	-	43
Institute for Excellence in Writing	831407	10/20/2021	9/20/2021	206	-	-	-	-	206
Institute for Excellence in Writing	831571	10/20/2021	9/20/2021	207	-	-	-	-	207
Institute for Excellence in Writing	831574	10/20/2021	9/20/2021	175	-	-	-	-	175
BrightThinker	SINV3707	10/20/2021	9/20/2021	124	-	-	-	-	124
BrightThinker	SINV3708	10/20/2021	9/20/2021	124	-	-	-	-	124
Activities for Learning Inc.	384283	10/20/2021	9/20/2021	330	-	-	-	-	330
Pacific Martial Arts	100028-C001-YVS	10/20/2021	9/20/2021	125	-	-	-	-	125
Pacific Martial Arts	100028-C002-YVS	10/20/2021	9/20/2021	125	-	-	-	-	125
Pacific Martial Arts	100029-C001-YVS	10/20/2021	9/20/2021	125	-	-	-	-	125
Pacific Martial Arts	100029-C002-YVS	10/20/2021	9/20/2021	125	-	-	-	-	125
Pacific Martial Arts	53489-C044-YVS	10/20/2021	9/20/2021	75	-	-	-	-	75
Pacific Martial Arts	53489-C045-YVS	10/20/2021	9/20/2021	125	-	-	-	-	125
Rainbow Resource Center	3548550	10/20/2021	9/20/2021	53	-	-	-	-	53
Rainbow Resource Center	3548551	10/20/2021	9/20/2021	82	-	-	-	-	82
Rainbow Resource Center	3548552	10/20/2021	9/20/2021	156	-	-	-	-	156
Rainbow Resource Center	3548558	10/20/2021	9/20/2021	14	-	-	-	-	14
Rainbow Resource Center	3548797	10/20/2021	9/20/2021	35	-	-	-	-	35
Rainbow Resource Center	3548801	10/20/2021	9/20/2021	33	-	-	-	-	33
Rainbow Resource Center	3549270	10/20/2021	9/20/2021	70	-	-	-	-	70
Rainbow Resource Center	3549450	10/20/2021	9/20/2021	35	-	-	-	-	35
Learning Without Tears	INV126327	10/20/2021	9/20/2021	20	-	-	-	46 of 87	20
Guido's Martial Arts Academy	LGayton0921	10/20/2021	9/20/2021	169	-	-	-	-	169

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Art of Problem Solving	222087	10/20/2021	9/20/2021	96	-	-	-	-	96
Learning A-Z	4312009	10/20/2021	9/20/2021	108	-	-	-	-	108
All About Learning Press, Inc.	908719	10/20/2021	9/20/2021	244	-	-	-	-	244
All About Learning Press, Inc.	908720	10/20/2021	9/20/2021	255	-	-	-	-	255
United Conservatory of Music	12357933-A	10/20/2021	9/20/2021	300	-	-	-	-	300
United Conservatory of Music	12360945-A	10/20/2021	9/20/2021	300	-	-	-	-	300
The Critical Thinking Co.	178893A	10/20/2021	9/20/2021	32	-	-	-	-	32
The Critical Thinking Co.	178894A	10/20/2021	9/20/2021	32	-	-	-	-	32
The Critical Thinking Co.	178895A	10/20/2021	9/20/2021	32	-	-	-	-	32
Roberta Chatman	BWB026	10/20/2021	9/20/2021	150	-	-	-	-	150
Pacific Martial Arts	92277-C028-YVS	10/20/2021	9/20/2021	75	-	-	-	-	75
Pacific Martial Arts	99833-C005-YVS	10/20/2021	9/20/2021	125	-	-	-	-	125
Pacific Martial Arts	99862-C002-YVS	10/20/2021	9/20/2021	125	-	-	-	-	125
San Benito Dance Academy	513	10/20/2021	9/20/2021	160	-	-	-	-	160
Simba School of Music	130	10/21/2021	9/21/2021	280	-	-	-	-	280
Rose Music Studios LLC	1012	10/21/2021	9/21/2021	720	-	-	-	-	720
The Wahine Project	12039	10/21/2021	9/21/2021	3,000	-	-	-	-	3,000
All About Learning Press, Inc.	908736	10/21/2021	9/21/2021	74	-	-	-	-	74
All About Learning Press, Inc.	908737	10/21/2021	9/21/2021	74	-	-	-	-	74
All About Learning Press, Inc.	908744	10/21/2021	9/21/2021	52	-	-	-	-	52
Bridgeway Academy	BW-YVS-001	10/21/2021	9/21/2021	1,197	-	-	-	-	1,197
Maria A. Lazo	ZN1	10/21/2021	9/21/2021	120	-	-	-	-	120
High School Math Live LLC	921214	10/21/2021	9/21/2021	650	-	-	-	-	650
Learning Without Tears	INV126445	10/21/2021	9/21/2021	20	-	-	-	-	20
Learning Without Tears	INV126452	10/21/2021	9/21/2021	29	-	-	-	-	29
Learning Without Tears	INV126602	10/21/2021	9/21/2021	32	-	-	-	-	32
Moving Beyond the Page	260670	10/21/2021	9/21/2021	697	-	-	-	-	697
Moving Beyond the Page	260673	10/21/2021	9/21/2021	50	-	-	-	-	50
Rainbow Resource Center	3550040	10/21/2021	9/21/2021	44	-	-	-	-	44
Rainbow Resource Center	3550054	10/21/2021	9/21/2021	499	-	-	-	-	499
Rainbow Resource Center	3550188	10/21/2021	9/21/2021	108	-	-	-	-	108
Rainbow Resource Center	3550341	10/21/2021	9/21/2021	61	-	-	-	-	61
Rainbow Resource Center	3550342	10/21/2021	9/21/2021	12	-	-	-	-	12
Mystery Science Inc.	154681	10/21/2021	9/21/2021	69	-	-	-	-	69
Generation Genius, Inc.	GG100052-R1	10/21/2021	9/21/2021	175	-	-	-	-	175
Generation Genius, Inc.	GG100127	10/21/2021	9/21/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG100148	10/21/2021	9/21/2021	175	-	-	-	-	175
Generation Genius, Inc.	GG100155	10/21/2021	9/21/2021	125	-	-	-	-	125
Generation Genius, Inc.	GG99984	10/21/2021	9/21/2021	175	-	-	-	-	175
Learn and Create Inc	20206	10/21/2021	9/21/2021	147	-	-	-	-	147
Generation Genius, Inc.	GG100327	10/22/2021	9/22/2021	175	-	-	-	-	175
Generation Genius, Inc.	GG100406-R1	10/22/2021	9/22/2021	175	-	-	-	-	175
Generation Genius, Inc.	GG100446	10/22/2021	9/22/2021	175	-	-	-	-	175
Educational Development Corporation	DIR9954993	10/22/2021	9/22/2021	123	-	-	-	-	123
Educational Development Corporation	DIR9962267	10/22/2021	9/22/2021	35	-	-	-	-	35
Chamber Music Unbound	003	10/22/2021	9/22/2021	245	-	-	-	-	245

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Chamber Music Unbound	004	10/22/2021	9/22/2021	350	-	-	-	-	350
Pacific Martial Arts	53489-C046-YVS	10/22/2021	9/22/2021	125	-	-	-	-	125
Pacific Martial Arts	53487-C046-YVS	10/22/2021	9/22/2021	75	-	-	-	-	75
Pacific Martial Arts	53487-C048-YVS	10/22/2021	9/22/2021	125	-	-	-	-	125
Rainbow Resource Center	3551903	10/22/2021	9/22/2021	54	-	-	-	-	54
Rainbow Resource Center	3552299	10/22/2021	9/22/2021	140	-	-	-	-	140
Rainbow Resource Center	3552306	10/22/2021	9/22/2021	214	-	-	-	-	214
Rainbow Resource Center	3552477	10/22/2021	9/22/2021	56	-	-	-	-	56
Rainbow Resource Center	3552478	10/22/2021	9/22/2021	159	-	-	-	-	159
Rainbow Resource Center	3552479	10/22/2021	9/22/2021	207	-	-	-	-	207
Moving Beyond the Page	260777	10/22/2021	9/22/2021	733	-	-	-	-	733
Institute for Excellence in Writing	833399	10/22/2021	9/24/2021	173	-	-	-	-	173
Mystery Science Inc.	148040	10/22/2021	9/22/2021	89	-	-	-	-	89
All About Learning Press, Inc.	908769	10/22/2021	9/22/2021	196	-	-	-	-	196
Sylvan Learning Salinas/Monterey	1030	10/22/2021	9/22/2021	550	-	-	-	-	550
The Lampo Group, LLC	INV308126	10/22/2021	9/22/2021	30	-	-	-	-	30
Pacific Martial Arts	92277-C029-YVS	10/22/2021	9/22/2021	125	-	-	-	-	125
Pacific Martial Arts	92277-C030-YVS	10/22/2021	9/22/2021	125	-	-	-	-	125
Playground Training Academy, LLC	YVSeptember23	10/22/2021	9/22/2021	300	-	-	-	-	300
San Benito Dance Academy	613	10/22/2021	9/22/2021	100	-	-	-	-	100
Peace Hill Press, Inc. dba Well Trained I	54643	10/23/2021	9/23/2021	98	-	-	-	-	98
All About Learning Press, Inc.	908819	10/23/2021	9/23/2021	198	-	-	-	-	198
Studies Weekly	417575	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417576	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417577	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417578	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417579	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417580	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417581	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417582	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417583	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417584	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417585	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417586	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417587	10/23/2021	9/24/2021	33	-	-	-	-	33
Studies Weekly	417588	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417589	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417590	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417591	10/23/2021	9/24/2021	33	-	-	-	-	33
Studies Weekly	417592	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417593	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417594	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417595	10/23/2021	9/24/2021	97	-	-	-	-	97
Studies Weekly	417596	10/23/2021	9/24/2021	97	-	-	-	-	97
Studies Weekly	417597	10/23/2021	9/24/2021	32	-	-	-	48 of 87	32
Studies Weekly	417598	10/23/2021	9/24/2021	32	-	-	-	-	32

Yosemite Valley Charter School

Accounts Payable Aging

September 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	417599	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417600	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417601	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417602	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417603	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417604	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417605	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417606	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417607	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417608	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417609	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417610	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417611	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417658	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417659	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417660	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417661	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417662	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417663	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417664	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417665	10/23/2021	9/24/2021	97	-	-	-	-	97
Studies Weekly	417666	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417667	10/23/2021	9/24/2021	97	-	-	-	-	97
Studies Weekly	417668	10/23/2021	9/24/2021	33	-	-	-	-	33
Studies Weekly	417669	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417670	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417671	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417672	10/23/2021	9/24/2021	33	-	-	-	-	33
Studies Weekly	417673	10/23/2021	9/24/2021	65	-	-	-	-	65
Studies Weekly	417674	10/23/2021	9/24/2021	32	-	-	-	-	32
Studies Weekly	417675	10/23/2021	9/24/2021	32	-	-	-	-	32
Rainbow Resource Center	3553191	10/23/2021	9/23/2021	97	-	-	-	-	97
Rainbow Resource Center	3553515	10/23/2021	9/23/2021	155	-	-	-	-	155
Rainbow Resource Center	3553536	10/23/2021	9/23/2021	97	-	-	-	-	97
Mystery Science Inc.	157015	10/23/2021	9/23/2021	69	-	-	-	-	69
Activities for Learning Inc.	384354	10/23/2021	9/23/2021	171	-	-	-	-	171
Children's Musical Theaterworks	70	10/23/2021	9/23/2021	275	-	-	-	-	275
Age of Learning Inc	1081	10/24/2021	9/24/2021	1,500	-	-	-	-	1,500
Chamber Music Unbound	005	10/24/2021	9/24/2021	175	-	-	-	-	175
Learn and Create Inc	20247	10/24/2021	9/24/2021	330	-	-	-	-	330
Learn and Create Inc	20248	10/24/2021	9/24/2021	330	-	-	-	-	330
Learn and Create Inc	20249	10/24/2021	9/24/2021	360	-	-	-	-	360
Learn and Create Inc	20250	10/24/2021	9/24/2021	360	-	-	-	-	360
Learn and Create Inc	20251	10/24/2021	9/24/2021	360	-	-	-	-	360
Learn and Create Inc	20252	10/24/2021	9/24/2021	360	-	-	-	49 of 87	360
Learn and Create Inc	20253	10/24/2021	9/24/2021	360	-	-	-	-	360

Yosemite Valley Charter School

Accounts Payable Aging

September 30, 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	832526	10/24/2021	9/24/2021	22	-	-	-	-	22
Institute for Excellence in Writing	832550	10/24/2021	9/24/2021	173	-	-	-	-	173
Institute for Excellence in Writing	832566	10/24/2021	9/24/2021	37	-	-	-	-	37
Institute for Excellence in Writing	832598	10/24/2021	9/24/2021	302	-	-	-	-	302
Institute for Excellence in Writing	832606	10/24/2021	9/24/2021	302	-	-	-	-	302
Institute for Excellence in Writing	832919	10/24/2021	9/24/2021	302	-	-	-	-	302
Rainbow Resource Center	3555090	10/24/2021	9/24/2021	33	-	-	-	-	33
Rainbow Resource Center	3555091	10/24/2021	9/24/2021	79	-	-	-	-	79
Rainbow Resource Center	3555094	10/24/2021	9/24/2021	391	-	-	-	-	391
Mystery Science Inc.	154426	10/24/2021	9/24/2021	69	-	-	-	-	69
Moving Beyond the Page	260924	10/24/2021	9/24/2021	630	-	-	-	-	630
Moving Beyond the Page	260925	10/24/2021	9/24/2021	676	-	-	-	-	676
Moving Beyond the Page	260928	10/24/2021	9/24/2021	503	-	-	-	-	503
Moving Beyond the Page	260929	10/24/2021	9/24/2021	503	-	-	-	-	503
Moving Beyond the Page	260930	10/24/2021	9/24/2021	280	-	-	-	-	280
Moving Beyond the Page	260980	10/24/2021	9/24/2021	211	-	-	-	-	211
C'est La Vie Arts	1.5	10/25/2021	9/25/2021	360	-	-	-	-	360
Generation Genius, Inc.	GG101218	10/26/2021	9/26/2021	175	-	-	-	-	175
Nicole the Math Lady LLC	3809	10/26/2021	9/26/2021	129	-	-	-	-	129
Nicole the Math Lady LLC	3810	10/26/2021	9/26/2021	79	-	-	-	-	79
Nicole the Math Lady LLC	3811	10/26/2021	9/26/2021	129	-	-	-	-	129
Nicole the Math Lady LLC	3812	10/26/2021	9/26/2021	129	-	-	-	-	129
Nicole the Math Lady LLC	3813	10/26/2021	9/26/2021	79	-	-	-	-	79
Nicole the Math Lady LLC	3814	10/26/2021	9/26/2021	79	-	-	-	-	79
Nicole the Math Lady LLC	3815	10/26/2021	9/26/2021	79	-	-	-	-	79
Rainbow Resource Center	3555966	10/27/2021	9/27/2021	67	-	-	-	-	67
Rainbow Resource Center	3556482	10/27/2021	9/27/2021	95	-	-	-	-	95
Rainbow Resource Center	3556483	10/27/2021	9/27/2021	205	-	-	-	-	205
Institute for Excellence in Writing	833545	10/27/2021	9/27/2021	302	-	-	-	-	302
Learn and Create Inc	20262	10/27/2021	9/27/2021	360	-	-	-	-	360
Learn and Create Inc	20263	10/27/2021	9/27/2021	360	-	-	-	-	360
Learn and Create Inc	20264	10/27/2021	9/27/2021	330	-	-	-	-	330
Learn and Create Inc	20265	10/27/2021	9/27/2021	360	-	-	-	-	360
Teaching Textbooks	40485	10/27/2021	9/27/2021	55	-	-	-	-	55
Total Outstanding Payables in September				<u>\$ 65,991</u>	<u>\$ 112,200</u>	<u>\$ 416,317</u>	<u>\$ 2,208</u>	<u>\$ 203,492</u>	<u>\$ 800,208</u>

Yosemite Valley Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended September 30, 2021

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

Cover Sheet

Part-Time Teacher Hourly Table 2021-2022

Section:	III. Finance
Item:	B. Part-time Teacher Hourly Table 2021-2022
Purpose:	Discussion & Potential Action - Vote
Related Material:	Part-time Teacher Hourly Table 2021-2022 - YV

BACKGROUND:

- Part-time teachers will utilize the weekly hourly chart to compute how many hours a week are available to serve students on their rosters.
- The chart details the pay rate, dates, and specifics regarding holidays/school breaks.

RECOMMENDATION:

- Consider approval of the Part-time Teacher Hourly Table for the 2021-2022 school year.



Yosemite Valley Charter School Part Time Teacher Hourly Table 2021-2022

Part-time teachers will utilize the below weekly hourly chart to compute how many hours a week they have to serve their students. Like full-time teachers, part-time teachers will work 196 days a year with a minimum of 175 instructional days.

During a pay period the number of students on teacher's roster	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Number of approved weekly hours	11	12	13	14	15	16	17	18	19	20	21	22	23	24
During instructional year, additional hours per week for EA planning and implementation	0	0	0	0	0	1	1.5	2	2.5	3	3.5	4	4.5	5
When instruction is in session the max number of hours per week	11	12	13	14	15	17	18.5	20	21.5	23	24.5	26	27.5	29

For the 2021-2022 school year, part-time teachers will be paid \$30/hour July 1, 2021 – December 30, 2021 and \$31/hour January 1, 2022 – June 30, 2022. Unless preapproved by one of the Co-Directors, part-time teachers will not submit any hours for Thanksgiving, Winter, and Spring breaks.

Cover Sheet

Elementary and Secondary School Emergency Relief (ESSER) Plan

Section:	III. Finance
Item:	C. Elementary and Secondary School Emergency Relief (ESSER) Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	ESSER Plan

BACKGROUND:

- Funding to Local Educational Agencies (LEAs) through Section 2001 of the Elementary and Secondary School Emergency Relief (ESSER III) Fund is to address the impact of COVID-19 on elementary and secondary schools.

RECOMMENDATION:

- Consider approval of the ESSER Plan.

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Dr. Laurie Goodman Principal Stephanie Johnson Vice Principal	laurie.goodman@monarchriveracademy.org, (909) 830-1200 Ext. 2098 steph.johnson@monarchriveracademy.org, (559) 258-0787

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant Plan (ELOG) The Expanded Learning Opportunities Grant Plan may be accessed on the school's website at	The Expanded Learning Opportunities Grant Plan may be accessed on the school's website at https://yosemitevalleycharter.org/ .
2021-2022 Local Control and Accountability Plan (LCAP)	The 2021-2022 Local Control and Accountability Plan may be accessed on the school's website at https://yosemitevalleycharter.org/ .
Safe Return to In-Person Instruction LEA Plan	The Safe Return to In-Person Instruction LEA Plan can be accessed on the school's website at https://yosemitevalleycharter.org/ .

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,419,327

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$1,432,647.20
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$358,161.80
Use of Any Remaining Funds	\$628,518

Total ESSER III funds included in this plan

\$2,419,327

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Yosemite Valley Charter School meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and other strategies and activities to be implemented as part of this plan. Continuing Actions in the 2021-2022 Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant Plan (ELO) In order to address the academic impact of lost instructional time, MRA will continue the actions and services that were developed with community engagement and included in the 2021-2022 LCAP and ELO. The district engaged the community, including parents, students, teachers, the school Principal, classified, and other staff through the following methods:

- LCAP Stakeholder meetings
- Weekly update meetings held via Zoom
- Surveys

- Suggestions submitted online through the district website
- Staff meetings, including Professional Learning Community (PLC) Meetings
- SELPA Consultation
- Management meetings

A description of how the development of the plan was influenced by community input.

Yosemite Valley Charter School (YVCS) believes that stakeholder input is a key component in the creation of its educational programs and services. Stakeholder input indicated a need to focus on student intervention, increased access to technology equipment, targeted staff development, and social emotional learning.

Our Stakeholder populations are inclusive to all tribes; Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, etc.); and Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other under-served students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$1,432,647.20

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Plan	Increase internet connectivity to improve reliability and access for students	Reliable internet connectivity is needed for students and staff to leverage high-quality learning resources in their learning setting as part of a 21st-Century learning experience. COVID-19 school closures and pandemic-related quarantine periods have highlighted the need for students and staff to be able to utilize technology for learning as students heavily rely on technology-enhanced curricula and educational supports. By increasing the reliability of internet connections, YVCS will be able to prepare students to continue to meet this need through their community learning hubs and other means.	
ELO Plan	Social Emotional Learning	YVCS will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families.	
ELO Plan	Learning Recovery Program	<p>Yosemite Valley Charter School will implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social and emotional well-being.</p> <p>YVCS will utilize its MTSS program (described above) to identify and assess those students in need of supplemental instruction and support as part of a comprehensive learning recovery program, including low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. As part of the learning recovery program, YVCS will utilize the following 6 strategies:</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>1. Extend instructional learning time in addition to what is required for the school year by providing summer school and/or tutoring programs to students based on their learning needs. YVCS will provide a summer learning recovery program for students performing below grade level or who are credit-deficient in either English-language Arts or Mathematics as eligible for supplemental instruction and support. The summer learning recovery program will include both general education and special education teachers, paraprofessionals to support small-group and individual learning, and paraprofessionals to provide student support and perform progress monitoring. Curriculum, materials, and supplies required to facilitate learning will be provided for students and staff. Proposed expenditures include:</p> <ul style="list-style-type: none"> • 1 summer school coordinator • 4 summer school teachers (2 K-8, 2 HS) • 2 summer school teachers with special education credentials • 1 transition teacher • Continued special education services for participating students with an IEP • Curriculum, materials, and supplies <p>2. Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:</p> <p>a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.</p> <p>b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.</p> <p>c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>opportunities for all students. YVCS will provide tutoring and other small group support for struggling students during the summer learning recovery program through the help of special education teachers and paraprofessionals using both a push-in model of support and small group instruction. YVCS will provide training for both certificated and classified staff in accelerated learning strategies for all students and for English Learners. Proposed expenditures include:</p> <ul style="list-style-type: none"> • 2 paraprofessionals to support students participating in the summer program through push-in and small group instruction • 1 transition paraprofessional to support students participating in the summer program • Training and materials for educators in accelerated learning strategies • English Learner Group training for educators for English Learner support <p>3. Integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. YVCS will provide SEL curriculum, materials, and supplies for teachers to use to support students and families.</p> <p>4. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. YVCS will hire a paraprofessional to support the summer learning recovery program specifically to provide student support and progress monitoring for high school students who are credit deficient or who need to complete graduation requirements to increase or improve students' college eligibility.</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> 1 paraprofessional to support students participating in the summer program for progress monitoring <p>5. Provide additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning. YVCS will hire a paraprofessional to support the summer learning recovery program specifically to provide student support and progress monitoring for K-8 students who are in need of support.</p> <ul style="list-style-type: none"> 1 paraprofessional to support students participating in the summer program for progress monitoring <p>6. Provide training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs. YVCS will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families.</p> <p>All services provided to students with Individualized Learning Plans ("IEPs") will be delivered in accordance with the student's IEP.</p>	
Safe Return to In Person Instruction and Continuity of Services	Preventing, preparing, and responding to the pandemic	<p>To ensure a safe learning and working environment in response to COVID- 19 YVCS is taking the following actions:</p> <ul style="list-style-type: none"> Providing Personal Protective Equipment At Home COVID Test Kits COVID Weekly Tests Air Filtration Equipment Cleaning Supplies Office Safety Signage 	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> Mandating weekly testing or proof of vaccination for all staff Completing COVID health screenings Sanitizing work stations Meeting virtually 	

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$358,161.80

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Strategy 1 and LCAP Goal 2, Action 2	Extending Instructional Learning Time: Teacher Led Direct Instruction, Interventions, Enrichment, and Summer Learning	A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. In order to address this need, YVCS has provided extended instructional learning time by providing academic instruction, intervention, and enrichment during and summer school. YVCS will build upon the extended instructional learning time provided for in the ELO and continue these efforts past 2022 through 2024. YVCS will build upon the supplemental instructional support provided in the LCAP by adding virtual academy, tiered reengagement classes, and enrichment activities designed to increase attendance for those students most in need of intensive intervention that resulted from learning loss during COVID-19 school closures and quarantine periods.	
ELO Strategy 2	Integrated student supports to address other barriers to	A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. YVCS will build upon plans in the ELP to	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	learning: Expanding Virtual Academy and Instruction	integrate student supports to address other barriers to learning by expanding its virtual academy. Through Virtual Academy and Instruction, students have access to supplemental and extended learning opportunities, tutoring, small group, and one-on-one support designed to close learning gaps and increase academic achievement.	
ELO Strategy 6 and LCAP Goal 1, Action 2	Professional Development for Staff	A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. According to the ED COVID-19 Handbook, Volume 2, “meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into how teachers design instruction and the kinds of learning opportunities they provide to students. Such learning can be developed through explicit instruction in social, emotional, and cognitive skills (including intrapersonal and interpersonal skills, conflict resolution, and decision-making) and integrating social and emotional skills, habits, and mindsets within classroom lessons and activities.” YVCS will build upon existing social-emotional learning implementation efforts by providing training for staff to engage students and families in addressing social-emotional health and academic needs beyond 2022 through 2024.	
LCAP Goal 1, Action 3	Behavior monitoring and intervention	Returning to instruction after extended absences related to COVID-19 school closures has highlighted the need to ensure safe and inclusive behavior and intervention supports to best support and respond to students, including students with disabilities. According to the ED COVID-19 Handbook, Volume 2, “safe and inclusive schools can provide the support required to reengage those students most disconnected from school during the pandemic.” The handbook further explains that school safety and discipline practices that are stable, positive, inclusive are more	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		effective in meeting students' social, social, emotional, and academic needs. YVCS will build upon its existing behavioral program to provide training, and incentives for students designed to create a safe and inclusive environment for learning, re-engaging students most disconnected from school during the pandemic, including low-income, foster, and homeless youth.	
ELO Strategy 6	Supplemental Social-emotional Wellness Curriculum, Materials, and Supplies	Returning to the instruction after extended absences related to COVID-19 school closures has highlighted the social-emotional needs of students, particularly those students who were most disconnected from school during the pandemic. As noted in the ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. By providing social-emotional wellness education for students including lessons, materials, and supplies, staff can improve mental health outcomes, which will lead to increased academic outcomes for students.	

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$628,518			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$628,518

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Improve internet connectivity to increase reliability and access for students	The school will monitor the progress of this action by collecting and analyzing outage rates and instances of technology requests related to connectivity issues.	<ul style="list-style-type: none"> • Monthly instances of outages • Monthly monitoring of instances of tech requests related to connectivity issues
Extending Instructional Learning Time: Teacher Led Direct Instruction, Interventions, Enrichment, and Summer Learning	The school will monitor the progress of this action by collecting and analyzing student performance on the annual CA Assessment of Performance and Progress (CAASPP) and STAR 360.	<ul style="list-style-type: none"> • CA School Dashboard rates of Academic Performance as measured by the ELA and Math CAASPP • The frequency of the progress monitoring for STAR 360 will be three times a year.
Integrated student supports to address other barriers to learning: Expanding Virtual Academy and Instruction	The school will monitor the progress of this action by collecting and analyzing attendance reports. The school will also monitor the progress of this action by collecting and analyzing student performance on the annual CA Assessment of Performance and Progress (CAASPP) and STAR 360.	<ul style="list-style-type: none"> • Monthly tiered engagement participation/attendance reports • CA School Dashboard rates of Academic Performance as measured by the ELA and Math CAASPP • The frequency of the progress monitoring for STAR 360 will be three times a year.
Professional Development for Staff	The school will monitor the progress of this action by collecting and analyzing staff feedback on the LEAs annual needs assessment related to staff satisfaction that the	<ul style="list-style-type: none"> • Percentage of staff who feel that the school provides them with professional development and training.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	school provides them with professional development and training.	
Behavior Interventions and Supports, Supplemental Social-emotional Wellness Curriculum, Materials, and Supplies	The school will monitor the progress of these actions by collecting and analyzing the frequency of behavioral plans, and rates of suspensions and expulsions.	<ul style="list-style-type: none"> • Quarterly behavior plans analysis • CA School Dashboard suspension and expulsion rates • Percentage of students and staff who feel a sense of safety and connectedness according to the LEAs annual needs assessment

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Cover Sheet

Revised Independent Study Policy

Section:	IV. Academic Excellence
Item:	A. Revised Independent Study Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Independent Study Policy V6 - Yosemite Valley

BACKGROUND:

- Additional revisions were needed to this policy to align with AB 167.
- Changes include:
 1. Frequency of parent/guardian notification of non-participation (end of each Learning Period) was added to Section 5b
 2. Specific Tiered Reengagement offerings for synchronous instruction (SI) added to Section 6a, 6b, and 6c
 3. Clarification on who is able to provide SI was added to Section 6

RECOMMENDATION:

- Consider approval of revised Independent Study Policy.



Independent Study Policy

Yosemite Valley Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully.

1. **Time in Which an Assignment Must Be Completed:** For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. **Evaluation of Independent Study:** When any student fails to complete two (2) assignments during any period of twenty (20) school days or fails to make satisfactory progress (defined in section 3 below), the Charter School will conduct an evaluation to determine whether it is in the best interest of the student to remain in independent study. In addition, a pupil will be required to produce evidence of a body of work for all 4 core subjects (English Language Arts, Math, Science, and Social Studies) for each learning period. A body of work must reflect at least 85% of each school day, showing engagement in learning. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. **Satisfactory Educational Progress:** For purposes of conducting the evaluation in Section 2, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). A Charter School Administrator, in collaboration with the Homeschool teacher, is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement.
 - Pupil-level measures include, as applicable:

- Statewide assessments
 - Whether the student has successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University
 - Whether the student has successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks
 - If an English learner, whether the student is making progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency
 - If an English learner, whether the student is reclassified
 - Whether the student has passed an advanced placement examination with a score of 3 or higher
 - Whether the student demonstrates college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness
- Student engagement includes, as applicable:
 - School attendance
 - Chronic absenteeism
 - Middle school drop out status
 - High school dropout status
 - High school graduation status
- b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
4. **Content of Independent Study:** Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
 5. **Tiered Reengagement Strategies:** If a student does not generate attendance for more than three schooldays or 60 percent of the instructional days in a school week, or for students who are in violation of their independent study written agreement, Charter School shall:
 - a. Verify current contact information for each enrolled student;

- b. Notify parents or guardians of lack of participation ~~within one schoolday~~ at least each Learning Period of the student's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.)
- c. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student's needs for reengagement; and
- d. If the student has failed to complete two (2) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 3 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Synchronous Instruction and Live Interaction: Based on each student's grade level, their assigned teacher of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below.

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher of record or instructor of the class, and involving live two-way communication.

- a. For students in grades TK-3, inclusive, their assigned teacher of record will schedule and offer opportunities for daily synchronous instruction. Daily synchronous instruction shall be offered in the form of virtual classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. The assigned teacher of record will communicate a schedule of daily synchronous instructional opportunities to parents and guardians and will document student participation in daily synchronous instruction through the Enrichment Academy Online program (Transitional Kinder-grade 3), Elementary School Virtual Academy (ESVA) program (Kindergarten through grade 3), and Intervention Classes (grades 1-3).
- b. For students in grades 4-8, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction. Students in grades 4-8 will also be provided with opportunities for daily live Synchronous Instruction will be offered through the Enrichment Academy Online program, Elementary School Virtual Academy (ESVA) and Middle School Virtual Academy (MSVA), Intervention Classes, and Writer's Workshop. Daily Live Instruction will be offered through Virtual Clubs.

~~interaction.~~

1. Weekly synchronous instruction shall be offered in the form of classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the assigned teacher of record and the student. The assigned teacher of record will communicate a schedule of weekly synchronous instructional opportunities to parents and guardians and will document student participation in weekly synchronous instruction.
 2. Daily live interaction means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication. The Charter School will communicate a schedule of opportunities for daily live interaction to parents and guardians and will document student participation in daily live interaction
- c. For students in grades 9-12, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction. Weekly synchronous instruction shall be offered in the form of classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. The assigned teacher of record will communicate a schedule of weekly synchronous instructional opportunities to parents and guardians and will document student participation in weekly synchronous instruction including the Enrichment Academy Online program.-

Charter School will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day will be documented as non participatory for that school day.

7. **Request to Attend In-Person Program:** A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to Administration or their assigned teacher of record. If a family makes such a request, Charter School will offer to help the student transition to enrollment in the in-person program offered by their district of residence within five schooldays.
8. **Current Written Independent Study Agreement:** A current written independent study agreement for each independent study student will be maintained on file. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Each written agreement will contain the following:

- The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
- The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- Pupil and parent/guardian acknowledgement of understanding that the pupil will participate in local benchmark assessments at minimum 3 times each school year and all applicable state assessments each school year.
- Charter School will comply with the written independent study agreement signature requirements set forth in EC § 51747(g)(9), including:
 1. For the 2021-2022 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction): Charter School will obtain a signed written agreement from the student, or the student's parent or legal guardian if the

student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction.

2. For School Years After 2021-2022 (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
9. **Option to Request Meeting:** Before signing a written agreement, and upon the request of the parent or guardian of a student, the Charter School will conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning.
10. **Average Daily Attendance:** It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
 - Students will electronically mark "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays.
 - Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days" and electronically submit the log using the School's Parent Portal
11. **Compliance with the Education Code:** The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
12. **Implementation of Independent Study Policy:** The Board and School Staff shall establish regulations to implement these policies in accordance with the law.

Cover Sheet

Contract for Outside Counseling Services

Section:	IV. Academic Excellence
Item:	B. Contract for Outside Counseling Services
Purpose:	Discussion & Potential Action - Vote
Related Material:	Integra LLC - Yosemite Valley

BACKGROUND:

- The school has a need for additional counseling services to provide psychological services to students.
- This would be a contract with a private practice, Integra LLC.

RECOMMENDATION:

- Consider approval of the contract for counseling services.

Integra LLC

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement is made and entered into effective October 20, 2021 (the "Effective Date") by and between the Yosemite Valley Charter School ("Charter") and Integra LLC, Mitchel Casados, Ph.D. ("Contractor").

Terms:

1. Contractor Services. Contractor agrees to provide the following services, as requested by the Charter: Individual therapeutic intervention service for students and parents; crisis "on call" services M-F 9am-3pm with risk-assessment, safety planning, referral to community services if a higher level-of-care is necessary; mental health first aid; progress monitoring of therapeutic interventions; the development and provision of professional training for parents and school staff for the 2021-2022 school year. In addition to direct services provided by Integra LLC by Dr. Mitchel Casados, a CA Board of Psychology licensed psychologist and credentialed school psychologist, clinical psychology practicum students under the supervision of Dr. Mitchel Casados, Integra LLC, may also provide services, as described above. On a monthly basis Dr. Casados will provide a list of psychology practicum students and the number of hours of services they are provided. If the number of hours being provided by psychology practicum students exceeds 25% of the monthly hours any hours beyond the 25% will need to be approved by Dr. Goodman or Steph Johnson.

2. Contractor Qualifications. Contractor represents that he/she/they has/have in effect all licenses, credentials, permits and has otherwise all legal qualifications to perform this Agreement. Dr. Casados and any psychology practicum student will provide their DOJ fingerprint clearance to Dr. Goodman or Steph Johnson prior to providing services.

3. Term. This Agreement shall begin on October 20, 2021 and shall terminate upon completion of the scope of work, but no later than May 30, 2022. There shall be no extension of the term of the agreement without express written consent from all parties. Written notice by the Charter designee shall be sufficient to stop further performance of services by Contractor. In the event of early termination, the Contractor shall be paid for satisfactory work performed to the date of termination. The Charter may then proceed with the work in any manner the Charter deems proper.

4. Payment. Charter agrees to pay the Contractor, as follows: at the rate of \$160 per hour for work performed up to 344 hours, not to exceed \$15,625. The rate shall not be increased by the Contractor over the course of this Agreement. Charter agrees to pay the Contractor within thirty (30) days of receipt of an invoice.

5. California Residency. Contractor is a resident of the State of California.

6. Indemnity. The Contractor shall defend, indemnify, and hold harmless the Charter and its agents, employees, Board of Trustees, members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from: performance of the contract (including, but not limited to) the Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property or delay or damage to the Charter, its agents, employees, Board of Trustees,

members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

7. Independent Contractor Status. While engaged in carrying out the terms and conditions of the Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the Charter.

8. Worker's Compensation Insurance. Contractor agrees to provide all necessary worker's compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.

9. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the Charter or to any employment or fringe benefits from the Charter. Payments to the Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required.

10. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent on the Charter.

11. This Agreement shall insure to the benefit of and shall be binding upon the Contractor and the Charter and their respective successors and assigns.

12. If any provision of the Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

13. Amendments. The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.

14. Governing Laws. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Fresno County, California.

15. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the Contractor, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.

16. Each and every provision of the law and clause required by law to be inserted into this Agreement, shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.

17. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

18. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Agreement.

19. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

CHARTER:

CONTRACTOR:

Name: Laurie Goodman, EdD

Title: Executive Director

Name: Mitchel Casados, Ph.D., Integra LLC

Title: Licensed Psychologist

Cover Sheet

Iron Mountain Statement of Work (SOW)

Section: V. Operations
Item: A. Iron Mountain Statement of Work (SOW)
Purpose: Discussion & Potential Action - Vote
Related Material:

BACKGROUND:

- The Special Education Department is working to digitize all SPED Record Files to ensure records storage compliance for up to seven years after a student leaves the school through graduation or withdrawal.
- When a student leaves the school to attend a different school, the physical records are sent to that new school. There are instances, such as Public Records Requests or litigation, that could necessitate the information or documents housed in a student's SPED Record File even after they are no longer active students.
- The school vetted several different vendors and have determined that Iron Mountain will provide the digitizing and secure storage of information best meets the needs of the school.

RECOMMENDATION:

- Consider approval of the Iron Mountain SOW.

Cover Sheet

Board Meeting Format

Section:	VI. Governance
Item:	A. Board Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)
- If a state of emergency as declared by the governor continues to remain active, legislative bodies must “re-up” their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:
 - The board has reconsidered the circumstances of the state of emergency.
 - Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.
- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in November virtually and include this discussion and potential action on future board meetings.