

Yosemite Valley Charter School

Regular Scheduled Board Meeting



February 24, 2022 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA 93726

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

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Agenda

	Presenter(s)	Time
I. Opening Items		5:15 PM
A. Record Attendance		1 m
B. Call the Meeting to Order	Dr. Larry Jarocki	1m
C. Flag Salute		1m
D. Discussion & Potential Action on the Approval of the Agenda (p.1-4)	Dr. Larry Jarocki	1m
E. Public Comment	Dr. Larry Jarocki	5 m
F. Discussion and Potential Action to Approve the January 27, 2022 Board Meeting Minutes (p.5-12)	Dr. Larry Jarocki	1 m
II. Finance		5:25 PM
A. Discussion & Potential Action on the January 2022 Financials (p.13-49)	Jim Surmeian	10 m
B. Discussion & Potential Action on the Second Interim Report (p.50-58)	Jim Surmeian	5 m
C. Discussion & Potential Action on the	Dr. Laurie Goodman	5 m

2020-2021 Annual Audit Report (p.59-97)		
D. Discussion on the 2022-2023 Budget Considerations (p.98-99)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Revised Compensation Policy (p.100-152)	Dr. Laurie Goodman	5 m
III. Academic Excellence		5:55 PM
A. SEL & Transition Program Student Presentation (p.153)	Yolanda Vazquez & Student Presenter	10 m
B. Virtual Academy Program Update/Presentation (p.154)	Maria Thoeni	5 m
C. High School Program Update/Presentation (p.155)	Denise Voth	5 m
D. Discussion & Potential Action on the High School Virtual Academy for 2022-2023 (p.156-166)	Denise Voth	10 m
E. Discussion & Potential Action on the Supplemental Local Control and Accountability Plan (LCAP) (p.167-173)	Dr. Laurie Goodman	10 m
F. Discussion & Potential Action on the College & Career Access Partnership (CCAP) Agreement Regarding Instructional Services for Dual Enrollment Between State Center Community College District & Its Colleges & Yosemite Valley Charter School (p.174-188)	Dr. Laurie Goodman	5 m
IV. Operations		6:40 PM
A. Presentation & Potential Discussion of the COVID-19 School Report (p.189-195)	Dr. Laurie Goodman	5 m
B. Presentation & Potential Discussion of the School's Enrollment Report (p.196-197)	Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the Updated	Dr. Laurie Goodman	5 m

Comprehensive Safety Plan (p.198-260)		
D. Discussion & Potential Action on the 2022-2023 School Calendar (p.261-262)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Employee Driving Policy (p.263)	Dr. Laurie Goodman	5 m
F. Discussion & Potential Action on the Independent Study Teacher Job Description (p.264-268)	Dr. Laurie Goodman	5 m
G. Discussion & Potential Action Virtual Independent Study Teacher Job Description (p.269-272)	Dr. Laurie Goodman	5 m
H. Discussion & Potential Action on the Salaried Virtual Only Employee Contract (p.273-279)	Dr. Laurie Goodman	5 m
I. Discussion & Potential Action on the Summer School Teacher Job Description (280-282)	Dr. Laurie Goodman	5 m
J. Discussion & Potential Action on the Classified Contract (283-289)	Dr. Laurie Goodman	5 m
V. Administrator Evaluations		7:30 PM
A. Potential Discussion of the Administrator Report - Part 2 of Evaluation Process (p.290-294)	Dr. Laurie Goodman & Steph Johnson	5 m
B. Discussion & Potential Action on the Next Steps in the Administrator Evaluation Process (p.295)	Dr. Larry Jarocki	5 m
VI. Governance		7:40 PM
A. Discussion & Potential Action on the March Board Meeting Format (p.296)	Dr. Larry Jarocki	5 m
B. Brown Act Board Training (p.297)	Dr. Laurie Goodman	2 m

VII. Closing Items		7:47 PM
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting Regular: March 24, 2022 at 5:15 PM	Dr. Larry Jarocki	1 m
C. Adjourn Meeting	Dr. Larry Jarocki	1 m

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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Note: Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

Yosemite Valley Charter School

Board Meeting Minutes



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

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

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Directors Present

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

Directors Absent

Jennifer McQueen

Guests Present

Stephanie Johnson (remote), Mariah Jordan (in person), Kimmi Buzzard (remote), Dr. Steven James (remote), Maria Thoeni (remote), Yolanda Vazquez (remote), Lorraine Sewell (remote), Amy Fiesen (remote), N. Salvatore (remote), Victoria Pope (remote)

Minutes

1. Opening Items
1.A. Record Attendance
1.B. Call the Meeting to Order
Dr. Larry Jarocki called the meeting of the board of directors of Yosemite Valley Charter School to order on Thursday, January 27, 2022 at 5:15 PM.

1.C. Flag Salute
Dr. Larry Jarocki led the Flag Salute.
1.D. Approval of the Agenda
<p>Jonna Durst made a motion to approve the agenda moving item 3.A. to after 2.A.</p> <p>Carrie Stumpfhauser seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
1.E. Public Comment
No public comments were made.
1.F. Review & Approval of Minutes
<p>Dr. Angela Tos made a motion to approve the minutes from the Board Meeting on December 9, 2021.</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
2. Finance
2.A. November & December 2021 Financials
<ul style="list-style-type: none"> • Jim Surmeian from Charter Impact shared the school's financial report covering both November and December. • Jim Suremian also gave a status update on the 2020-2021 Annual Audit. • Dr. Larry Jarocki inquired about two bills that may impact charter school funding and when it would be voted on. Dr. Goodman shared it would be voted on before May. <p>Jonna Durst made a motion to approve the November & December Financials.</p> <p>Carrie Stumpfhauser seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
3.A. SEL & Transition Program Student Presentations
<ul style="list-style-type: none"> • Moved up in the agenda after item 2A. • Yolanda Vazquez introduced Evamarie Celis, one of the school's Social Emotional Learning (SEL) teachers. Evamarie Celis introduced 11th grader, N. Salvatore. N. presented on the growth she has had and the techniques she has learned from attending the SEL classes.
2.B. Addition of the Utility Stipend to the Compensation Policy

- Dr. Laurie Goodman explained the revision of the phone internet stipend to the Utility stipend.
- Dr. Angela Tos inquired if the additional costs have been budgeted for. Dr. Goodman shared that yes, the cost is budgeted for.

Carrie Stumpfhauser made a motion to approve the Utility Stipend to the Compensation Policy.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

2.C. Addition of the Substitute Teacher Compensation to the Compensation Policy

- Dr. Laurie Goodman explained the immediate need for substitutes as there are so many live instruction sessions.
- Dr. Jarocki asked how that would look if a sub was needed to cover multiple classes a day and if they would get two stipends. Dr. Laurie Goodman stated that a more detailed policy is being brought to legal and STRS and will be brought back for approval if needed.

Jonna Durst made a motion to approve the Addition of the Substitute Teacher Compensation to the Compensation Policy.

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

2.D. Updated Employee Handbook

- Dr. Goodman highlighted and explained the changes to the Employee Handbook focused on leave and donations.
- Dr. Angela Tos stated that the language in the handbook for the sick leave cap is not clear.
- Carrie Stumpfhauser asked if there is a procedure for employees requesting catastrophic leave. Dr. Goodman explained the process to the board.

Dr. Angela Tos made a motion to table this agenda item until the February Board Meeting.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

2.E. Auditor Engagement

Carrie Stumpfhauser made a motion to approve the Auditor Engagement.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

3. Academic Excellence

3.A. SEL & Transition Program Student Presentations

- Moved to earlier in the agenda, after Item 2.A.

3.B. School Accountability Report Card (SARC)

- Dr. Laurie Goodman reviewed the SARC to the board explaining that the SARC also includes data from our authorizers when it states “District.”

Dr. Angela Tos made a motion to approve the SARC.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

3.C. High School A-G Grant

- Dr. Laurie Goodman shared what A-G is and how the grant would be beneficial to the school as well as what will be included on the grant.
- The board is glad that the school will be pursuing this grant.

4. Operations

4.A. COVID-19 School Report - January

- Dr. Laurie Goodman shared that Westside provided 200 COVID test kits and reviewed the monthly COVID-19 School Report.

4.B. Enrollment Report & 2022-2023 Enrollment Proposal

- Dr. Laurie Goodman presented the monthly Enrollment report, historical data, and 2022-2023 Enrollment Proposal.

Jonna Durst made a motion to approve the 2022-2023 Enrollment Proposal.

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

4.C. Proposed Revisions to the Vendor Agreement

- Dr. Laurie Goodman presented the revisions to the Vendor Agreement.

Dr. Angela Tos made a motion to approve the Proposed Revisions to the Vendor

Agreement.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

4.D. Proposed Virtual Educational Services Addendum

- Dr. Goodman explained the Proposed Virtual Educational Services Addendum and how it impacts vendors. She also introduced Victoria Pope to explain in more detail the reason for the addendum.

Jonna Durst made a motion to approve the Proposed Virtual Educational Services Addendum.

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

4.E. Proposed Revisions to the Field Trip Policy

- Dr. Goodman introduced Victoria Pope who explained the red-lined items to the Field Trip Policy.

Carrie Stumpfhauser made a motion to approve the Proposed Revisions to the Field Trip Policy.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

4.F. Virtual Activities Waivers

- Victoria Pope presented the Virtual Activities Waivers.

Dr. Angela Tos made a motion to approve the Virtual Activities Waivers.

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

4.G. Classified Contracts for 2022-2023

- Dr. Laurie Goodman reviewed the updates to the Classified Contracts for new hires starting in 2022-2023.

Dr. Angela Tos made a motion to approve the Classified Contracts for new hires starting in 2022-2023.

This motion dies for lack of a second.

Jonna Durst motioned to table this agenda item.

Dr. Angela Tos seconded to table this agenda item.

Dr. Angela Tos - Naye
Carrie Stumpfhauser - Aye
Jonna Durst - Aye
Dr. Larry Jarocki - Aye

5. Closed Session

5.A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director / Principal

Jonna Durst made a motion to enter into Closed Session at 6:31 pm.
Carrie Stumpfhauser seconded the motion.
The board VOTED unanimously to approve the motion.

Dr. Angela Tos made a motion to end Closed Session and return to the Open meeting at 7:04 pm.
Jonna Durst seconded the motion.
The board VOTED unanimously to approve the motion.

5.B. Report Out of Any Action Taken During Closed Session

- The board finalized the 3 parts of the Admin Evaluation and Kimmi Buzzard will send the form to Dr. Laurie Goodman and Stephanie Johnson.
- Self-evaluation and Administration reports are due to the board by February 15th.

6. Governance

6.A. February Meeting Format

Jonna Durst made a motion to meet in a hybrid format for the next board meeting and discuss this item again in February.
Carrie Stumpfhauser seconded the motion.
The board VOTED to approve the motion.

6.B. Brown Act Training

Reminder for Board Members to complete the annual Brown Act Training if it has not been done already.

7. Closing Items

7.A. Board of Director Comments & Requests

- Add COVID test kit resource information on the school website.
- Certificated Contracts for 2022-2023 in February
- Substitute Teacher Policy
- Employee Handbook

7.B. Announcement of the Next Scheduled Board Meetings

Regular: February 24, 2022 at 5:15 PM

7.C. Adjourn Meeting

Carrie Stumpfhauser made a motion to adjourn the Board Meeting at 7:10 PM.

JOnna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:10 PM

Respectfully Submitted,
Dr. Larry Jarocki

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

January 2022 Financials

Section:	II. Finance
Item:	A. January 2022 Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	January 2022 Financial Report - YV

BACKGROUND:

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

RECOMMENDATION:

- Consider approval of the January 2022 Financial report.

Yosemite Valley Charter School

Financial Presentation

January 2022

YOSEMITE VALLEY- Highlights

- Year-end revenue projections down by \$4.2M compared to Budget.
- Year-end expense projections down by \$4.0M compared to Budget.
- Year-end surplus projected at \$3.16 MM.
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio

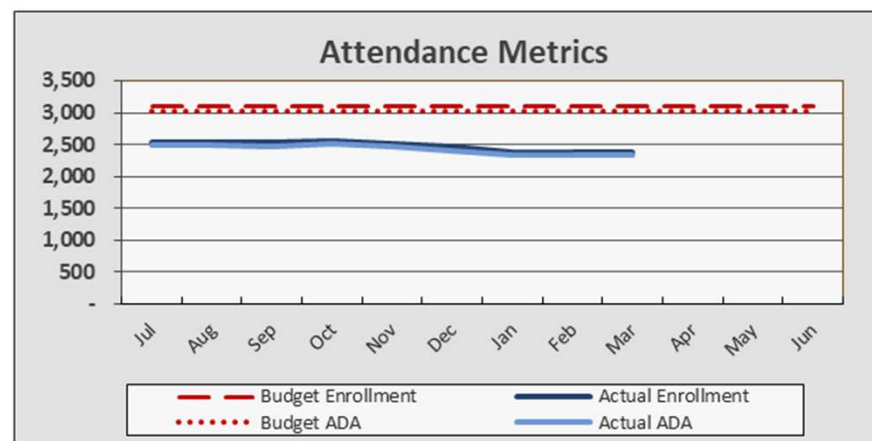
Cert.	Instr.
46.1%	80.2%
1,813,778	46,498

- 25:1 Pupil Teacher Ratio

Pupil:Teacher Ratio	
21.39	:1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	2488	3095
ADA	n/a	2438	3033
Attendance Rate	n/a	98.0%	98.0%
Unduplicated %	47.0%	45.9%	47.0%
Revenue per ADA		\$12,152	\$11,167
Expenses per ADA		\$10,856	\$10,041



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

YOSEMITE VALLEY - Revenue

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

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 9,636,731	\$ 9,948,582
Federal Revenue	1,038,510	1,496,240
Other State Revenue	1,289,039	976,177
Other Local Revenue	16,432	-
Total Revenue	\$ 11,980,712	\$ 12,420,999

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 23,609,975	\$ 29,419,411	\$ (5,809,437)
3,553,048	1,740,458	1,812,590
2,451,254	2,711,291	(260,037)
16,432	-	16,432
\$ 29,630,709	\$ 33,871,161	\$ (4,240,452)

YOSEMITE VALLEY - Expenses

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

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 5,192,134	\$ 5,768,943	\$ 576,809	\$ 9,118,520	\$ 10,130,611	\$ 1,012,091
Classified Salaries	270,496	181,346	(89,151)	443,840	310,878	(132,962)
Benefits	1,862,111	1,805,519	(56,592)	3,349,351	3,144,431	(204,920)
Books and Supplies	1,928,314	2,434,255	505,941	4,279,370	5,111,115	831,745
Subagreement Services	3,630,766	4,838,912	1,208,145	7,076,343	8,827,164	1,750,821
Operations	165,421	229,017	63,596	292,472	392,600	100,128
Facilities	25,025	39,608	14,583	28,025	67,900	39,875
Professional Services	804,618	844,492	39,874	1,572,143	1,814,341	242,198
Depreciation	26,415	-	(26,415)	26,415	-	(26,415)
Interest	205,832	539,853	334,021	280,604	655,766	375,162
Total Expenses	\$ 14,111,131	\$ 16,681,944	\$ 2,570,813	\$ 26,467,083	\$ 30,454,805	\$ 3,987,722

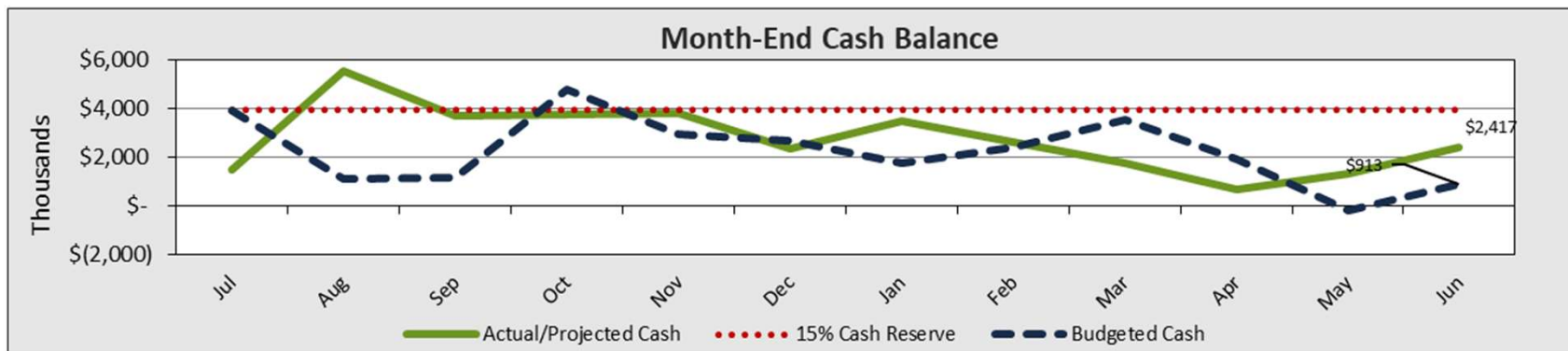
YOSEMITE VALLEY- Fund Balance

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

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (2,130,419)	\$ (4,260,945)	\$ 2,130,526	\$ 3,163,626	\$ 3,416,356	\$ (252,730)
Beginning Fund Balance	<u>(1,120,210)</u>	<u>(1,120,210)</u>		<u>(1,120,210)</u>	<u>(1,120,210)</u>	
Ending Fund Balance	<u>\$ (3,250,629)</u>	<u>\$ (5,381,155)</u>		<u>\$ 2,043,416</u>	<u>\$ 2,296,146</u>	
<i>As a % of Annual Expenses</i>	-12.3%	-17.7%		7.7%	7.5%	

YOSEMITE VALLEY - Cash Balance

- No projected Cash concerns.
- Year-end cash balance projected at \$2.4M.
- Factoring complete by 4Q of the Current Fiscal Year



YOSEMITE VALLEY – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2019/20). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
DATA	Feb-11	CALPADS - Fall 1 Amendment extended deadline - The deadline was extended by two weeks due to system performance and data validation issues. This is the final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Feb-28	Supplement to the Annual Update to the 2021-22 LCAP - LEAs are required to prepare a one-time supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and provide a report to their board at a regularly schedule meeting on or before February 28, 2022. At this meeting, the LEA must include all of the following: •The Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement); •All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and •Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP. The report is an information item, and does not require approval at this meeting. The 2021-22 Supplement will be submitted for review and approval as part of the LEA's 2022-23 LCAP.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Set by Authorizer (by Mar 15)	2nd 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 is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
DATA	Mar-11	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Mar-11	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Mar-18	El Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	http://charterseelpa.org/fiscal/
FINANCE	Mar-25	E-Rate FCC Form 471 Due date (FY2022) - To apply for program discounts, applicants file an FCC Form 471 in EPC to provide USAC with information about the services they are requesting and the discount(s) for which they are eligible. The FCC Form 471 must be certified by March 25, 2021.	Client	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Jun-30	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2020 - September 30, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/anreportheelp.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
- Compliance Report

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 02/15/2022

ADA = 2438.41



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 3033.10	
State Aid - Revenue Limit																
LCFF - New Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF - Continuing Charters	-	1,023,329	1,023,329	1,841,993	1,841,993	1,841,993	1,841,993	1,841,993	2,329,814	2,329,814	2,329,814	2,329,814	1,874,707	22,450,586	28,040,231	(5,589,645)
8011 LCFF State Aid	-	1,023,329	1,023,329	1,841,993	1,841,993	1,841,993	1,841,993	1,841,993	2,329,814	2,329,814	2,329,814	2,329,814	1,874,707	22,450,586	28,040,231	(5,589,645)
8012 Education Protection Account	-	-	-	111,050	-	-	111,050	-	-	150,889	-	-	114,693	487,681	606,620	(118,939)
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	48,615	212,122	106,061	106,061	106,061	92,787	671,707	772,561	(100,853)
	-	1,023,331	1,023,328	1,953,043	1,841,993	1,841,993	1,953,043	1,890,608	2,541,936	2,586,763	2,435,875	2,435,875	2,082,187	23,609,975	29,419,411	(5,809,437)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	24,023	55,371	55,371	55,371	55,371	49,540	295,047	367,005	(71,958)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	314,919	314,919	314,919	-
8296 Other Federal Revenue	-	-	486,047	399	29,381	1,887	435,522	-	-	200,000	-	1,704,572	-	2,857,807	1,058,534	1,799,273
8299 Prior Year Federal Revenue	-	-	-	85,275	-	-	-	-	-	-	-	-	-	85,275	-	85,275
	-	-	486,047	85,674	29,381	1,887	435,522	24,023	55,371	255,371	55,371	1,759,943	364,459	3,553,048	1,740,458	1,812,590
Other State Revenue																
8311 State Special Education	76,595	76,595	137,871	137,871	137,871	137,871	137,871	136,993	147,242	147,242	147,242	147,242	113,994	1,682,499	1,865,357	(182,857)
8550 Mandated Cost	-	-	-	-	-	49,152	-	-	-	-	-	-	-	49,152	47,853	1,299
8560 State Lottery	-	-	-	-	-	-	162,982	-	-	109,749	-	-	212,511	485,243	603,587	(118,344)
8598 Prior Year Revenue	-	(2,408)	-	(7,129)	-	-	15,343	-	-	-	-	-	-	5,806	-	5,806
8599 Other State Revenue	-	-	-	-	-	-	228,554	-	-	-	-	-	-	228,554	194,495	34,059
	76,595	74,187	137,871	130,742	137,871	187,023	544,750	136,993	147,242	256,991	147,242	147,242	326,505	2,451,254	2,711,291	(260,037)
Other Local Revenue																
8660 Interest Revenue	-	1,308	-	1,325	436	-	-	-	-	-	-	-	-	3,070	-	3,070
8689 Other Fees and Contracts	-	-	-	-	-	13,363	-	-	-	-	-	-	-	13,363	-	13,363
	-	1,308	-	1,325	436	13,363	-	-	-	-	-	-	-	16,432	-	16,432
Total Revenue	76,595	1,098,826	1,647,246	2,170,784	2,009,681	2,044,265	2,933,315	2,051,625	2,744,548	3,099,125	2,638,487	4,343,059	2,773,152	29,630,709	33,871,161	(4,240,452)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	544,711	554,389	555,164	556,319	553,301	552,499	581,224	550,720	550,720	550,720	550,720	550,720	-	6,651,205	7,667,982	1,016,777
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	43,665	66,883	113,446	101,389	123,614	121,014	103,214	145,390	145,390	145,390	145,390	145,390	-	1,400,174	1,686,956	286,782
1200 Pupil Support Salaries	57,142	57,142	57,465	57,427	53,541	57,229	55,681	57,142	57,142	57,142	57,142	57,142	-	681,341	419,074	(262,267)
1300 Administrators' Salaries	21,350	21,350	21,350	21,350	21,350	22,350	21,350	21,350	21,350	21,350	21,350	21,350	-	257,200	272,371	15,171
1900 Other Certificated Salaries	10,675	10,675	10,675	10,675	10,675	11,175	10,675	10,675	10,675	10,675	10,675	10,675	-	128,600	84,227	(44,373)
	677,544	710,440	758,100	747,160	762,481	764,267	772,143	785,277	785,277	785,277	785,277	785,277	-	9,118,520	10,130,611	1,012,091
Classified Salaries																
2100 Instructional Salaries	12,575	12,976	14,221	15,347	10,601	10,737	5,866	6,473	6,473	6,473	6,473	6,473	-	114,689	176,071	61,382
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	11,374	11,374	11,474	11,571	11,073	11,573	11,189	11,374	11,374	11,374	11,374	11,374	-	136,500	134,808	(1,693)
2400 Clerical and Office Staff Salaries	10,505	13,866	13,282	14,125	12,885	14,671	13,297	12,484	12,484	12,484	12,484	12,484	-	155,051	-	(155,051)
2900 Other Classified Salaries	-	-	-	910	6,080	4,782	4,142	4,337	4,337	4,337	4,337	4,337	-	37,601	-	(37,601)
	34,454	38,216	38,977	41,953	40,639	41,763	34,494	34,669	34,669	34,669	34,669	34,669	-	443,840	310,878	(132,962)
Benefits																
3101 STRS	112,467	117,442	124,581	100,101	123,881	123,897	127,045	125,995	125,995	125,995	125,995	125,995	-	1,459,389	1,622,924	163,535
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	2,082	2,316	2,363	2,547	318	2,525	2,082	2,015	2,015	2,015	2,015	2,015	-	24,307	19,274	(5,032)
3311 Medicare	9,901	10,427	11,119	10,920	11,134	11,162	11,165	11,872	11,872	11,872	11,872	11,872	-	135,187	151,402	16,215
3401 Health and Welfare	74,836	166,949	191,144	(5,810)	109,107	169,024	165,594	144,667	144,667	144,667	144,667	144,667	-	1,594,177	1,138,500	(455,677)
3501 State Unemployment	4,482	1,441	893	691	247	14,160	18,542	12,290	6,145	3,073	3,073	3,073	-	68,110	66,150	(1,960)
3601 Workers' Compensation	4,478	5,268	519	5,268	5,268	5,268	5,268	7,369	7,369	7,369	7,369	7,369	-	68,181	146,181	78,000
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	208,245	303,843	330,619	113,717	249,954	326,037	329,695	304,208	298,062	294,990	294,990	294,990	-	3,349,351	3,144,431	(204,920)
Books and Supplies																
4100 Textbooks and Core Materials	-	-	6,256	-	-	-	-	-	-	-	-	-	-	6,256	-	(6,256)
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	71,157	234,680	318,883	217,562	181,921	137,398	138,415	375,949	382,093	431,239	540,186	187,545	-	3,217,027	4,096,894	879,867
4305 Software	45,790	85,692	57,693	246,755	2,249	8,126	27,767	19,775	19,775	19,775	19,775	19,775	-	572,945	279,400	(293,545)
4310 Office Expense	1,055	4,574	18,751	7,374	5,575	2,821	6,068	2,758	2,758	2,758	2,758	2,758	-	60,010	37,900	(22,110)
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	62,772	38,110	246	291	334	-	63,026	64,056	72,295	90,560	31,441	-	423,131	696,921	273,790
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	118,001	387,718	439,693	471,938	190,035	148,679	172,250	461,508	468,682	526,068	653,279	241,519	-	4,279,370	5,111,115	831,745

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 02/15/2022



ADA = 2438.41

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	19,283	(8,251)	62,493	79,461	138,997	319,058	144,906	175,833	175,833	175,833	175,833	175,833	-	1,635,113	2,552,700	917,587
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	4,195	127,229	255,579	165,983	173,988	161,319	239,469	249,075	253,146	285,706	357,886	124,253	-	2,397,829	2,717,992	320,163
5107 Instructional Services	295,244	295,244	295,244	295,244	295,244	21,258	249,580	259,269	259,269	259,269	259,269	259,269	-	3,043,402	3,556,472	513,070
	318,722	414,221	613,316	540,688	608,228	501,635	633,955	684,177	688,248	720,808	792,988	559,355	-	7,076,343	8,827,164	1,750,821
Operations and Housekeeping																
5201 Auto and Travel	-	1,719	134	1,014	3,645	1,668	45	5,208	5,208	5,208	5,208	5,208	-	34,267	80,900	46,633
5300 Dues & Memberships	-	-	-	-	1,100	-	153	117	117	117	117	117	-	1,836	1,800	(36)
5400 Insurance	15,132	17,802	17,802	17,802	17,802	17,802	17,802	17,610	17,610	17,610	17,610	17,610	-	209,995	248,300	38,305
5501 Utilities	-	-	-	-	-	-	-	50	50	50	50	50	-	250	700	450
5502 Janitorial Services	-	200	200	200	200	200	-	-	-	-	-	-	-	1,000	-	(1,000)
5516 Miscellaneous Expense	-	-	-	-	-	-	209	-	-	-	-	-	-	209	-	(209)
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	2,038	380	380	480	873	922	27,681	1,033	1,033	1,033	1,033	1,033	-	37,921	39,800	1,879
5901 Postage and Shipping	-	-	939	(1,111)	101	-	107	1,392	1,392	1,392	1,392	1,392	-	6,993	21,100	14,107
	17,170	20,101	19,455	18,385	23,721	20,593	45,996	25,410	25,410	25,410	25,410	25,410	-	292,472	392,600	100,128
Facilities, Repairs and Other Leases																
5601 Rent	3,500	3,500	3,605	3,605	3,605	3,605	3,605	600	600	600	600	600	-	28,025	9,000	(19,025)
	3,500	3,500	3,605	3,605	3,605	3,605	3,605	600	600	600	600	600	-	28,025	67,900	39,875
Professional/Consulting Services																
5801 IT	-	-	-	-	-	-	-	92	92	92	92	92	-	458	1,400	942
5802 Audit & Taxes	-	-	-	-	-	3,750	-	6,267	-	-	-	-	-	10,017	9,900	(117)
5803 Legal	-	5,944	22,569	2,116	(12,876)	16,532	2,138	6,808	6,808	6,808	6,808	6,808	-	70,463	94,600	24,137
5804 Professional Development	-	38,057	120	2,500	16,024	4,090	8,724	9,238	9,238	9,238	9,238	9,238	-	115,702	121,850	6,148
5805 General Consulting	-	12,415	698	250	11,875	1,825	11,375	1,417	1,417	1,417	1,417	1,417	-	45,521	25,000	(20,521)
5806 Special Activities/Field Trips	-	-	886	997	885	-	828	2,277	2,314	2,611	3,271	1,136	-	15,205	14,163	(1,041)
5807 Bank Charges	853	744	621	507	625	809	847	992	992	992	992	992	-	9,966	13,600	3,634
5808 Printing	17	48	17	-	-	-	-	258	258	258	258	258	-	1,374	3,900	2,526
5809 Other taxes and fees	585	608	765	649	745	684	585	2,025	2,025	2,025	2,025	2,025	-	14,746	28,900	14,154
5810 Payroll Service Fee	596	2,592	1,518	1,368	1,362	1,546	2,191	2,050	2,050	2,050	2,050	2,050	-	21,423	25,700	4,277
5811 Management Fee	49,311	49,536	49,761	48,854	38,029	38,029	68,391	43,211	43,211	43,211	43,211	43,211	-	557,968	592,745	34,777
5812 District Oversight Fee	-	30,700	30,700	58,591	55,260	55,260	58,591	56,718	76,258	77,603	73,076	73,076	62,465	708,299	882,582	174,283
5815 Public Relations/Recruitment	-	1,000	-	-	-	-	-	-	-	-	-	-	-	1,000	-	(1,000)
	51,362	141,645	107,655	115,832	111,929	122,524	153,670	131,352	144,662	146,305	142,438	140,303	62,465	1,572,143	1,814,341	242,198
Depreciation																
6900 Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-	26,415	-	(26,415)
	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-	26,415	-	(26,415)
Interest																
7438 Interest Expense	-	104,241	-	35,966	34,494	-	31,131	-	-	74,772	-	-	-	280,604	655,766	375,162
	-	104,241	-	35,966	34,494	-	31,131	-	-	74,772	-	-	-	280,604	655,766	375,162
Total Expenses	1,432,772	2,127,699	2,315,193	2,093,018	2,028,860	1,932,876	2,180,713	2,427,202	2,445,611	2,608,899	2,729,651	2,082,123	62,465	26,467,083	30,454,805	3,987,722
Monthly Surplus (Deficit)	(1,356,177)	(1,028,873)	(667,948)	77,767	(19,180)	111,389	752,602	(375,577)	298,937	490,226	(91,164)	2,260,936	2,710,686	3,163,626	3,416,356	(252,730)

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 02/15/2022

ADA = 2438.41



Cash Flow Adjustments

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(1,356,177)	(1,028,873)	(667,948)	77,767	(19,180)	111,389	752,602	(375,577)	298,937	490,226	(91,164)	2,260,936	2,710,686	12%		
Cash flows from operating activities																
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-	26,415	Cert. 46.1%	Instr. 80.2%
Public Funding Receivables	1,829,632	1,725,554	4,555,817	147,803	-	(49,152)	101,892	1,210,420	674,323	(1,576,266)	2,615,667	(1,163,023)	(2,773,152)	7,299,515	1,813,778	46,498
Grants and Contributions Rec.	3,567,501	(14,743)	15,443	-	(120,334)	(62,281)	(447,628)	-	-	-	-	-	-	2,937,959		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	(119,477)	8,539	(36,465)	15,325	66,710	(7,951)	9,253	-	-	-	-	-	-	(64,066)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(411,128)	72,331	499,496	(391,275)	(146,180)	36,725	476,331	-	-	-	-	-	62,465	198,765	Pupil:Teacher Ratio	
Accrued Expenses	11,889	187,559	(626,765)	(17,279)	39,978	57,765	62,985	-	-	-	-	-	-	(283,868)	21.39	
Other Liabilities	(3,222,100)	827,294	71,139	(399)	(29,381)	(1,887)	(34,631)	-	-	-	-	-	-	(2,389,965)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(50,000)	-	-	-	-	-	-	-	-	-	-	-	(50,000)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	4,696,500		1,784,700	1,869,300	-	1,869,300			1,869,300			-	12,089,100		
Payments on Factoring	-	(2,369,100)	(5,678,252)	(1,568,100)	(1,565,500)	(1,565,500)	(1,659,800)	(1,690,400)	(1,869,300)	(1,869,300)	(1,869,300)		-	(21,704,552)		
Proceeds(Payments) on Debt	(5,208)												-	(5,208)		
Total Change in Cash	298,705	4,058,835	(1,863,761)	52,315	99,187	(1,477,117)	1,134,077	(855,557)	(896,040)	(1,086,040)	655,203	1,097,913				
Cash, Beginning of Month	1,199,518	1,498,224	5,557,058	3,693,297	3,745,612	3,844,799	2,367,682	3,501,759	2,646,202	1,750,162	664,122	1,319,325				
Cash, End of Month	1,498,224	5,557,058	3,693,297	3,745,612	3,844,799	2,367,682	3,501,759	2,646,202	1,750,162	664,122	1,319,325	2,417,239				

Yosemite Valley Charter School

Budget vs Actual

For the period ended January 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,841,993	\$ 1,832,151	\$ 9,842	\$ 9,414,630	\$ 9,364,326	\$ 50,304	\$ 28,040,231
Education Protection Account	111,050	151,655	(40,605)	222,100	303,310	(81,210)	606,620
State Aid - Prior Year	-	-	-	1	-	1	-
In Lieu of Property Taxes	-	44,951	(44,951)	-	280,946	(280,946)	772,561
Total State Aid - Revenue Limit	1,953,043	2,028,757	(75,714)	9,636,731	9,948,582	(311,851)	29,419,411
Federal Revenue							
Special Education - Entitlement	-	24,023	(24,023)	-	122,787	(122,787)	367,005
Special Education - Discretionary	-	-	-	-	-	-	-
Federal Child Nutrition	-	-	-	-	-	-	-
Title I, Part A - Basic Low Income	-	-	-	-	314,919	(314,919)	314,919
Title II, Part A - Teacher Quality	-	-	-	-	-	-	-
Title II, Part D - EETT	-	-	-	-	-	-	-
Title III - Limited English	-	-	-	-	-	-	-
Title V, Part B - PCSGP	-	-	-	-	-	-	-
Charter School Facility Incentive Grant	-	-	-	-	-	-	-
Other Federal Revenue	435,522	-	435,522	953,235	1,058,534	(105,299)	1,058,534
Prior Year Federal Revenue	-	-	-	85,275	-	85,275	-
Total Federal Revenue	435,522	24,023	411,498	1,038,510	1,496,240	(457,730)	1,740,458
Other State Revenue							
State Special Education	137,871	122,103	15,768	842,545	624,080	218,465	1,865,356
State Child Nutrition	-	-	-	-	-	-	-
School Facilities (SB740)	-	-	-	-	-	-	-
Mandated Cost	-	-	-	49,152	47,853	1,299	47,853
State Lottery	162,982	109,749	53,233	162,982	109,749	53,233	603,587
Prior Year Revenue	15,343	-	15,343	5,806	-	5,806	-
Other State Revenue	228,554	-	228,554	228,554	194,495	34,059	194,495
Total Other State Revenue	544,750	231,852	312,899	1,289,039	976,177	312,862	2,711,291
Other Local Revenue							
Food Service Sales	-	-	-	-	-	-	-
Lease and Rental Income	-	-	-	-	-	-	-
Interest Revenue	-	-	-	3,070	-	3,070	-
Other Fees and Contracts	-	-	-	13,363	-	13,363	-
ASB Fundraising	-	-	-	-	-	-	-
School Fundraising	-	-	-	-	-	-	-
Contributions, Unrestricted	-	-	-	-	-	-	-
Contributions, Restricted	-	-	-	-	-	-	-
Total Other Local Revenue	-	-	-	16,432	-	16,432	-
Total Revenues	\$ 2,933,315	\$ 2,284,632	\$ 648,683	\$ 11,980,712	\$ 12,420,999	\$ (440,287)	\$ 33,871,161
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 581,224	\$ 638,999	\$ 57,775	\$ 3,897,607	\$ 4,472,990	\$ 575,383	\$ 7,667,982
Teachers' Substitute Hours	-	-	-	-	-	-	-
Teachers' Extra Duty/Stipends	103,214	168,696	65,482	673,224	843,478	170,254	1,686,956
Pupil Support Salaries	55,681	34,923	(20,758)	395,628	244,460	(151,169)	419,074
Administrators' Salaries	21,350	22,698	1,348	150,450	158,883	8,433	272,371
Other Certificated Salaries	10,675	7,019	(3,656)	75,225	49,132	(26,093)	84,227
Total Certificated Salaries	772,143	872,333	100,190	5,192,134	5,768,943	576,809	10,130,611
Classified Salaries							
Instructional Salaries	5,866	14,673	8,806	82,324	102,708	20,384	176,071
Support Salaries	-	-	-	-	-	-	-
Supervisors' and Administrators' Salaries	11,189	11,234	45	79,628	78,638	(990)	134,808
Clerical and Office Staff Salaries	13,297	-	(13,297)	92,631	-	(92,631)	-
Other Classified Salaries	4,142	-	(4,142)	15,914	-	(15,914)	-
Total Classified Salaries	34,494	25,907	(8,588)	270,496	181,346	(89,151)	310,878
Benefits							
State Teachers' Retirement System, certificated positions	127,045	139,748	12,703	829,414	924,185	94,770	1,622,924
Public Employees' Retirement System, classified positions	-	-	-	-	-	-	-
OASDI/Medicare/Alternative, certificated positions	2,082	1,606	(475)	14,233	11,243	(2,990)	19,274
OASDI/Medicare/Alternative, classified positions	-	-	-	-	-	-	-
Medicare/Alternative, certificated positions	11,165	13,024	1,860	75,826	86,279	10,453	151,402
Medicare/Alternative, classified positions	-	-	-	-	-	-	-
Health and Welfare Benefits, certificated positions	165,594	94,875	(70,719)	870,844	664,125	(206,719)	1,138,500
Health and Welfare Benefits, classified positions	-	-	-	-	-	-	-
State Unemployment Insurance, certificated positions	18,542	16,538	(2,005)	40,457	36,383	(4,074)	66,150
State Unemployment Insurance, classified positions	-	-	-	-	-	-	-
Workers' Compensation Insurance, certificated positions	5,268	12,575	7,307	31,337	83,304	51,967	146,181
Workers' Compensation Insurance, classified positions	-	-	-	-	-	-	-
Other Benefits, certificated positions	-	-	-	-	-	-	-
Other Benefits, classified positions	-	-	-	-	-	-	-
Total Benefits	329,695	278,366	(51,328)	1,862,111	1,805,519	(56,592)	3,144,431
Books & Supplies							
Textbooks and Core Materials	-	-	-	6,256	-	(6,256)	-
Books and Reference Materials	-	-	-	-	-	-	-
School Supplies	138,415	284,736	146,321	1,300,016	1,922,182	622,166	4,096,894
Software	27,767	23,283	(4,483)	474,070	162,983	(311,087)	279,400
Office Expense	6,068	3,158	(2,909)	46,219	22,108	(24,110)	37,900
Business Meals	-	-	-	-	-	-	-

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
School Fundraising Expense	-	-	-	-	-	-	-
Noncapitalized Equipment	-	48,436	48,436	101,753	326,982	225,229	696,921
Food Services	-	-	-	-	-	-	-
Total Books & Supplies	172,250	359,615	187,365	1,928,314	2,434,255	505,941	5,111,115
Subagreement Services							
Nursing	-	-	-	-	-	-	-
Special Education	144,906	212,725	67,819	755,946	1,489,075	733,129	2,552,700
Substitute Teacher	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other Educational Consultants	239,469	188,902	(50,567)	1,127,762	1,275,228	147,466	2,717,992
Instructional Services	249,580	296,373	46,793	1,747,058	2,074,609	327,551	3,556,472
Total Subagreement Services	633,955	698,000	64,045	3,630,766	4,838,912	1,208,145	8,827,164

Yosemite Valley Charter School

Budget vs Actual

For the period ended January 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	45	6,742	6,697	8,226	47,192	38,966	80,900
Dues & Memberships	153	150	(3)	1,253	1,050	(203)	1,800
Insurance	17,802	20,692	2,890	121,944	144,842	22,898	248,300
Utilities	-	58	58	-	408	408	700
Janitorial Services	-	-	-	1,000	-	(1,000)	-
Miscellaneous Expense	209	-	(209)	209	-	(209)	-
ASB Fundraising Expense	-	-	-	-	-	-	-
Public Donations	-	-	-	-	-	-	-
Communications	27,681	3,317	(24,364)	32,754	23,217	(9,538)	39,800
Postage and Shipping	107	1,758	1,652	35	12,308	12,273	21,100
Total Operations & Housekeeping	45,996	32,717	(13,279)	165,421	229,017	63,596	392,600
Facilities, Repairs & Other Leases							
Rent	3,605	750	(2,855)	25,025	5,250	(19,775)	9,000
Additional Rent	-	5,000	5,000	-	35,000	35,000	60,000
Equipment Leases	-	-	-	-	-	-	-
Other Leases	-	(92)	(92)	-	(642)	(642)	(1,100)
Real/Personal Property Taxes	-	-	-	-	-	-	-
Repairs and Maintenance	-	-	-	-	-	-	-
Total Facilities, Repairs & Other Leases	3,605	5,658	2,053	25,025	39,608	14,583	67,900
Professional/Consulting Services							
Professional/Consulting Services and Operating Expenditures	-	-	-	-	-	-	-
IT	-	117	117	-	817	817	1,400
Audit & Taxes	-	-	-	3,750	9,900	6,150	9,900
Legal	2,138	7,883	5,745	36,422	55,183	18,761	94,600
Professional Development	8,724	10,154	1,430	69,515	71,079	1,564	121,850
General Consulting	11,375	2,083	(9,292)	38,438	14,583	(23,855)	25,000
Special Activities/Field Trips	828	984	156	3,596	6,645	3,049	14,163
Bank Charges	847	1,133	286	5,007	7,933	2,926	13,600
Printing	-	325	325	82	2,275	2,193	3,900
Other Taxes and Fees	585	2,408	1,823	4,621	16,858	12,237	28,900
Payroll Service Fee	2,191	2,142	(49)	11,173	14,992	3,819	25,700
Management Fee	68,391	49,395	(18,996)	341,911	345,768	3,857	592,745
District Oversight Fee	58,591	60,863	2,271	289,102	298,457	9,355	882,582
County Fees	-	-	-	-	-	-	-
SPED Encroachment	-	-	-	-	-	-	-
Public Relations/Recruitment	-	-	-	1,000	-	(1,000)	-
Scholarships	-	-	-	-	-	-	-
Total Professional/Consulting Services	153,670	137,488	(16,182)	804,618	844,492	39,874	1,814,341
Depreciation							
Depreciation Expense	3,774	-	(3,774)	26,415	-	(26,415)	-
Total Depreciation	3,774	-	(3,774)	26,415	-	(26,415)	-
Interest							
Interest Expense	31,131	-	(31,131)	205,832	539,853	334,021	655,766
Total Interest	31,131	-	(31,131)	205,832	539,853	334,021	655,766
Total Expenses	\$ 2,180,713	\$ 2,410,084	\$ 229,371	\$ 14,111,131	\$ 16,681,944	\$ 2,570,813	\$ 30,454,805
Change in Net Assets	752,602	(125,452)	878,054	(2,130,419)	(4,260,945)	2,130,526	3,416,356
Net Assets, Beginning of Period	(4,003,231)			(1,120,210)			
Net Assets, End of Period	\$ (3,250,629)			\$ (3,250,629)			

Yosemite Valley Charter School

Statement of Financial Position

January 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 2,669,624	\$ 1,199,518	\$ 1,470,105	123%
Restricted Cash	832,135	-	832,135	0%
Total Cash & Cash Equivalents	3,501,759	1,199,518	2,302,241	1
Accounts Receivable	663,333	378,492	284,841	75%
Public Funding Receivable	685,144	8,996,690	(8,311,546)	-92%
Factored Receivables	(5,429,000)	(6,392,652)	963,652	-15%
Due To/From Related Parties	(205,588)	(205,588)	-	0%
Prepaid Expenses	1,444,376	1,380,310	64,066	5%
Total Current Assets	660,024	5,356,769	(4,696,746)	1
Long-Term Assets				
Property & Equipment, Net	199,996	226,410	(26,415)	-12%
Total Long Term Assets	199,996	226,410	(26,415)	-12%
Total Assets	\$ 860,020	\$ 5,583,180	\$ (4,723,160)	-85%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 775,808	\$ 639,508	\$ 136,300	21%
Accrued Liabilities	665,841	949,710	(283,868)	-30%
Deferred Revenue	832,135	3,222,100	(2,389,965)	-74%
Notes Payable, Current Portion	1,767,072	1,767,072	-	0%
Total Current Liabilities	4,040,857	6,578,390	(2,537,533)	-39%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	69,792	125,000	(55,208)	-44%
Total Long-Term Liabilities	69,792	125,000	(55,208)	-44%
Total Liabilities	4,110,649	6,703,390	(2,592,741)	-39%
Total Net Assets	(3,250,629)	(1,120,210)	(2,130,419)	190%
Total Liabilities and Net Assets	\$ 860,020	\$ 5,583,180	\$ (4,723,160)	-85%

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended January 31, 2022

	Month Ended 01/31/22	YTD Ended 01/31/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ 752,602	\$ (2,130,419)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	26,415
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	101,892	8,311,546
Grants, Contributions & Pledges Receivable	(238,128)	(1,248,493)
Prepaid Expenses	9,253	(64,066)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	476,331	136,300
Accrued Expenses	62,985	(283,868)
Deferred Revenue	(34,631)	(2,389,965)
Total Cash Flows from Operating Activities	1,134,077	2,357,449
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	1,134,077	2,302,241
Cash & Cash Equivalents, Beginning of Period	2,367,682	1,199,518
Cash and Cash Equivalents, End of Period	\$ 3,501,759	\$ 3,501,759

Yosemite Valley Charter School

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15708	Susan Hancock	1/4/2022	\$ 175.00
15709	Academy of Creative Education	1/5/2022	1,500.00
15710	America's Kids Inc.	1/5/2022	7,972.07
15711	Anna Decker	1/5/2022	350.00
15712	Ashley Nabavi	1/5/2022	49.28
15713	Axia Group	1/5/2022	266,774.16
15714	Big Little Ones, LLC	1/5/2022	709.80
15715	Blue Shield of California	1/5/2022	134,200.26
15716	Braille Abilities, LLC	1/5/2022	3,194.20
15717	Brave Writer LLC	1/5/2022	129.00
15718	BrightThinker	1/5/2022	1,477.64
15719	California Dental	1/5/2022	338.17
15720	Charter Impact, Inc.	1/5/2022	38,983.73
15721	Department of Justice	1/5/2022	64.00
15722	Growing Healthy Children Therapy Services, Inc.	1/5/2022	1,964.55
15723	Jennifer Vernon	1/5/2022	47.43
15724	Kaiser Foundation Health Plan	1/5/2022	43,621.96
15725	Kelly Peterson	1/5/2022	160.16
15726	Kimberly Souder	1/5/2022	702.24
15727	McColgan & Associates Inc.	1/5/2022	5,583.10
15728	Monarch River Academy	1/5/2022	27,994.17
15729	Mutual of Omaha	1/5/2022	2,168.36
15730	Principal Life Insurance Company	1/5/2022	10,713.47
15731	PRN Nursing Consultants LLC	1/5/2022	225.00
15732	Shirley Winters Ballet	1/5/2022	2,166.00
15733	Starfall Education Foundation	1/5/2022	35.00
15734	Steinway Piano Gallery of Fresno	1/5/2022	140.00
15735	Studies Weekly	1/5/2022	368.59
15736	The Advantage Group	1/5/2022	350.00
15737	Thimble Sewciety	1/5/2022	330.00
15738	Fresno Jr Hockey Club	1/11/2022	725.00
15739	Susan Mason	1/11/2022	360.00
15740	Abarca Group	1/11/2022	680.00
15741	Academy of Creative Education	1/11/2022	1,725.00
15742	All About Learning Press, Inc.	1/11/2022	715.07
15743	Art of Problem Solving	1/11/2022	178.00
15744	Beautiful Feet Books, Inc.	1/11/2022	289.32
15745	Braille Consultants, Inc.	1/11/2022	2,340.00
15746	Brenda Myers	1/11/2022	300.00
15747	Brian Hammons Piano	1/11/2022	150.00
15748	BrightThinker	1/11/2022	1,353.15
15749	Bushido Kai Karate-do	1/11/2022	105.00
15750	CLM Farms	1/11/2022	130.00
15751	Code Ninjas	1/11/2022	1,609.98
15752	Denise Nicholes	1/11/2022	400.00
15753	Diana Porter	1/11/2022	162.00
15754	Discount School Supply	1/11/2022	110.69
15755	eat2explore	1/11/2022	30.95
15756	Educational Development Corporation	1/11/2022	62.17
15757	eDynamic Learning	1/11/2022	265.00
15758	Erilynne Christiansen	1/11/2022	200.00
15759	Evan-Moor	1/11/2022	18.46
15760	Follett Higher Education Group, Inc	1/11/2022	588.50
15761	Fresno Fencing Academy	1/11/2022	360.00
15762	Fresno Music Academy & Arts	1/11/2022	Void
15763	Fresno Music Academy & Arts	1/11/2022	5,268.00
15764	Generation Genius, Inc.	1/11/2022	175.00
15765	Guido's Martial Arts Academy	1/11/2022	169.00
15766	Gymnastics Beat	1/11/2022	1,710.00

Yosemite Valley Charter School

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15767	H4B Team LLC	1/11/2022	147.99
15768	Home Science Tools	1/11/2022	70.08
15769	Homeschool Planet	1/11/2022	54.45
15770	Institute for Excellence in Writing	1/11/2022	331.44
15771	Jazz Fresno	1/11/2022	140.00
15772	Kaiser Foundation Health Plan	1/11/2022	3,924.26
15773	Kids Club Spanish School LLC	1/11/2022	180.00
15774	Kumon Center of Clovis	1/11/2022	480.00
15775	Lance Frei	1/11/2022	320.00
15776	Learn and Create Inc	1/11/2022	Void
15777	Learning Without Tears	1/11/2022	130.32
15778	LEGO Education	1/11/2022	705.46
15779	Lighthouse Therapy LLC	1/11/2022	11,890.72
15780	Little Passports	1/11/2022	737.11
15781	Logic of English	1/11/2022	341.10
15782	Mammoth Mountain Ski and Snowboard Team	1/11/2022	1,600.00
15783	Maria A. Lazo	1/11/2022	80.00
15784	Math-U-See Inc.	1/11/2022	212.00
15785	Megapixels LLC	1/11/2022	1,050.00
15786	MEL Science U.S. LLC	1/11/2022	226.88
15787	Melanie Sweet	1/11/2022	1,300.00
15788	Melody Piano Lessons	1/11/2022	200.00
15789	Modesto Academy of Music & Design	1/11/2022	382.50
15790	Moving Beyond the Page	1/11/2022	637.32
15791	MoxieBox Art	1/11/2022	40.48
15792	Nicole the Math Lady LLC	1/11/2022	425.00
15793	Pacific Martial Arts	1/11/2022	750.00
15794	Penelope S. Suter, O.D., An Optometric Professional Corporation	1/11/2022	180.00
15795	Playground Training Academy, LLC	1/11/2022	180.00
15796	PRN Nursing Consultants LLC	1/11/2022	1,575.00
15797	Rainbow Resource Center	1/11/2022	1,670.12
15798	Ramsey Solutions	1/11/2022	19.99
15799	Rich Oliver Racing, Inc.	1/11/2022	549.00
15800	Robert Melendez	1/11/2022	162.00
15801	Roberta Chatman	1/11/2022	440.00
15802	Rojeski Student Support	1/11/2022	915.00
15803	Rose Music Studios LLC	1/11/2022	120.00
15804	San Benito Aquatics	1/11/2022	475.00
15805	San Benito Dance Academy	1/11/2022	80.00
15806	Silver Bell Barn & Equestrian Center	1/11/2022	840.00
15807	Simba School of Music	1/11/2022	445.00
15808	Simin Cruz	1/11/2022	240.00
15809	Singapore Math, Inc.	1/11/2022	204.90
15810	Sona Atoyan	1/11/2022	200.00
15811	Specialized Therapy Services, Inc	1/11/2022	472.50
15812	Steinway Piano Gallery of Fresno	1/11/2022	420.00
15813	Susan Hancock	1/11/2022	525.00
15814	Talkbox.Mom, Inc.	1/11/2022	339.35
15815	Teacher Synergy, LLC	1/11/2022	222.29
15816	Teaching Textbooks	1/11/2022	43.08
15817	The Owl Initiative	1/11/2022	725.00
15818	The Talk Team	1/11/2022	1,573.75
15819	TouchMath Acquisition LLC	1/11/2022	43.02
15820	Trigger Memory Co.	1/11/2022	78.90
15821	United Conservatory of Music	1/11/2022	375.00
15822	Yuliya Hess	1/11/2022	150.00
15823	Zaner-Bloser, Inc.	1/11/2022	27.05
15824	Voya Financial FBO CalSTRS Pension2	1/12/2022	7,224.00
15825	Playground Training Academy, LLC	1/14/2022	3,605.00

Yosemite Valley Charter School

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15826	Abarca Group	1/19/2022	855.00
15827	Academy of Creative Education	1/19/2022	450.00
15828	America's Kids Inc.	1/19/2022	Void
15829	America's Kids Inc.	1/19/2022	Void
15830	America's Kids Inc.	1/19/2022	10,372.15
15831	Arlene Steffen	1/19/2022	2,625.00
15832	Art of Problem Solving	1/19/2022	96.00
15833	Braille Abilities, LLC	1/19/2022	4,491.20
15834	Brian Hammons Piano	1/19/2022	Void
15835	Brian Hammons Piano	1/19/2022	4,500.00
15836	Brittany Guirell	1/19/2022	75.00
15837	Bungalow Lane ALC, Inc	1/19/2022	360.00
15838	BYU Independent Study	1/19/2022	1,630.00
15839	C'est La Vie Arts	1/19/2022	885.00
15840	Charter Impact, Inc.	1/19/2022	671.16
15841	CharterSafe	1/19/2022	23,070.00
15842	Christine Beltz	1/19/2022	2,850.00
15843	College Prep Genius	1/19/2022	189.00
15844	Cornerstone Dance	1/19/2022	278.00
15845	Cullinan Education Center, Inc.	1/19/2022	1,225.00
15846	Denise Nicholes	1/19/2022	900.00
15847	Dolce Dance Studio	1/19/2022	1,040.00
15848	E-Therapy LLC	1/19/2022	373.50
15849	eDynamic Learning	1/19/2022	340.00
15850	Evolve Dance Company	1/19/2022	276.00
15851	Fidelity Security Life Insurance Co.	1/19/2022	1,480.44
15852	Fresno Chamber of Commerce	1/19/2022	152.50
15853	Fresno Jr Hockey Club	1/19/2022	325.00
15854	Fresno Music Academy & Arts	1/19/2022	1,909.00
15855	Generation Genius, Inc.	1/19/2022	42.00
15856	GL Kenpo	1/19/2022	1,170.00
15857	Guido's Martial Arts Academy	1/19/2022	1,152.00
15858	Hidden Hills Ranch	1/19/2022	5,269.12
15859	High Performance Academy LLC	1/19/2022	425.00
15860	Home Science Tools	1/19/2022	78.87
15861	Innoved Inc.	1/19/2022	7,067.50
15862	Jessica Cromar	1/19/2022	660.00
15863	Jessica V Riggle	1/19/2022	870.00
15864	Learn and Create Inc	1/19/2022	8,883.90
15865	Little Passports	1/19/2022	317.07
15866	Melanie Sweet	1/19/2022	1,160.00
15867	Merced Academy of Dance	1/19/2022	190.00
15868	Modesto Academy of Music and Design	1/19/2022	124.50
15869	Moving Beyond the Page	1/19/2022	1,027.26
15870	MoxieBox Art	1/19/2022	700.33
15871	Neil Boyer	1/19/2022	1,887.50
15872	Nicole the Math Lady LLC	1/19/2022	337.00
15873	Pacific Martial Arts	1/19/2022	125.00
15874	Patricia Shubeck	1/19/2022	1,295.00
15875	Paul Grether	1/19/2022	135.00
15876	Peace Hill Press, Inc. dba Well Trained Mind Press	1/19/2022	8.95
15877	Playground Training Academy, LLC	1/19/2022	640.00
15878	Pride Learning Co	1/19/2022	840.00
15879	PRN Nursing Consultants LLC	1/19/2022	675.00
15880	Professional Tutors of America Inc.	1/19/2022	1,550.00
15881	Rainbow Resource Center	1/19/2022	609.09
15882	Rayford Shorin-Ryu	1/19/2022	130.00
15883	Robert Melendez	1/19/2022	135.00
15884	Rojeski Student Support	1/19/2022	550.00

Yosemite Valley Charter School

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15885	Rose Music Studios LLC	1/19/2022	720.00
15886	Shirley Winters Ballet	1/19/2022	837.00
15887	Silver Bell Barn & Equestrian Center	1/19/2022	420.00
15888	Steinway Piano Gallery of Fresno	1/19/2022	2,160.00
15889	Studies Weekly	1/19/2022	32.34
15890	T-Mobile	1/19/2022	82.98
15891	Teacher Synergy, LLC	1/19/2022	101.90
15892	The Advantage Group	1/19/2022	5,976.50
15893	The Dance Center	1/19/2022	3,747.95
15894	TheraSens, Inc	1/19/2022	2,531.25
15895	Timberdoodle.com	1/19/2022	84.31
15896	Time4Learning	1/19/2022	239.40
15897	Transamerica	1/19/2022	690.64
15898	United Conservatory of Music	1/19/2022	300.00
15899	Valley Center for the Blind	1/19/2022	7,806.25
15900	Williamsburg Learning	1/19/2022	2,868.00
15901	WM Music Lessons	1/19/2022	240.00
15902	Zaner-Bloser, Inc.	1/19/2022	279.02
15903	Zoom Video Communications Inc	1/19/2022	10,403.58
15904	Old Dominion Capital	1/21/2022	3,605.00
15905	Voya Financial FBO CalSTRS Pension2	1/25/2022	7,024.00
15906	Aldrich Services	1/26/2022	550.00
15907	America's Kids Inc.	1/26/2022	504.00
15908	Arabic Homeschool LLC	1/26/2022	625.00
15909	Aspire Speech & Learning Center	1/26/2022	975.00
15910	Bojuka Ryu	1/26/2022	690.00
15911	Charter Impact, Inc.	1/26/2022	629.60
15912	Clarksville Charter School	1/26/2022	34,214.40
15913	Cognitive Square Inc	1/26/2022	59.30
15914	Effectual Educational Consulting Services	1/26/2022	32,470.00
15915	Feather River Charter School	1/26/2022	54,213.96
15916	Follett Higher Education Group, Inc	1/26/2022	2,591.40
15917	Frances T Salafia	1/26/2022	60.00
15918	Great Minds PBC	1/26/2022	20,027.82
15919	Jennifer McQuarrie	1/26/2022	176.00
15920	Kelly Pettit	1/26/2022	21.28
15921	Lake View Charter School	1/26/2022	24,266.44
15922	Monarch River Academy	1/26/2022	68,851.34
15923	Procopio, Cory, Hargreaves & Savitch LLP	1/26/2022	1,962.00
15924	Professional Print & Mail, Inc.	1/26/2022	401.50
15925	Teacher Synergy, LLC	1/26/2022	252.55
15926	The English Learner Group, Inc.	1/26/2022	11,375.00
15927	Ventura County Office of Education/Business	1/26/2022	8,025.00
15928	America's Kids Inc.	1/27/2022	2,367.50
15929	Fresno County Office of Education	1/31/2022	208,739.20
15930	Fresno County Office of Education	1/31/2022	585.00

Total Disbursements Issued in January \$ 1,247,402.14

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Granite Mountain Charter School	GMCS-YVCS	6/30/2020	6/30/2020	\$ -	\$ -	\$ -	\$ -	\$ 196,872	\$ 196,872
Triumph Academy	TA-YVCS	6/30/2020	6/30/2020	-	-	-	-	6,572	6,572
Achieve 3000	53423	7/1/2021	7/31/2021	-	-	-	-	2,640	2,640
Dover Publications	92786097	9/29/2021	10/29/2021	-	-	-	-	17	17
Monarch River Academy	SO101YVC	12/12/2021	12/12/2021	-	-	326,539	-	-	326,539
Brave Writer LLC	74736-P025	12/17/2021	12/17/2021	-	-	30	-	-	30
The Dance Center	Nov 2022 (2)	11/19/2021	12/19/2021	-	-	595	-	-	595
Effectual Educational Consulting Service	7085	11/30/2021	12/30/2021	-	-	13,160	-	-	13,160
Charter Impact, Inc.	12147	12/31/2021	12/31/2021	-	-	532	-	-	532
Jade Davis	DAVI123122	12/31/2021	12/31/2021	-	-	95	-	-	95
Brave Writer LLC	100874-P008	1/1/2022	1/1/2022	-	99	-	-	-	99
Susan Hancock	224	12/4/2021	1/3/2022	-	245	-	-	-	245
Williamsburg Learning	3041	12/6/2021	1/5/2022	-	1,197	-	-	-	1,197
Shiller Learning	295518	12/9/2021	1/8/2022	-	440	-	-	-	440
Shiller Learning	295519	12/9/2021	1/8/2022	-	110	-	-	-	110
Monarch River Academy	SO012YVC	1/13/2022	1/13/2022	-	63,533	-	-	-	63,533
Kelly Peterson	PETE011322	1/13/2022	1/13/2022	-	87	-	-	-	87
Jennifer Vernon	VERN011422	1/14/2022	1/14/2022	-	50	-	-	-	50
Monarch River Academy	HQT1221YVC	1/14/2022	1/14/2022	-	8,576	-	-	-	8,576
Shirley Winters Ballet	22-000854-01	1/18/2022	1/18/2022	-	58	-	-	-	58
America's Kids Inc.	22-001259-01	1/18/2022	1/18/2022	-	76	-	-	-	76
Cornerstone Dance	22-000710-01	1/18/2022	1/18/2022	-	48	-	-	-	48
Cornerstone Dance	22-000824-01	1/18/2022	1/18/2022	-	300	-	-	-	300
America's Kids Inc.	21-227361-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-227361-02	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-227361-03	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-227361-04	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-227362-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-227362-02	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-229602-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-229603-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-229603-02	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	21-230180-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	21-230185-01	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	21-230441-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000311-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000376-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000378-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000387-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000389-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000586-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000586-02	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	22-000588-01	1/20/2022	1/20/2022	-	50	-	-	-	50
America's Kids Inc.	22-000588-02	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	22-000780-01	1/20/2022	1/20/2022	-	60	-	-	35 of 297	60

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
America's Kids Inc.	22-000780-02	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	22-000780-03	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	22-000780-04	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	22-000780-05	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	22-000781-01	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	22-000781-02	1/20/2022	1/20/2022	-	60	-	-	-	60
America's Kids Inc.	21-223659-01	1/21/2022	1/21/2022	-	50	-	-	-	50
America's Kids Inc.	21-223661-01	1/21/2022	1/21/2022	-	50	-	-	-	50
Audiology Solutions LA	0000158	1/24/2022	1/24/2022	-	1,700	-	-	-	1,700
Charter Impact, Inc.	W2s2021	1/25/2022	1/25/2022	-	943	-	-	-	943
KiwiCo, Inc	DEC-21-YVS-2	12/31/2021	1/30/2022	-	1,328	-	-	-	1,328
Innoved Inc.	1608	12/31/2021	1/30/2022	-	1,140	-	-	-	1,140
Nicole Medeiros	80	12/31/2021	1/30/2022	-	614	-	-	-	614
Playground Training Academy, LLC	YVS Jan 02	1/2/2022	2/1/2022	2,090	-	-	-	-	2,090
Playground Training Academy, LLC	YVS Jan 04	1/4/2022	2/3/2022	225	-	-	-	-	225
Studies Weekly	426566	1/10/2022	2/3/2022	32	-	-	-	-	32
Teacher Synergy, LLC	179679177	1/14/2022	2/4/2022	29	-	-	-	-	29
Teacher Synergy, LLC	179707537	1/14/2022	2/4/2022	14	-	-	-	-	14
Teacher Synergy, LLC	179709735	1/14/2022	2/4/2022	20	-	-	-	-	20
Teacher Synergy, LLC	179711297	1/14/2022	2/4/2022	5	-	-	-	-	5
The Talk Team	96503	1/5/2022	2/4/2022	460	-	-	-	-	460
The Talk Team	96504	1/5/2022	2/4/2022	260	-	-	-	-	260
The Talk Team	96505	1/5/2022	2/4/2022	173	-	-	-	-	173
The Talk Team	96506	1/5/2022	2/4/2022	575	-	-	-	-	575
The Talk Team	96507	1/5/2022	2/4/2022	345	-	-	-	-	345
The Talk Team	96508	1/5/2022	2/4/2022	230	-	-	-	-	230
The Talk Team	96509	1/5/2022	2/4/2022	230	-	-	-	-	230
The Talk Team	96510	1/5/2022	2/4/2022	288	-	-	-	-	288
The Talk Team	96511	1/5/2022	2/4/2022	345	-	-	-	-	345
The Talk Team	96513	1/5/2022	2/4/2022	690	-	-	-	-	690
The Talk Team	96514	1/5/2022	2/4/2022	173	-	-	-	-	173
The Talk Team	96515	1/5/2022	2/4/2022	201	-	-	-	-	201
The Talk Team	96516	1/5/2022	2/4/2022	520	-	-	-	-	520
The Talk Team	96517	1/5/2022	2/4/2022	345	-	-	-	-	345
The Talk Team	96518	1/5/2022	2/4/2022	650	-	-	-	-	650
The Talk Team	96519	1/5/2022	2/4/2022	305	-	-	-	-	305
The Talk Team	96520	1/5/2022	2/4/2022	390	-	-	-	-	390
The Talk Team	96521	1/5/2022	2/4/2022	219	-	-	-	-	219
The Talk Team	96522	1/5/2022	2/4/2022	230	-	-	-	-	230
The Talk Team	96523	1/5/2022	2/4/2022	440	-	-	-	-	440
The Talk Team	96524	1/5/2022	2/4/2022	345	-	-	-	-	345
The Talk Team	96525	1/5/2022	2/4/2022	345	-	-	-	-	345
Singapore Math, Inc.	450753	1/5/2022	2/4/2022	153	-	-	-	-	153
Beautiful Feet Books, Inc.	16179	1/5/2022	2/4/2022	38	-	-	-	-	38
BrightThinker	SINV4112	1/5/2022	2/4/2022	357	-	-	-	36 of 297	357

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
BrightThinker	SINV4113	1/5/2022	2/4/2022	124	-	-	-	-	124
BrightThinker	SINV4114	1/5/2022	2/4/2022	124	-	-	-	-	124
BrightThinker	SINV4115	1/5/2022	2/4/2022	124	-	-	-	-	124
Children's Musical Theaterworks	92	1/5/2022	2/4/2022	150	-	-	-	-	150
BrightThinker	SINV4124	1/6/2022	2/5/2022	124	-	-	-	-	124
BrightThinker	SINV4125	1/6/2022	2/5/2022	124	-	-	-	-	124
BrightThinker	SINV4132	1/6/2022	2/5/2022	124	-	-	-	-	124
BrightThinker	SINV4133	1/6/2022	2/5/2022	124	-	-	-	-	124
Williamsburg Learning	3095	1/6/2022	2/5/2022	399	-	-	-	-	399
Art of Problem Solving	223723	1/6/2022	2/5/2022	144	-	-	-	-	144
Art of Problem Solving	223728	1/6/2022	2/5/2022	96	-	-	-	-	96
JackKris Publishing, LLC	2022-001	1/6/2022	2/5/2022	41	-	-	-	-	41
Generation Genius, Inc.	GG115316	1/6/2022	2/5/2022	175	-	-	-	-	175
All About Learning Press, Inc.	909791	1/5/2022	2/5/2022	172	-	-	-	-	172
MEL Science U.S. LLC	RM2022010507-2	1/6/2022	2/5/2022	227	-	-	-	-	227
Sandy Torosian	1067	1/6/2022	2/5/2022	120	-	-	-	-	120
The Critical Thinking Co.	182274A	1/7/2022	2/6/2022	30	-	-	-	-	30
The Owl Initiative	WF00122	1/7/2022	2/6/2022	350	-	-	-	-	350
Moving Beyond the Page	263840	1/7/2022	2/6/2022	218	-	-	-	-	218
Moving Beyond the Page	263842	1/7/2022	2/6/2022	1,107	-	-	-	-	1,107
Learning Without Tears	INV135628	1/7/2022	2/6/2022	10	-	-	-	-	10
JackKris Publishing, LLC	2022-002	1/7/2022	2/6/2022	24	-	-	-	-	24
JackKris Publishing, LLC	2022-003	1/7/2022	2/6/2022	24	-	-	-	-	24
JackKris Publishing, LLC	2022-004	1/7/2022	2/6/2022	26	-	-	-	-	26
BrightThinker	SINV4145	1/7/2022	2/6/2022	124	-	-	-	-	124
Cornerstone Educational Solutions	Yosemite 1-22	1/7/2022	2/6/2022	1,700	-	-	-	-	1,700
Clarksville Charter School	6076	1/7/2022	2/7/2022	11,044	-	-	-	-	11,044
Institute for Excellence in Writing	866573	1/7/2022	2/7/2022	69	-	-	-	-	69
Institute for Excellence in Writing	866630	1/7/2022	2/7/2022	81	-	-	-	-	81
Institute for Excellence in Writing	866761	1/7/2022	2/7/2022	326	-	-	-	-	326
Lake View Charter School	6028	1/7/2022	2/7/2022	8,167	-	-	-	-	8,167
Teaching Textbooks	41667	1/7/2022	2/7/2022	55	-	-	-	-	55
Roberta Chatman	22-000722-01	1/9/2022	2/8/2022	90	-	-	-	-	90
Roberta Chatman	21-227267-02	1/9/2022	2/8/2022	105	-	-	-	-	105
Roberta Chatman	21-228413-02	1/9/2022	2/8/2022	150	-	-	-	-	150
Teacher Synergy, LLC	180048169	1/18/2022	2/8/2022	8	-	-	-	-	8
Teacher Synergy, LLC	180056545	1/18/2022	2/8/2022	24	-	-	-	-	24
Teacher Synergy, LLC	180059629	1/18/2022	2/8/2022	8	-	-	-	-	8
Teacher Synergy, LLC	180060497	1/18/2022	2/8/2022	10	-	-	-	-	10
Rojeski Student Support	22-000792-01	1/10/2022	2/9/2022	50	-	-	-	-	50
School Pathways, LLC	140-INV2866	1/10/2022	2/9/2022	3,816	-	-	-	-	3,816
Specialized Therapy Services, Inc	YVCS01-1221	12/31/2021	2/9/2022	764	-	-	-	-	764
The Critical Thinking Co.	182376A	1/10/2022	2/9/2022	94	-	-	-	-	94
Rainbow Resource Center	3652566	1/10/2022	2/9/2022	32	-	-	-	-	32
Rainbow Resource Center	3652589	1/10/2022	2/9/2022	220	-	-	-	37 of 297	220

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3652627	1/10/2022	2/9/2022	110	-	-	-	-	110
Rainbow Resource Center	3652628	1/10/2022	2/9/2022	68	-	-	-	-	68
Rainbow Resource Center	3652910	1/10/2022	2/9/2022	31	-	-	-	-	31
Rainbow Resource Center	3652911	1/10/2022	2/9/2022	28	-	-	-	-	28
United Conservatory of Music	22-000985-01	1/10/2022	2/9/2022	320	-	-	-	-	320
Jazz Fresno	21-228181-02	1/10/2022	2/9/2022	140	-	-	-	-	140
Jazz Fresno	21-228803-01	1/10/2022	2/9/2022	140	-	-	-	-	140
Generation Genius, Inc.	GG115651	1/10/2022	2/9/2022	175	-	-	-	-	175
Katherine Sullivan	21-229494-01	1/10/2022	2/9/2022	450	-	-	-	-	450
Katherine Sullivan	21-229495-01	1/10/2022	2/9/2022	450	-	-	-	-	450
Katherine Sullivan	21-230225-01	1/10/2022	2/9/2022	450	-	-	-	-	450
Katherine Sullivan	21-230230-01	1/10/2022	2/9/2022	450	-	-	-	-	450
Katherine Sullivan	22-000370-01	1/10/2022	2/9/2022	450	-	-	-	-	450
Katherine Sullivan	22-000566-01	1/10/2022	2/9/2022	450	-	-	-	-	450
Katherine Sullivan	22-000574-01	1/10/2022	2/9/2022	450	-	-	-	-	450
Center for Autism and Related Disorder	D-04598978	1/10/2022	2/9/2022	1,412	-	-	-	-	1,412
Denise Nicholes	22-001035-01	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	21-222467-02	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	21-223603-01	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	21-226615-01	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	21-226621-01	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	21-228228-02	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	21-228804-01	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	21-228910-02	1/10/2022	2/9/2022	100	-	-	-	-	100
BrightThinker	SINV4154	1/10/2022	2/9/2022	124	-	-	-	-	124
Braille Consultants, Inc.	93	1/10/2022	2/9/2022	540	-	-	-	-	540
Arlene Steffen	22-000873-01	1/10/2022	2/9/2022	875	-	-	-	-	875
Arlene Steffen	22-000874-01	1/10/2022	2/9/2022	875	-	-	-	-	875
Arlene Steffen	22-000875-01	1/10/2022	2/9/2022	875	-	-	-	-	875
Beautiful Feet Books, Inc.	16193	1/11/2022	2/10/2022	30	-	-	-	-	30
Beautiful Feet Books, Inc.	16195	1/11/2022	2/10/2022	22	-	-	-	-	22
BrightThinker	SINV4166	1/11/2022	2/10/2022	124	-	-	-	-	124
Brian Hammons Piano	22-001058-01	1/11/2022	2/10/2022	130	-	-	-	-	130
Brian Hammons Piano	22-001059-01	1/11/2022	2/10/2022	130	-	-	-	-	130
Brian Hammons Piano	22-001075-01	1/11/2022	2/10/2022	160	-	-	-	-	160
Just Dance	21-218715-01	1/11/2022	2/10/2022	190	-	-	-	-	190
Just Dance	21-218715-02	1/11/2022	2/10/2022	190	-	-	-	-	190
Just Dance	21-218716-01	1/11/2022	2/10/2022	190	-	-	-	-	190
Just Dance	21-218716-02	1/11/2022	2/10/2022	190	-	-	-	-	190
Just Dance	21-219018-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-219019-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-219184-01	1/11/2022	2/10/2022	150	-	-	-	-	150
Just Dance	21-219188-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-219188-02	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-222138-01	1/11/2022	2/10/2022	55	-	-	-	38 of 297	55

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
Just Dance	21-222138-02	1/11/2022	2/10/2022	60	-	-	-	-	60
Just Dance	21-222138-03	1/11/2022	2/10/2022	55	-	-	-	-	55
Just Dance	21-222138-04	1/11/2022	2/10/2022	60	-	-	-	-	60
Just Dance	21-222139-01	1/11/2022	2/10/2022	55	-	-	-	-	55
Just Dance	21-222139-02	1/11/2022	2/10/2022	55	-	-	-	-	55
Just Dance	21-222139-03	1/11/2022	2/10/2022	55	-	-	-	-	55
Just Dance	21-222139-04	1/11/2022	2/10/2022	60	-	-	-	-	60
Just Dance	21-222139-05	1/11/2022	2/10/2022	60	-	-	-	-	60
Just Dance	21-222139-06	1/11/2022	2/10/2022	55	-	-	-	-	55
Just Dance	21-222946-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-222947-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-224501-01	1/11/2022	2/10/2022	120	-	-	-	-	120
Just Dance	21-226085-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-226451-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-226700-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-226962-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-228192-01	1/11/2022	2/10/2022	190	-	-	-	-	190
Just Dance	21-230457-01	1/11/2022	2/10/2022	125	-	-	-	-	125
Just Dance	21-230458-01	1/11/2022	2/10/2022	65	-	-	-	-	65
Guido's Martial Arts Academy	22-001301-01	1/11/2022	2/10/2022	169	-	-	-	-	169
Good Dirt Pottery Studio	22-000059-01	1/11/2022	2/10/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-000060-01	1/11/2022	2/10/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-000303-01	1/11/2022	2/10/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-000310-01	1/11/2022	2/10/2022	40	-	-	-	-	40
Denise Nicholes	22-001172-01	1/11/2022	2/10/2022	100	-	-	-	-	100
Fresno Jr Hockey Club	22-001170-01	1/11/2022	2/10/2022	150	-	-	-	-	150
Kimberly Schapansky	21-227368-02	1/11/2022	2/10/2022	90	-	-	-	-	90
Kimberly Schapansky	21-227369-01	1/11/2022	2/10/2022	90	-	-	-	-	90
Monterey Bay Taekwondo Academy	21-226603-01	1/11/2022	2/10/2022	150	-	-	-	-	150
Monterey Bay Taekwondo Academy	21-226603-02	1/11/2022	2/10/2022	150	-	-	-	-	150
Monterey Bay Taekwondo Academy	21-228970-01	1/11/2022	2/10/2022	150	-	-	-	-	150
Monterey Bay Taekwondo Academy	21-228970-02	1/11/2022	2/10/2022	150	-	-	-	-	150
Rainbow Resource Center	3653737	1/11/2022	2/10/2022	155	-	-	-	-	155
Rainbow Resource Center	3653738	1/11/2022	2/10/2022	155	-	-	-	-	155
Rainbow Resource Center	3653743	1/11/2022	2/10/2022	155	-	-	-	-	155
PRN Nursing Consultants LLC	220010	1/11/2022	2/10/2022	225	-	-	-	-	225
Singapore Math, Inc.	451434	1/11/2022	2/10/2022	49	-	-	-	-	49
Rose Music Studios LLC	22-000960-01	1/11/2022	2/10/2022	90	-	-	-	-	90
The Dance Studio 2	22-000301-01	1/11/2022	2/10/2022	60	-	-	-	-	60
The Dance Studio 2	22-000302-01	1/11/2022	2/10/2022	60	-	-	-	-	60
The Dance Studio 2	22-000681-01	1/11/2022	2/10/2022	60	-	-	-	-	60
The Dance Studio 2	22-000684-01	1/11/2022	2/10/2022	60	-	-	-	-	60
The Dance Studio 2	22-000685-01	1/11/2022	2/10/2022	60	-	-	-	-	60
The Dance Studio 2	22-000687-01	1/11/2022	2/10/2022	60	-	-	-	-	60
Singapore Math, Inc.	451612	1/12/2022	2/11/2022	146	-	-	-	39 of 297	146

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
Starfall Education Foundation	5728-3378-7419	1/12/2022	2/11/2022	35	-	-	-	-	35
Steinway Piano Gallery of Fresno	22-001212-01	1/12/2022	2/11/2022	140	-	-	-	-	140
Rainbow Resource Center	3654854	1/12/2022	2/11/2022	155	-	-	-	-	155

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3655685	1/12/2022	2/11/2022	70	-	-	-	-	70
Rainbow Resource Center	3655686	1/12/2022	2/11/2022	39	-	-	-	-	39
Rainbow Resource Center	3655907	1/12/2022	2/11/2022	55	-	-	-	-	55
Nicole the Math Lady LLC	4165	1/12/2022	2/11/2022	79	-	-	-	-	79
United Conservatory of Music	21-225382-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-225383-02	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-225384-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-226764-02	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-227395-01	1/12/2022	2/11/2022	225	-	-	-	-	225
United Conservatory of Music	21-227641-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-227642-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-227643-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-227644-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-227645-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-227755-02	1/12/2022	2/11/2022	300	-	-	-	-	300
United Conservatory of Music	21-229103-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229104-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229231-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229231-02	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229235-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229508-01	1/12/2022	2/11/2022	80	-	-	-	-	80
United Conservatory of Music	21-229663-02	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229675-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229775-01	1/12/2022	2/11/2022	300	-	-	-	-	300
United Conservatory of Music	21-229776-01	1/12/2022	2/11/2022	300	-	-	-	-	300
United Conservatory of Music	21-230498-01	1/12/2022	2/11/2022	300	-	-	-	-	300
United Conservatory of Music	22-000121-01	1/12/2022	2/11/2022	225	-	-	-	-	225
Moving Beyond the Page	263959	1/12/2022	2/11/2022	398	-	-	-	-	398
Pacific Martial Arts	21-226926-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-227410-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-227437-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-227440-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-227730-02	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-228714-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-228718-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-229061-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-229062-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-229752-02	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-229753-02	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-230537-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	22-000085-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	22-000086-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	22-000087-01	1/12/2022	2/11/2022	125	-	-	-	-	125
Hooked on Phonics	HOP1382	1/12/2022	2/11/2022	313	-	-	-	-	313
All About Learning Press, Inc.	909875	1/12/2022	2/11/2022	79	-	-	-	41 of 297	79

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
Galindo Kenpo Academy	22-000367-01	1/12/2022	2/11/2022	200	-	-	-	-	200
Galindo Kenpo Academy	22-000369-01	1/12/2022	2/11/2022	200	-	-	-	-	200
Brian Hammons Piano	22-000344-01	1/12/2022	2/11/2022	160	-	-	-	-	160
Katherine Sullivan	22-000573-01	1/12/2022	2/11/2022	450	-	-	-	-	450
Jessica Pyne	22-000263-01	1/12/2022	2/11/2022	120	-	-	-	-	120
Jessica Pyne	22-000265-01	1/12/2022	2/11/2022	120	-	-	-	-	120
Jessica Pyne	22-000266-01	1/12/2022	2/11/2022	120	-	-	-	-	120
Jessica Pyne	22-000267-01	1/12/2022	2/11/2022	120	-	-	-	-	120
Jessica Pyne	22-000268-01	1/12/2022	2/11/2022	120	-	-	-	-	120
Deborah Lemen Acting Studio	21-230388-01	1/12/2022	2/11/2022	545	-	-	-	-	545
Dethrone MMA	21-217019-01	1/12/2022	2/11/2022	140	-	-	-	-	140
Dethrone MMA	21-217020-01	1/12/2022	2/11/2022	140	-	-	-	-	140
Dethrone MMA	21-224767-01	1/12/2022	2/11/2022	140	-	-	-	-	140
Dethrone MMA	21-224768-01	1/12/2022	2/11/2022	140	-	-	-	-	140
Dethrone MMA	21-227669-01	1/12/2022	2/11/2022	140	-	-	-	-	140
Dethrone MMA	21-227670-01	1/12/2022	2/11/2022	140	-	-	-	-	140
Dethrone MMA	21-228020-01	1/12/2022	2/11/2022	110	-	-	-	-	110
Dethrone MMA	21-228023-01	1/12/2022	2/11/2022	110	-	-	-	-	110
BrightThinker	SINV4172	1/12/2022	2/11/2022	124	-	-	-	-	124
Art of Problem Solving	223842	1/12/2022	2/11/2022	855	-	-	-	-	855
United Conservatory of Music	22-001162-01	1/12/2022	2/11/2022	160	-	-	-	-	160
United Conservatory of Music	22-001308-01	1/12/2022	2/11/2022	160	-	-	-	-	160
Zaner-Bloser, Inc.	10331150	1/13/2022	2/12/2022	407	-	-	-	-	407
JoAnn Denney	31	1/13/2022	2/12/2022	200	-	-	-	-	200
Institute for Excellence in Writing	871688	1/12/2022	2/12/2022	194	-	-	-	-	194
Fresno Jr Hockey Club	22-001567-01	1/13/2022	2/12/2022	250	-	-	-	-	250
Melanie Sweet	22-001425-01	1/13/2022	2/12/2022	160	-	-	-	-	160
Academy of Creative Education	178-YVS	1/13/2022	2/12/2022	1,500	-	-	-	-	1,500
Math Crazy	21-224977-01	1/13/2022	2/12/2022	480	-	-	-	-	480
Math Crazy	21-228375-01	1/13/2022	2/12/2022	480	-	-	-	-	480
Math Crazy	21-228379-01	1/13/2022	2/12/2022	480	-	-	-	-	480
Teaching Textbooks	41729	1/13/2022	2/12/2022	43	-	-	-	-	43
PRN Nursing Consultants LLC	211875	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211907	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211908	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211909	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211912	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211933	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211948	1/13/2022	2/12/2022	225	-	-	-	-	225
Studies Weekly	427414	1/14/2022	2/12/2022	32	-	-	-	-	32
Studies Weekly	427419	1/14/2022	2/12/2022	32	-	-	-	-	32
Studies Weekly	427421	1/14/2022	2/12/2022	32	-	-	-	-	32
Steinway Piano Gallery of Fresno	22-000492-01	1/14/2022	2/13/2022	140	-	-	-	-	140
School Pathways, LLC	140-INV2967	1/14/2022	2/13/2022	12,016	-	-	-	-	12,016
Nicole the Math Lady LLC	4181	1/14/2022	2/13/2022	59	-	-	-	42 of 297	59

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
Ramsey Solutions	INV571752	1/14/2022	2/13/2022	20	-	-	-	-	20
Rayford Shorin-Ryu	22-000308-01	1/14/2022	2/13/2022	65	-	-	-	-	65
Rayford Shorin-Ryu	22-000674-01	1/14/2022	2/13/2022	65	-	-	-	-	65
Rayford Shorin-Ryu	22-000678-01	1/14/2022	2/13/2022	65	-	-	-	-	65
Rainbow Resource Center	3657396	1/14/2022	2/13/2022	21	-	-	-	-	21
Rainbow Resource Center	3657397	1/14/2022	2/13/2022	45	-	-	-	-	45
Rainbow Resource Center	3657398	1/14/2022	2/13/2022	59	-	-	-	-	59
Rainbow Resource Center	3657505	1/14/2022	2/13/2022	29	-	-	-	-	29
Project Learn	21-224358-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-224359-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-225416-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-225417-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-225761-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-227646-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-227647-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-227890-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-227892-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-227987-01	1/14/2022	2/13/2022	150	-	-	-	-	150
Project Learn	21-228765-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-229445-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-229461-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-229569-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-229570-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-229890-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-229893-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230285-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230398-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230399-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230400-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230451-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230471-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230472-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	21-230482-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000074-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000075-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000103-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000146-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000166-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000218-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000299-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-000300-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-001495-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-001498-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn	22-001561-01	1/14/2022	2/13/2022	300	-	-	-	-	300
All About Learning Press, Inc.	909894	1/14/2022	2/13/2022	78	-	-	-	43 of 297	78

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
All About Learning Press, Inc.	909904	1/14/2022	2/13/2022	53	-	-	-	-	53
Generation Genius, Inc.	GG116374	1/14/2022	2/13/2022	125	-	-	-	-	125
Home Science Tools	000385526	1/14/2022	2/13/2022	127	-	-	-	-	127
Institute for Excellence in Writing	836503	1/13/2022	2/13/2022	302	-	-	-	-	302
Institute for Excellence in Writing	839346	1/13/2022	2/13/2022	302	-	-	-	-	302
Institute for Excellence in Writing	871841	1/13/2022	2/13/2022	37	-	-	-	-	37
BrightThinker	SINV4179	1/14/2022	2/13/2022	124	-	-	-	-	124
BrightThinker	SINV4180	1/14/2022	2/13/2022	249	-	-	-	-	249
BrightThinker	SINV4187	1/14/2022	2/13/2022	249	-	-	-	-	249
BrightThinker	SINV4188	1/14/2022	2/13/2022	124	-	-	-	-	124
Evan-Moor	INV336161	1/14/2022	2/13/2022	100	-	-	-	-	100
Bushido Kai Karate-do	21-227918-02	1/15/2022	2/14/2022	105	-	-	-	-	105
High School Math Live LLC	21-229119-01	1/15/2022	2/14/2022	350	-	-	-	-	350
eDynamic Learning	22-02-0046	1/15/2022	2/14/2022	85	-	-	-	-	85
eDynamic Learning	22-02-0047	1/15/2022	2/14/2022	530	-	-	-	-	530
Mammoth Mountain Ski and Snowboar	201	1/15/2022	2/14/2022	350	-	-	-	-	350
Mammoth Mountain Ski and Snowboar	203	1/15/2022	2/14/2022	350	-	-	-	-	350
Monterey Bay Academy of Gymnastics	21-218600-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	21-218601-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	21-222674-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	21-225362-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	21-225363-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	21-226852-01	1/15/2022	2/14/2022	80	-	-	-	-	80
Monterey Bay Academy of Gymnastics	21-229634-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	21-229638-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	22-000120-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	22-000349-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	22-000544-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Monterey Bay Academy of Gymnastics	22-000545-01	1/15/2022	2/14/2022	160	-	-	-	-	160
Moore's Martial Arts Clovis	21-226609-01	1/16/2022	2/15/2022	100	-	-	-	-	100
Moore's Martial Arts Clovis	21-226609-02	1/16/2022	2/15/2022	100	-	-	-	-	100
Moore's Martial Arts Clovis	22-000990-01	1/16/2022	2/15/2022	120	-	-	-	-	120
United Conservatory of Music	22-001109-01	1/16/2022	2/15/2022	160	-	-	-	-	160
United Conservatory of Music	22-001111-01	1/16/2022	2/15/2022	160	-	-	-	-	160
United Conservatory of Music	22-001467-01	1/16/2022	2/15/2022	240	-	-	-	-	240
Moving Beyond the Page	264088	1/17/2022	2/16/2022	756	-	-	-	-	756
Moving Beyond the Page	264089	1/17/2022	2/16/2022	957	-	-	-	-	957
All About Learning Press, Inc.	909909	1/17/2022	2/16/2022	172	-	-	-	-	172
Rainbow Resource Center	3658288	1/17/2022	2/16/2022	155	-	-	-	-	155
Rainbow Resource Center	3658662	1/17/2022	2/16/2022	129	-	-	-	-	129
Roberta Chatman	22-000240-01	1/17/2022	2/16/2022	210	-	-	-	-	210
The Dance Center	21-226815-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	21-226832-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	21-226837-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	21-226838-01	1/18/2022	2/17/2022	316	-	-	-	44 of 297	316

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
The Dance Center	21-226840-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	21-226841-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	21-226842-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	21-227969-01	1/18/2022	2/17/2022	262	-	-	-	-	262
The Dance Center	21-228207-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	21-228767-01	1/18/2022	2/17/2022	298	-	-	-	-	298
The Dance Center	21-229074-01	1/18/2022	2/17/2022	298	-	-	-	-	298
The Dance Center	21-229075-01	1/18/2022	2/17/2022	298	-	-	-	-	298
The Dance Center	22-000187-01	1/18/2022	2/17/2022	147	-	-	-	-	147
The Dance Center	22-000188-01	1/18/2022	2/17/2022	147	-	-	-	-	147
The Dance Center	22-000568-01	1/18/2022	2/17/2022	167	-	-	-	-	167
The Dance Center	22-000969-01	1/18/2022	2/17/2022	244	-	-	-	-	244
The Dance Center	22-000970-01	1/18/2022	2/17/2022	262	-	-	-	-	262
The Dance Center	22-001062-01	1/18/2022	2/17/2022	316	-	-	-	-	316
The Dance Center	22-001063-01	1/18/2022	2/17/2022	284	-	-	-	-	284
The Dance Center	22-001064-01	1/18/2022	2/17/2022	284	-	-	-	-	284
The Dance Center	22-001065-01	1/18/2022	2/17/2022	284	-	-	-	-	284
The Dance Center	22-001066-01	1/18/2022	2/17/2022	284	-	-	-	-	284
Mathnasium of North Fresno	22-001923-01	1/18/2022	2/17/2022	299	-	-	-	-	299
Institute for Excellence in Writing	872249	1/17/2022	2/17/2022	100	-	-	-	-	100
Art of Problem Solving	224014	1/18/2022	2/17/2022	145	-	-	-	-	145
Bushido Kai Karate-do	22-001674-01	1/18/2022	2/17/2022	105	-	-	-	-	105
Bushido Kai Karate-do	22-001679-01	1/18/2022	2/17/2022	105	-	-	-	-	105
Dethrone MMA	22-001772-01	1/18/2022	2/17/2022	140	-	-	-	-	140
Dethrone MMA	22-001784-01	1/18/2022	2/17/2022	140	-	-	-	-	140
Cen Cal Dance Academy	21-224702-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Cen Cal Dance Academy	21-230412-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Cen Cal Dance Academy	21-230412-02	1/18/2022	2/17/2022	60	-	-	-	-	60
Brenda Myers	22-001771-01	1/19/2022	2/18/2022	138	-	-	-	-	138
Katherine Sullivan	015	1/19/2022	2/18/2022	450	-	-	-	-	450
Melanie Sweet	22-001912-01	1/19/2022	2/18/2022	60	-	-	-	-	60
Lighthouse Therapy LLC	591	1/4/2022	2/18/2022	15,135	-	-	-	-	15,135
Lori Pope	21-229777-01	1/19/2022	2/18/2022	120	-	-	-	-	120
Lori Pope	21-229779-01	1/19/2022	2/18/2022	120	-	-	-	-	120
Lab Rat Academy	21-218616-01	1/20/2022	2/19/2022	175	-	-	-	-	175
Math Crazy	21-230454-01	1/20/2022	2/19/2022	240	-	-	-	-	240
Jessica Knutson	22-001514-01	1/20/2022	2/19/2022	75	-	-	-	-	75
Jessica Knutson	22-001516-01	1/20/2022	2/19/2022	75	-	-	-	-	75
Jessica Knutson	22-001528-01	1/20/2022	2/19/2022	75	-	-	-	-	75
Just Dance	22-000038-01	1/20/2022	2/19/2022	95	-	-	-	-	95
Wilder Smith	22-000816-01	1/20/2022	2/19/2022	200	-	-	-	-	200
Children's Musical Theaterworks	93	1/20/2022	2/19/2022	944	-	-	-	-	944
Code Ninjas	21-226126-01	1/20/2022	2/19/2022	180	-	-	-	-	180
Code Ninjas	21-226126-02	1/20/2022	2/19/2022	180	-	-	-	-	180
Code Ninjas	21-226519-01	1/20/2022	2/19/2022	100	-	-	-	45 of 297	100

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
Brittany Guirell	22-001868-01	1/20/2022	2/19/2022	100	-	-	-	-	100
Brittany Guirell	22-002003-01	1/20/2022	2/19/2022	75	-	-	-	-	75
Ultimate Martial Arts Inc	22-000975-01	1/20/2022	2/19/2022	159	-	-	-	-	159
Ultimate Martial Arts Inc	22-001036-01	1/20/2022	2/19/2022	139	-	-	-	-	139
Ultimate Martial Arts Inc	22-001089-01	1/20/2022	2/19/2022	184	-	-	-	-	184
Ultimate Martial Arts Inc	22-002073-01	1/20/2022	2/19/2022	159	-	-	-	-	159
Ultimate Martial Arts Inc	22-002075-01	1/20/2022	2/19/2022	159	-	-	-	-	159
Ultimate Martial Arts Inc	22-002252-01	1/20/2022	2/19/2022	184	-	-	-	-	184
Ultimate Martial Arts Inc	22-002254-01	1/20/2022	2/19/2022	184	-	-	-	-	184
Susan Hancock	22-002843-01	1/21/2022	2/20/2022	210	-	-	-	-	210
Susan Hancock	22-002844-01	1/21/2022	2/20/2022	175	-	-	-	-	175
Wendy DeRaud	21-218672-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-224742-01	1/21/2022	2/20/2022	120	-	-	-	-	120
Wendy DeRaud	21-225235-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-225235-02	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-225236-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-225236-02	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-227019-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-227356-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-227676-01	1/21/2022	2/20/2022	30	-	-	-	-	30
Wendy DeRaud	21-227750-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-227751-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-227932-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-227940-01	1/21/2022	2/20/2022	30	-	-	-	-	30
Wendy DeRaud	21-227942-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-227942-02	1/21/2022	2/20/2022	30	-	-	-	-	30
Wendy DeRaud	21-228498-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-228500-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-228570-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-228573-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-229008-01	1/21/2022	2/20/2022	30	-	-	-	-	30
Wendy DeRaud	21-229066-01	1/21/2022	2/20/2022	30	-	-	-	-	30
Wendy DeRaud	21-229226-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-229299-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-229299-02	1/21/2022	2/20/2022	150	-	-	-	-	150
Wendy DeRaud	21-229305-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-229305-02	1/21/2022	2/20/2022	150	-	-	-	-	150
Wendy DeRaud	21-229619-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-229767-01	1/21/2022	2/20/2022	30	-	-	-	-	30
Wendy DeRaud	21-230453-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-230493-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-230494-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	21-230495-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000305-01	1/21/2022	2/20/2022	120	-	-	-	-	120
Wendy DeRaud	22-000306-01	1/21/2022	2/20/2022	90	-	-	-	46 of 297	90

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
Wendy DeRaud	22-000353-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000357-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000610-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000612-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000647-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000649-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000839-01	1/21/2022	2/20/2022	180	-	-	-	-	180
Wendy DeRaud	22-000840-01	1/21/2022	2/20/2022	180	-	-	-	-	180
Wendy DeRaud	22-001008-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001009-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001136-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001171-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001571-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001572-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001573-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001642-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001943-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-002339-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-003208-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Denise Nicholes	22-000788-01	1/21/2022	2/20/2022	75	-	-	-	-	75
Denise Nicholes	22-000789-01	1/21/2022	2/20/2022	75	-	-	-	-	75
Denise Nicholes	22-001088-01	1/21/2022	2/20/2022	50	-	-	-	-	50
Central California Gymnastics Institute I	21-223079-01	1/21/2022	2/20/2022	68	-	-	-	-	68
Central California Gymnastics Institute I	21-223080-01	1/21/2022	2/20/2022	75	-	-	-	-	75
Frances T Salafia	21-229693-01	1/21/2022	2/20/2022	30	-	-	-	-	30
Frances T Salafia	22-000379-01	1/21/2022	2/20/2022	210	-	-	-	-	210
Christopher Trevisan	21-220297-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	21-220298-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	21-220299-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	21-220300-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	21-220301-01	1/21/2022	2/20/2022	180	-	-	-	-	180
Christopher Trevisan	21-220302-01	1/21/2022	2/20/2022	180	-	-	-	-	180
Christopher Trevisan	22-000246-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	22-000248-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	22-000251-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	22-000253-01	1/21/2022	2/20/2022	220	-	-	-	-	220
Christopher Trevisan	22-000257-01	1/21/2022	2/20/2022	180	-	-	-	-	180
Christopher Trevisan	22-000259-01	1/21/2022	2/20/2022	180	-	-	-	-	180
Brian Hammons Piano	22-002689-01	1/21/2022	2/20/2022	160	-	-	-	-	160
Denise Nicholes	22-002574-01	1/21/2022	2/20/2022	75	-	-	-	-	75
Denise Nicholes	22-002903-01	1/21/2022	2/20/2022	100	-	-	-	-	100
Lab Rat Academy	21-219662-01	1/21/2022	2/20/2022	105	-	-	-	-	105
Lab Rat Academy	21-219662-02	1/21/2022	2/20/2022	105	-	-	-	-	105
Lab Rat Academy	21-219664-01	1/21/2022	2/20/2022	105	-	-	-	-	105
Lab Rat Academy	21-219664-02	1/21/2022	2/20/2022	105	-	-	-	47 of 297	105

Yosemite Valley Charter School

Accounts Payable Aging

January 31, 2022

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
Lab Rat Academy	21-229381-01	1/21/2022	2/20/2022	140	-	-	-	-	140
Lab Rat Academy	21-229382-01	1/21/2022	2/20/2022	140	-	-	-	-	140
Lab Rat Academy	22-001637-01	1/21/2022	2/20/2022	140	-	-	-	-	140
Katherine Sullivan	22-002988-01	1/21/2022	2/20/2022	450	-	-	-	-	450
Katherine Sullivan	22-003012-01	1/21/2022	2/20/2022	450	-	-	-	-	450
Katherine Sullivan	22-002947-01	1/22/2022	2/21/2022	450	-	-	-	-	450
Katherine Sullivan	22-002952-01	1/22/2022	2/21/2022	450	-	-	-	-	450
Frances T Salafia	22-002720-01	1/22/2022	2/21/2022	135	-	-	-	-	135
Frances T Salafia	22-002722-01	1/22/2022	2/21/2022	135	-	-	-	-	135
Frances T Salafia	22-002723-01	1/22/2022	2/21/2022	135	-	-	-	-	135
Frances T Salafia	22-002724-01	1/22/2022	2/21/2022	135	-	-	-	-	135
Frances T Salafia	22-002938-01	1/22/2022	2/21/2022	90	-	-	-	-	90
LEGO Education	1190491623	1/10/2022	3/11/2022	135	-	-	-	-	135
Math-U-See Inc.	0750324-IN	1/11/2022	3/12/2022	119	-	-	-	-	119
Institute for Excellence in Writing	871691	1/12/2022	3/12/2022	44	-	-	-	-	44
LEGO Education	1190493416	1/12/2022	3/13/2022	124	-	-	-	-	124
Math-U-See Inc.	0750996-IN	1/14/2022	3/15/2022	58	-	-	-	-	58
Total Outstanding Payables in January				<u>\$ 146,604</u>	<u>\$ 82,152</u>	<u>\$ 340,951</u>	<u>\$ -</u>	<u>\$ 206,101</u>	<u>\$ 775,808</u>

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2019/20). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
DATA	Feb-11	CALPADS - Fall 1 Amendment extended deadline - The deadline was extended by two weeks due to system performance and data validation issues. This is the final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Feb-28	Supplement to the Annual Update to the 2021-22 LCAP - LEAs are required to prepare a one-time supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and provide a report to their board at a regularly schedule meeting on or before February 28, 2022. At this meeting, the LEA must include all of the following: •The Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement); •All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and •Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP. The report is an information item, and does not require approval at this meeting. The 2021-22 Supplement will be submitted for review and approval as part of the LEA's 2022-23 LCAP.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Set by Authorizer (by Mar 15)	2nd 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 is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
DATA	Mar-11	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Mar-11	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Mar-18	El Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Mar-25	E-Rate FCC Form 471 Due date (FY2022) - To apply for program discounts, applicants file an FCC Form 471 in EPC to provide USAC with information about the services they are requesting and the discount(s) for which they are eligible. The FCC Form 471 must be certified by March 25, 2021.	Client	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Jun-30	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2020 - September 30, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/cr/anreporthelp.asp

Cover Sheet

Second Interim Report

Section:	II. Finance
Item:	B. Second Interim Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	22.01 YV 2nd Interim; 22.01 YV 12 Month Forecast

BACKGROUND:

- Charter Impact has prepared the school's Second Interim Report and will present along with the 12th Month Forecast.
- The second interim report is due March 17 for the period ending January 31.
- County superintendents are to report to the Superintendent of Public Instruction and the State Controller the certification for all districts in their county within 75 days after the close of the reporting period.
- The interim reports must include a certification of whether or not the school is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative.
 - A positive certification is assigned when the school will meet its financial obligations for the current and two subsequent fiscal years.
 - A qualified certification is assigned when the school may not meet its financial obligations for the current or two subsequent fiscal years.
 - A negative certification is assigned when a school will be unable to meet its financial obligations for the remainder of the current year or for the subsequent fiscal year.

RECOMMENDATION:

- Consider approval of the Second Interim Report

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Yosemite Valley Charter School
(continued)
CDS #: 10-62547-0135103
Charter Approving Entity: Westside Elementary
County: Fresno
Charter #: 1841
Fiscal Year: 2021/22

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description		Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Revenue Sources											
State Aid - Current Year	8011		22,864,224.00	-	22,864,224.00	9,414,630.00	-	9,414,630.00	22,450,587.00	-	22,450,587.00
Education Protection Account State Aid - Current Year	8012		496,099.00	-	496,099.00	222,100.00	-	222,100.00	487,681.00	-	487,681.00
State Aid - Prior Years	8019		1.00	-	1.00	-	-	-	-	-	-
Transfer to Charter Schools In Lieu of Property Taxes	8096		683,301.00	-	683,301.00	-	-	-	671,707.00	-	671,707.00
Other LCFF Transfers	8091, 8097		-	-	-	-	-	-	-	-	-
Total, LCFF Sources			24,043,625.00	-	24,043,625.00	9,636,730.00	-	9,636,730.00	23,609,975.00	-	23,609,975.00
2. Federal Revenues											
Every Student Succeeds Act (Title I-V)	8290		-	314,919.00	314,919.00	-	-	-	-	314,919.00	314,919.00
Special Education - Federal	8181, 8182		-	300,136.27	300,136.27	-	-	-	-	295,047.00	295,047.00
Child Nutrition - Federal	8220		-	-	-	-	-	-	-	-	-
Donated Food Commodities	8221		-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299		-	1,630,254.73	1,630,254.73	-	1,038,510.00	1,038,510.00	1,704,572.00	1,238,510.00	2,943,082.00
Total, Federal Revenues			-	2,245,310.00	2,245,310.00	-	1,038,510.00	1,038,510.00	1,704,572.00	1,848,476.00	3,553,048.00
3. Other State Revenues											
Special Education - State	StateRevSE		-	1,711,520.85	1,711,520.85	-	842,545.00	842,545.00	-	1,682,499.00	1,682,499.00
All Other State Revenues	StateRevAO		437,504.84	288,919.31	726,424.15	217,340.86	229,154.14	446,495.00	442,552.34	326,202.66	768,755.00
Total, Other State Revenues			437,504.84	2,000,440.16	2,437,945.00	217,340.86	1,071,699.14	1,289,040.00	442,552.34	2,008,701.66	2,451,254.00
4. Other Local Revenues											
All Other Local Revenues	LocalRevAO		2,634.00	-	2,634.00	16,432.00	-	16,432.00	16,432.00	-	16,432.00
Total, Local Revenues			2,634.00	-	2,634.00	16,432.00	-	16,432.00	16,432.00	-	16,432.00
5. TOTAL REVENUES			24,483,763.84	-	28,729,514.00	9,870,502.86	2,110,209.14	11,980,712.00	25,773,531.34	3,857,177.66	29,630,709.00
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries	1100		7,511,183.89	552,828.11	8,064,012.00	3,599,717.21	971,113.79	4,570,831.00	6,621,816.15	1,429,562.85	8,051,379.00
Certificated Pupil Support Salaries	1200		560,892.20	125,424.80	686,317.00	168,990.35	226,637.65	395,628.00	454,703.35	226,637.65	681,341.00
Certificated Supervisors' and Administrators' Salaries	1300		213,500.00	42,700.00	256,200.00	75,225.00	75,225.00	150,450.00	181,975.00	75,225.00	257,200.00
Other Certificated Salaries	1900		128,100.00	-	128,100.00	75,225.00	-	75,225.00	128,600.00	-	128,600.00
Total, Certificated Salaries			8,413,676.09	720,952.91	9,134,629.00	3,919,157.56	1,272,976.44	5,192,134.00	7,387,094.50	1,731,425.50	9,118,520.00
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries	2100		124,886.52	50,499.48	175,386.00	12,068.81	70,255.19	82,324.00	44,433.81	70,255.19	114,689.00
Non-certificated Support Salaries	2200		-	-	-	-	-	-	-	-	-
Non-certificated Supervisors' and Administrators' Sal.	2300		136,789.00	-	136,789.00	79,628.00	-	79,628.00	136,500.00	-	136,500.00
Clerical and Office Salaries	2400		151,650.00	-	151,650.00	92,631.00	-	92,631.00	155,051.00	-	155,051.00
Other Non-certificated Salaries	2900		910.00	-	910.00	15,914.00	-	15,914.00	37,601.00	-	37,601.00
Total, Non-certificated Salaries			414,235.52	50,499.48	464,735.00	200,241.81	70,255.19	270,497.00	373,585.81	70,255.19	443,841.00
3. Employee Benefits											
STRS	3101-3102		1,327,664.82	120,097.18	1,447,762.00	618,648.37	210,765.63	829,414.00	1,228,705.93	230,683.07	1,459,389.00
PERS	3201-3202		-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302		151,558.79	13,912.21	165,471.00	67,068.69	22,990.31	90,059.00	139,493.92	20,000.08	159,494.00
Health and Welfare Benefits	3401-3402		1,247,119.00	-	1,247,119.00	870,844.00	-	870,844.00	1,418,053.61	176,123.39	1,594,177.00
Unemployment Insurance	3501-3502		53,391.54	2,885.46	56,277.00	30,299.29	10,157.71	40,457.00	58,054.29	10,055.71	68,110.00
Workers' Compensation Insurance	3601-3602		74,142.00	-	74,142.00	31,337.00	-	31,337.00	60,648.39	7,532.61	68,181.00
OPEB, Allocated	3701-3702		-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752		-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902		-	-	-	-	-	-	-	-	-
Total, Employee Benefits			2,853,876.15	136,894.85	2,990,771.00	1,618,197.35	243,913.65	1,862,111.00	2,904,956.14	444,394.86	3,349,351.00
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials	4100		-	6,256.00	6,256.00	-	6,256.00	6,256.00	-	6,256.00	6,256.00
Books and Other Reference Materials	4200		-	-	-	-	-	-	-	-	-
Materials and Supplies	4300		2,728,290.77	1,195,047.23	3,923,338.00	1,216,654.84	603,648.16	1,820,303.00	3,180,902.40	669,080.60	3,849,983.00
Noncapitalized Equipment	4400		195,290.00	235,114.00	430,404.00	-	101,753.00	101,753.00	289,762.10	133,368.90	423,131.00
Food	4700		-	-	-	-	-	-	-	-	-
Total, Books and Supplies			2,923,580.77	1,436,417.23	4,359,998.00	1,216,654.84	711,657.16	1,928,312.00	3,470,664.50	808,705.50	4,279,370.00
5. Services and Other Operating Expenditures											
Subagreements for Services	5100		5,230,001.98	2,029,067.02	7,259,069.00	2,474,717.46	1,156,048.54	3,630,766.00	5,041,086.69	2,035,256.31	7,076,343.00
Travel and Conferences	5200		45,267.00	-	45,267.00	7,440.32	785.68	8,226.00	33,481.32	785.68	34,267.00
Dues and Memberships	5300		1,000.00	-	1,000.00	1,253.00	-	1,253.00	1,836.00	-	1,836.00
Insurance	5400		203,938.00	-	203,938.00	121,944.00	-	121,944.00	209,995.00	-	209,995.00
Operations and Housekeeping Services	5500		1,000.00	-	1,000.00	1,209.00	-	1,209.00	1,459.00	-	1,459.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600		19,143.00	40,000.00	59,143.00	25,025.00	-	25,025.00	28,025.00	-	28,025.00
Transfers of Direct Costs	5700-5799		292,757.88	(292,757.88)	-	1,627,969.25	(1,627,969.25)	-	1,396,183.58	(1,396,183.58)	-
Professional/Consulting Services and Operating Expend.	5800		1,435,214.00	123,325.00	1,558,539.00	755,316.00	49,302.00	804,618.00	1,422,315.53	149,827.47	1,572,143.00
Communications	5900		31,688.45	1,351.55	33,040.00	20,078.27	12,710.73	32,789.00	32,203.27	12,710.73	44,914.00
Total, Services and Other Operating Expenditures			7,260,010.31	1,900,985.69	9,160,996.00	5,034,952.30	(409,122.30)	4,625,830.00	8,166,585.39	802,396.61	8,968,982.00

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Yosemite Valley Charter School
(continued)
CDS #: 10-62547-0135103
Charter Approving Entity: Westside Elementary
County: Fresno
Charter #: 1841
Fiscal Year: 2021/22

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	15,094.00	-	15,094.00	26,415.00	-	26,415.00	26,415.00	-	26,415.00
Total, Capital Outlay		15,094.00	-	15,094.00	26,415.00	-	26,415.00	26,415.00	-	26,415.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	297,858.00	-	297,858.00	205,832.00	-	205,832.00	280,604.00	-	280,604.00
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		297,858.00	-	297,858.00	205,832.00	-	205,832.00	280,604.00	-	280,604.00
8. TOTAL EXPENDITURES		22,178,330.84	4,245,750.16	26,424,081.00	12,221,450.86	1,889,680.14	14,111,131.00	22,609,905.34	3,857,177.66	26,467,083.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,305,433.00	#VALUE!	2,305,433.00	(2,350,948.00)	220,529.00	(2,130,419.00)	3,163,626.00	0.00	3,163,626.00
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		2,305,433.00	#VALUE!	2,305,433.00	(2,350,948.00)	220,529.00	(2,130,419.00)	3,163,626.00	0.00	3,163,626.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	524,666.16	-	524,666.16	524,666.16	-	524,666.16	524,666.16	-	524,666.16
b. Adjustments to Beginning Balance	9793, 9795	29,865.46	-	29,865.46	(1,644,876.53)	-	(1,644,876.53)	(1,644,876.53)	-	(1,644,876.53)
c. Adjusted Beginning Balance		554,531.62	-	554,531.62	(1,120,210.37)	-	(1,120,210.37)	(1,120,210.37)	-	(1,120,210.37)
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,859,964.62	#VALUE!	2,859,964.62	(3,471,158.37)	220,529.00	(3,250,629.37)	2,043,415.63	0.00	2,043,415.63
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	792,722.43	-	792,722.43	-	-	-	794,012.49	-	794,012.49
Unassigned/Unappropriated Amount	9790	2,067,242.19	#VALUE!	#VALUE!	(3,471,158.37)	220,529.00	(3,250,629.37)	1,249,403.14	0.00	1,249,403.14

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Yosemite Valley Charter School
(continued)
CDS #: 10-62547-0135103
Charter Approving Entity: Westside Elementary
County: Fresno
Charter #: 1841
Fiscal Year: 2021/22

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	22,864,224.00	9,414,630.00	22,450,587.00	(413,637.00)	-1.81%
Education Protection Account State Aid - Current Year	8012	496,099.00	222,100.00	487,681.00	(8,418.00)	-1.70%
State Aid - Prior Years	8019	1.00	-	-	(1.00)	(100%)
Transfer of Charter Schools In Lieu of Property Taxes	8096	683,301.00	-	671,707.00	(11,594.00)	-1.70%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		24,043,625.00	9,636,730.00	23,609,975.00	(433,650.00)	-1.80%
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	314,919.00	-	314,919.00	-	0.00%
Special Education - Federal	8181, 8182	300,136.27	-	295,047.00	(5,089.27)	-1.70%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	1,630,254.73	1,038,510.00	2,943,082.00	1,312,827.27	80.53%
Total, Federal Revenues		2,245,310.00	1,038,510.00	3,553,048.00	1,307,738.00	58.24%
3. Other State Revenues						
Special Education - State	StateRevSE	1,711,520.85	842,545.00	1,682,499.00	(29,021.85)	-1.70%
All Other State Revenues	StateRevAO	726,424.15	446,495.00	768,755.00	42,330.85	5.83%
Total, Other State Revenues		2,437,945.00	1,289,040.00	2,451,254.00	13,309.00	0.55%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	2,634.00	16,432.00	16,432.00	13,798.00	523.84%
Total, Local Revenues		2,634.00	16,432.00	16,432.00	13,798.00	523.84%
5. TOTAL REVENUES		28,729,514.00	11,980,712.00	29,630,709.00	901,195.00	3.14%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	8,064,012.00	4,570,831.00	8,051,379.00	(12,633.00)	-0.16%
Certificated Pupil Support Salaries	1200	686,317.00	395,628.00	681,341.00	(4,976.00)	-0.73%
Certificated Supervisors' and Administrators' Salaries	1300	256,200.00	150,450.00	257,200.00	1,000.00	0.39%
Other Certificated Salaries	1900	128,100.00	75,225.00	128,600.00	500.00	0.39%
Total, Certificated Salaries		9,134,629.00	5,192,134.00	9,118,520.00	(16,109.00)	-0.18%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	175,386.00	82,324.00	114,689.00	(60,697.00)	-34.61%
Non-certificated Support Salaries	2200	-	-	-	-	
Non-certificated Supervisors' and Administrators' Sal.	2300	136,789.00	79,628.00	136,500.00	(289.00)	-0.21%
Clerical and Office Salaries	2400	151,650.00	92,631.00	155,051.00	3,401.00	2.24%
Other Non-certificated Salaries	2900	910.00	15,914.00	37,601.00	36,691.00	4031.98%
Total, Non-certificated Salaries		464,735.00	270,497.00	443,841.00	(20,894.00)	-4.50%
3. Employee Benefits						
STRS	3101-3102	1,447,762.00	829,414.00	1,459,389.00	11,627.00	0.80%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	165,471.00	90,059.00	159,494.00	(5,977.00)	-3.61%
Health and Welfare Benefits	3401-3402	1,247,119.00	870,844.00	1,594,177.00	347,058.00	27.83%
Unemployment Insurance	3501-3502	56,277.00	40,457.00	68,110.00	11,833.00	21.03%
Workers' Compensation Insurance	3601-3602	74,142.00	31,337.00	68,181.00	(5,961.00)	-8.04%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		2,990,771.00	1,862,111.00	3,349,351.00	358,580.00	11.99%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Yosemite Valley Charter School
(continued)
CDS #: 10-62547-0135103
Charter Approving Entity: Westside Elementary
County: Fresno
Charter #: 1841
Fiscal Year: 2021/22

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,256.00	6,256.00	6,256.00	-	0.00%
Books and Other Reference Materials	4200	-	-	-	-	
Materials and Supplies	4300	3,923,338.00	1,820,303.00	3,849,983.00	(73,355.00)	-1.87%
Noncapitalized Equipment	4400	430,404.00	101,753.00	423,131.00	(7,273.00)	-1.69%
Food	4700	-	-	-	-	
Total, Books and Supplies		4,359,998.00	1,928,312.00	4,279,370.00	(80,628.00)	-1.85%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	7,259,069.00	3,630,766.00	7,076,343.00	(182,726.00)	-2.52%
Travel and Conferences	5200	45,267.00	8,226.00	34,267.00	(11,000.00)	-24.30%
Dues and Memberships	5300	1,000.00	1,253.00	1,836.00	836.00	83.60%
Insurance	5400	203,938.00	121,944.00	209,995.00	6,057.00	2.97%
Operations and Housekeeping Services	5500	1,000.00	1,209.00	1,459.00	459.00	45.90%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	59,143.00	25,025.00	28,025.00	(31,118.00)	-52.61%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,558,539.00	804,618.00	1,572,143.00	13,604.00	0.87%
Communications	5900	33,040.00	32,789.00	44,914.00	11,874.00	35.94%
Total, Services and Other Operating Expenditures		9,160,996.00	4,625,830.00	8,968,982.00	(192,014.00)	-2.10%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	15,094.00	26,415.00	26,415.00	11,321.00	75.00%
Total, Capital Outlay		15,094.00	26,415.00	26,415.00	11,321.00	75.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	297,858.00	205,832.00	280,604.00	(17,254.00)	-5.79%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		297,858.00	205,832.00	280,604.00	(17,254.00)	-5.79%
8. TOTAL EXPENDITURES		26,424,081.00	14,111,131.00	26,467,083.00	43,002.00	0.16%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,305,433.00	(2,130,419.00)	3,163,626.00	858,193.00	37.22%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Yosemite Valley Charter School
(continued)
CDS #: 10-62547-0135103
Charter Approving Entity: Westside Elementary
County: Fresno
Charter #: 1841
Fiscal Year: 2021/22

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		2,305,433.00	(2,130,419.00)	3,163,626.00	858,193.00	37.22%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	524,666.16	524,666.16	524,666.16	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	29,865.46	(1,644,876.53)	(1,644,876.53)	(1,674,741.99)	-5607.62%
c. Adjusted Beginning Balance		554,531.62	(1,120,210.37)	(1,120,210.37)		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,859,964.62	(3,250,629.37)	2,043,415.63		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	792,722.43	-	794,012.49	1,290.06	0.16%
Unassigned/Unappropriated Amount	9790	#VALUE!	(3,250,629.37)	1,249,403.14	#VALUE!	#VALUE!

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Yosemite Valley Charter School
(continued) _____
CDS #: 10-62547-0135103 _____
Charter Approving Entity: Westside Elementary _____
County: Fresno _____
Charter #: 1841 _____
Fiscal Year: 2021/22 _____

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	22,450,587.00	0.00	22,450,587.00	24,212,265.00	25,001,234.00
Education Protection Account State Aid - Current Year	8012	487,681.00	0.00	487,681.00	512,065.00	512,065.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools In Lieu of Property Taxes	8096	671,707.00	0.00	671,707.00	705,293.00	705,293.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		23,609,975.00	0.00	23,609,975.00	25,429,623.00	26,218,592.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	314,919.00	314,919.00	330,665.00	330,665.00
Special Education - Federal	8181, 8182	0.00	295,047.00	295,047.00	309,799.00	309,799.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	1,704,572.00	1,238,510.00	2,943,082.00	3,090,236.00	3,090,236.00
Total, Federal Revenues		1,704,572.00	1,848,476.00	3,553,048.00	3,730,700.00	3,730,700.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	1,682,499.00	1,682,499.00	1,766,624.00	1,766,624.00
All Other State Revenues	StateRevAO	442,552.34	326,202.66	768,755.00	808,564.00	811,213.00
Total, Other State Revenues		442,552.34	2,008,701.66	2,451,254.00	2,575,188.00	2,577,837.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	16,432.00	0.00	16,432.00	17,254.00	17,254.00
Total, Local Revenues		16,432.00	0.00	16,432.00	17,254.00	17,254.00
5. TOTAL REVENUES		25,773,531.34	3,857,177.66	29,630,709.00	31,752,765.00	32,544,383.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	6,621,816.15	1,429,562.85	8,051,379.00	8,223,787.00	8,388,263.00
Certificated Pupil Support Salaries	1200	454,703.35	226,637.65	681,341.00	699,424.00	713,412.00
Certificated Supervisors' and Administrators' Salaries	1300	181,975.00	75,225.00	257,200.00	261,324.00	266,550.00
Other Certificated Salaries	1900	128,600.00	0.00	128,600.00	130,662.00	133,275.00
Total, Certificated Salaries		7,387,094.50	1,731,425.50	9,118,520.00	9,315,197.00	9,501,500.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	44,433.81	70,255.19	114,689.00	79,231.00	80,815.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	136,500.00	0.00	136,500.00	139,223.00	142,007.00
Clerical and Office Salaries	2400	155,051.00	0.00	155,051.00	152,804.00	155,860.00
Other Non-certificated Salaries	2900	37,601.00	0.00	37,601.00	53,089.00	54,151.00
Total, Non-certificated Salaries		373,585.81	70,255.19	443,841.00	424,347.00	432,833.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Yosemite Valley Charter School
(continued) _____
CDS #: 10-62547-0135103 _____
Charter Approving Entity: Westside Elementary _____
County: Fresno _____
Charter #: 1841 _____
Fiscal Year: 2021/22 _____

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	1,228,705.93	230,683.07	1,459,389.00	1,686,051.00	1,719,772.00
PERS	3201-3202	0.00	0.00	0.00	-	0.00
OASDI / Medicare / Alternative	3301-3302	139,493.92	20,000.08	159,494.00	167,533.00	170,883.00
Health and Welfare Benefits	3401-3402	1,418,053.61	176,123.39	1,594,177.00	1,770,720.00	1,806,134.00
Unemployment Insurance	3501-3502	58,054.29	10,055.71	68,110.00	61,456.00	61,460.00
Workers' Compensation Insurance	3601-3602	60,648.39	7,532.61	68,181.00	87,656.00	89,409.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		2,904,956.14	444,394.86	3,349,351.00	3,773,416.00	3,847,658.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	6,256.00	6,256.00	6,701.00	6,835.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	3,180,902.40	669,080.60	3,849,983.00	4,123,331.00	4,205,798.00
Noncapitalized Equipment	4400	289,762.10	133,368.90	423,131.00	453,173.00	462,237.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		3,470,664.50	808,705.50	4,279,370.00	4,583,205.00	4,674,870.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	5,041,086.69	2,035,256.31	7,076,343.00	7,301,261.00	7,447,286.00
Travel and Conferences	5200	33,481.32	785.68	34,267.00	36,700.00	37,434.00
Dues and Memberships	5300	1,836.00	0.00	1,836.00	1,966.00	2,006.00
Insurance	5400	209,995.00	0.00	209,995.00	224,905.00	229,403.00
Operations and Housekeeping Services	5500	1,459.00	0.00	1,459.00	1,551.00	1,584.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	28,025.00	0.00	28,025.00	30,015.00	30,615.00
Transfers of Direct Costs	5700-5799	1,396,183.58	(1,396,183.58)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,422,315.53	149,827.47	1,572,143.00	1,683,910.00	1,726,000.00
Communications	5900	32,203.27	12,710.73	44,914.00	48,103.00	49,065.00
Total, Services and Other Operating Expenditures		8,166,585.39	802,396.61	8,968,982.00	9,328,411.00	9,523,393.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	26,415.00	0.00	26,415.00	26,943.00	27,482.00
Total, Capital Outlay		26,415.00	0.00	26,415.00	26,943.00	27,482.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	280,604.00	0.00	280,604.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		280,604.00	0.00	280,604.00	0.00	0.00
8. TOTAL EXPENDITURES		22,609,905.34	3,857,177.66	26,467,083.00	27,451,519.00	28,007,736.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,163,626.00	0.00	3,163,626.00	4,301,246.00	4,536,647.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Yosemite Valley Charter School
(continued) _____
CDS #: 10-62547-0135103 _____
Charter Approving Entity: Westside Elementary _____
County: Fresno _____
Charter #: 1841 _____
Fiscal Year: 2021/22 _____

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		3,163,626.00	0.00	3,163,626.00	4,301,246.00	4,536,647.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	524,666.16	0.00	524,666.16	2,043,415.63	6,344,661.63
b. Adjustments to Beginning Balance	9793, 9795	(1,644,876.53)	0.00	(1,644,876.53)		
c. Adjusted Beginning Balance		(1,120,210.37)	0.00	(1,120,210.37)	2,043,415.63	6,344,661.63
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,043,415.63	0.00	2,043,415.63	6,344,661.63	10,881,308.63
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	794,012.49	0.00	794,012.49	823,545.57	840,232.08
Unassigned/Unappropriated Amount	9790	1,249,403.14	0.00	1,249,403.14	5,521,116.06	10,041,076.55

Cover Sheet

2020-2021 Annual Audit Report

Section:	II. Finance
Item:	C. 2020-2021 Annual Audit Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - 2021-2022 - Revised - YV

BACKGROUND:

- Wilkenson, Hadley, and King's auditing firm has prepared and submitted the school's 2020-2021 audit.
- The requirements specified in Education Code section 41020 are applicable to all schools, charter schools. As a result, audits shall be conducted in accordance with auditing standards generally accepted in the United States of America, the standards set forth in Government Auditing Standards issued by the Comptroller General of the United States, and the provisions of California Code of Regulations (CCR), Title 5, Education, Section 19810, et seq.
- The report shall be presented as prescribed in the Guide for Annual Auditor of K-12 Local Education Agencies and State Compliance Reporting published by the Education Audit Appeals Panel (EAAP) at www.eaap.ca.gov.

RECOMMENDATION:

- Consider acceptance of the 2020-2021 audit report.



Yosemite Valley Charter School

Charter #1841

Audit Report

June 30, 2021



Yosemite Valley Charter School
Financial Statements and Supplemental Information
Year Ended June 30, 2021

TABLE OF CONTENTS

<u>INDEPENDENT AUDITOR’S REPORT</u>	<u>2</u>
<u>FINANCIAL STATEMENTS</u>	<u>4</u>
Statement of Financial Position	4
Statement of Activities	5
Statement of Functional Expenses	6
Statement of Cash Flows	7
Notes to the Financial Statements	8
<u>SUPPLEMENTARY INFORMATION</u>	<u>21</u>
LEA Organization Structure	21
Schedule of Instructional Time	22
Schedule of Financial Trends & Analysis	23
Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements	24
Notes to Supplementary Information	25
<u>OTHER INDEPENDENT AUDITOR’S REPORTS</u>	<u>26</u>
Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial statements Performed in Accordance with <i>Government Auditing Standards</i>	26
Independent Auditor’s Report on State Compliance	28
<u>AUDITOR’S RESULTS, FINDINGS & RECOMMENDATIONS</u>	<u>31</u>
Schedule of Auditor’s Results	31
Schedule of Findings and Questioned Costs	32
Schedule of Prior Year Audit Findings	33

Independent Auditor's Report

To the Board of Directors of
Yosemite Valley Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Yosemite Valley Charter School (the School), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the School as of June 30, 2021, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information, as required by the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Wilkinson Hadley King + LLP

El Cajon, California
January 31, 2022

Financial Statements

Yosemite Valley Charter School

Statement of Financial Position

June 30, 2021

Assets

Cash and cash equivalents	\$ 1,199,518
Accounts receivable	9,105,559
Accounts receivable - related entities	269,623
Prepaid expenses	1,380,310
Property and equipment, net	226,410
Total Assets	<u>\$ 12,181,420</u>

Liabilities and Net Assets

Liabilities

Accounts payable	\$ 1,327,374
Accounts payable - related entities	205,588
Accrued payroll liabilities	261,844
Notes payable	1,892,072
Short term loans payable	9,614,752
Total Liabilities	<u>13,301,630</u>

Net Assets

Without donor restrictions	
Undesignated	<u>(1,120,210)</u>
	<u>(1,120,210)</u>
Total Net Assets	<u>(1,120,210)</u>
Total Liabilities and Net Assets	<u>\$ 12,181,420</u>

The accompanying notes are an integral part of this statement.

Yosemite Valley Charter School

Statement of Activities
Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 19,698,104	\$ -	\$ 19,698,104
Education protection account state aid	444,200	-	444,200
Transfers in lieu of property taxes	611,819	-	611,819
Total LCFF sources	<u>20,754,123</u>	<u>-</u>	<u>20,754,123</u>
Federal contracts and grants	-	430,564	430,564
State contracts and grants	624,579	1,604,821	2,229,400
Local contracts and grants	51,710	-	51,710
Interest income	5,490	-	5,490
Net assets released from restriction -			
Grant restrictions satisfied	<u>2,035,385</u>	<u>(2,035,385)</u>	<u>-</u>
Total revenue, support, and gains	<u>23,471,287</u>	<u>-</u>	<u>23,471,287</u>
Expenses and Losses			
Program services expense	19,146,382	-	19,146,382
Supporting services expense	<u>7,477,586</u>	<u>-</u>	<u>7,477,586</u>
Total expenses and losses	<u>26,623,968</u>	<u>-</u>	<u>26,623,968</u>
Change in Net Assets	(3,152,681)	-	(3,152,681)
Net Assets, Beginning of Year	<u>2,032,471</u>	<u>-</u>	<u>2,032,471</u>
Net Assets, End of Year	<u>\$ (1,120,210)</u>	<u>\$ -</u>	<u>\$ (1,120,210)</u>

The accompanying notes are an integral part of this statement.

Yosemite Valley Charter School

Statement of Functional Expenses

Year Ended June 30, 2021

	Program Services	Supporting Services	
	Educational	Management and	
	Programs	General	Total
Salaries and wages	\$ 7,199,806	\$ 389,501	\$ 7,589,307
Pension expense	1,109,610	60,029	1,169,639
Other employee benefits	971,936	52,581	1,024,517
Payroll taxes	121,402	6,564	127,966
Fees for services:			
Management	-	1,030,143	1,030,143
Legal	-	80,152	80,152
Audit	-	8,400	8,400
Professional consulting	3,992,949	18,009	4,010,958
District oversight	-	630,771	630,771
Banking and payroll charges	-	55,538	55,538
Office expenses	44,476	-	44,476
Occupancy	5,743	-	5,743
Travel	-	56,588	56,588
Interest	-	421,578	421,578
Insurance	-	180,604	180,604
Other expenses:			
Books and supplies	3,720,366	-	3,720,366
Special education encroachment	1,968,643	-	1,968,643
Student events	11,451	-	11,451
Bad debt	-	4,439,785	4,439,785
Miscellaneous	-	47,343	47,343
Total expenses by function	<u>\$ 19,146,382</u>	<u>\$ 7,477,586</u>	<u>\$ 26,623,968</u>

The accompanying notes are an integral part of this statement.

Yosemite Valley Charter School

Statement of Cash Flows

Year Ended June 30, 2021

Cash Flows from Operating Activities

Receipts from federal, state, and local contracts and grants	\$ 17,436,772
Receipts from property taxes	157,431
Other receipts	5,490
Payments for salaries and benefits	(10,462,537)
Payments to vendors	(15,329,347)
Interest paid	(421,578)

Net Cash Used For Operating Activities	<u>(8,613,769)</u>
---	---------------------------

Cash Flows from Investing Activities

Purchases of property and equipment	(226,410)
-------------------------------------	-----------

Net Cash Used for Investing Activities	<u>(226,410)</u>
---	-------------------------

Cash Flows from Financing Activities

Increase in short term loans payable	6,917,052
Increase in notes payable	60,631

Net Cash Provided by Financing Activities	<u>6,977,683</u>
--	-------------------------

Net Change in Cash and Cash Equivalents	(1,862,496)
--	--------------------

Cash and Cash Equivalents, Beginning of Year	<u>3,062,014</u>
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Cash and Cash Equivalents, End of Year	<u>\$ 1,199,518</u>
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Reconciliation of Change in Net Assets to Net Cash

Used For Operating Activities

Change in net assets	\$ (3,152,681)
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Adjustments to reconcile change in net assets to net cash:

Changes in operating assets and liabilities

(Increase) Decrease in assets

Accounts receivable	(5,871,594)
---------------------	-------------

Accounts receivable - related entities	4,170,162
--	-----------

Prepaid expenses	406,419
------------------	---------

Increase (Decrease) in liabilities

Accounts payable	1,215,884
------------------	-----------

Accounts payable - related entities	(4,830,851)
-------------------------------------	-------------

Accrued payroll liabilities	(551,108)
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Net Cash Used For Operating Activities	<u>\$ (8,613,769)</u>
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The accompanying notes are an integral part of this statement.

Yosemite Valley Charter School

Notes to the Financial Statements

Year Ended June 30, 2021

A. Principal Activity and Summary of Significant Accounting Policies

Organization Structure

Yosemite Valley Charter School (the School) was formed on August 23, 2016, as a charter school pursuant to California Education Code §47600 under a charter agreement with Westside Elementary School District (the District). The School became a nonprofit public benefit corporation in 2016. The charter agreement was approved by Maricopa Unified School District and submitted to the California Board of Education in May of 2016. The School began operations on July 1, 2016.

Yosemite Valley Charter School is a tuition-free, K-12 independent study charter school. The School offers both online and offline based curricula, academically accelerated instructional program with thematic units, project-based learning, and enriched to support students who have the desire to work ahead or work deeper in their studies.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The School uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivables consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

Property and Equipment

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2021.

Investments

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue and Revenue Recognition

The School recognizes revenue from sales when the products are transferred, and services are provided. The School records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. Some federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense. In such cases the revenue is recognized once all performance requirements have been met.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to our program services, administration, and fundraising and developing activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles.

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Advertising

Advertising costs are expensed as incurred and approximated \$0 during the year ended June 30, 2021.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional bases in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2021, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2021.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with contributions receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies.

LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 88% of the School's revenue.

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

The School is not at risk of losing these funding sources, as long as the schools maintain a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2020-21 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2017-11 - <i>Earnings Per Share (Topic 260)</i>	Jan-18
FASB Accounting Standards Update 2017-11 - <i>Distinguishing Liabilities from Equity (Topic 480)</i>	Jan-18
FASB Accounting Standards Update 2017-11 - <i>Derivatives and Hedging (Topic 815)</i>	Jan-18
FASB Accounting Standards Update 2019-05 - <i>Financial Instruments, Credit Losses (Topic 326)</i>	May-19
FASB Accounting Standards Update 2019-11 - <i>Codification Improvements to Financial Instruments, Credit Losses (Topic 326)</i>	Nov-19
FASB Accounting Standards Update 2020-03 - <i>Codification Improvements to Financial Instruments</i>	Mar-20
FASB Accounting Standards Update 2020-04 - <i>Reference Rate Reform (Topic 848)</i>	Mar-20
FASB Accounting Standards Update 2021-01 - <i>Reference Rate Reform (Topic 848)</i>	Jan-21
FASB Accounting Standards Update 2021-03 - <i>Intangibles Goodwill and Other (Topic 350)</i>	Mar-21

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The School has adopted provisions of effective Accounting Standards Updates. The implementation of these items did not result in a change to financial presentation for the School.

Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through January 31, 2022, the date the financial statements were available to be issued.

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

B. Liquidity and Availability

The School's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$ 1,199,518
Accounts receivable	9,105,559
Accounts receivable - related entities	269,623
Prepaid expenses	<u>1,380,310</u>
	<u><u>\$ 11,955,010</u></u>

C. Cash and Cash Equivalents

The School's cash and cash equivalents on June 30, 2021, consisted of the following:

Cash in bank accounts	<u>\$ 1,199,518</u>
Total cash and cash equivalents	<u><u>\$ 1,199,518</u></u>

Cash in Bank

The remainder of the School's cash (\$1,199,518 as of June 30, 2021) is held in financial institutions which are insured by the Federal Deposit Insurance School (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2021, the School held \$1,828,921 in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

D. Accounts Receivable

As of June 30, 2021, The School's accounts receivable consisted of the following:

Federal Government	
Special Education	\$ 303,944
State Government	
State Aid	7,221,812
Lottery Funding	318,367
Special Education	540,748
Local Government	
Property tax payments	611,819
Other Local Sources	
Other local sources	<u>108,869</u>
Total Accounts Receivable	<u><u>\$ 9,105,559</u></u>

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

E. Prepaid Expenses

As of June 30, 2021, the School's prepaid expenses consisted of the following:

DIVVY account	\$ 1,328,710
Software licenses and school supplies	51,600
Total Prepaid Expenses	<u>\$ 1,380,310</u>

F. Property and Equipment

Property and equipment for the School consisted of the following at June 30, 2021:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	\$ -	\$ 226,410	\$ -	\$ 226,410
Total Depreciable Capital Assets	-	226,410	-	226,410
Total Capital Assets	-	226,410	-	226,410
Less Accumulated Depreciation	-	-	-	-
Capital Assets, Net	<u>\$ -</u>	<u>\$ 226,410</u>	<u>\$ -</u>	<u>\$ 226,410</u>

G. Accounts Payable

As of June 30, 2021, the School's accounts payable consisted of the following:

Vendors	\$ 639,508
Grantor government	687,866
Total Accounts Payable	<u>\$ 1,327,374</u>

H. Accrued Payroll Liabilities

As of June 30, 2021, the School's accrued payroll and related liabilities consisted of the following:

Accrued Salaries	\$ 215,310
Accrued Pension and Benefits	46,534
Total Accrued Payroll Liabilities	<u>\$ 261,844</u>

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

I. Notes Payable

Paycheck Protection Program

On April 29, 2020, Yosemite Valley Charter School was approved for \$1,704,572 in Paycheck Protection Program (PPP) Loan from the Small Business Administration. The PPP, established as part of the Coronavirus Aid, Relief and Economic Securities Act (CARES Act), provides for loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries.

The unforgiven portion of the PPP loan is payable over two years at an interest rate of 1%, with a deferral of payments for the first six months. The School intends to use the proceeds for purposes consistent with the PPP. While the School currently believes that its use of the loan proceeds will meet the conditions for forgiveness of the loan, there is not a guarantee that the School will not take actions that could cause the School to be ineligible for forgiveness of the loan, in whole or in part.

Note Payable

Yosemite Valley Charter School entered into a loan agreement with Procurify during the 2020-21 year for \$187,500. The interest rate is 4%. The future payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2022	\$ 56,471	\$ 6,029	\$ 62,500
2023	58,772	3,728	62,500
2024	61,149	1,351	62,500
	<u>\$ 176,392</u>	<u>\$ 11,108</u>	<u>\$ 187,500</u>

Short Term Loan Payable

During the 2020-21 year the School entered into agreements with Charter School Capital (CSC), whereby CSC provided discounted cash up front secured by future accounts receivables. The receivables get collected by the School following which a payment is made to CSC. The total face value and discount of receivables is shown below.

Date of Agreement	Face Value of Receivable	Discount of Receivable	Cash Received	Effective Interest Rate
12/28/2020	\$ 2,203,413	\$ 123,899	\$ 2,079,514	6.82%
2/22/2021	1,355,139	53,036	1,302,103	6.76%
3/26/2021	1,292,700	37,216	1,255,484	6.85%
4/28/2021	1,541,400	27,922	1,513,478	7.16%
5/26/2021	1,654,000	26,542	1,627,458	7.35%
6/30/2021	1,568,100	27,900	1,540,200	7.19%
Total	<u>\$ 9,614,752</u>	<u>\$ 296,515</u>	<u>\$ 9,318,237</u>	

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

The amount of the short-term loan that is outstanding as of June 30, 2021, is as follows:

	<u>Beginning Balance</u>	<u>New Agreements</u>	<u>Amounts Paid</u>	<u>Ending Balance</u>
2020-21 Short Term Loans	\$ 2,697,700	\$ 9,614,752	\$ 2,697,700	\$ 9,614,752

J. Related Party Transaction

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Monarch River Academy and Inspire Charter School - Los are related parties through common activities.

Beginning July 1, 2020, these organizations began efforts to separate from their common leadership. The Schools are allowed to govern themselves fully now and determine if they wish to continue their affiliations with any of their former related parties.

The following represent related party accounts receivable at June 30, 2021:

<u>Affiliated Organization</u>	<u>Receivable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Monarch River Academy	\$ 269,623	Operating expenditures	Due within 90 days
Total	<u>\$ 269,623</u>		

The following represent related party accounts payable at June 30, 2021:

<u>Affiliated Organization</u>	<u>Payable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Inspire Charter School - Los Angeles	\$ 205,588	Operating expenditures	Due within 90 days
Total	<u>\$ 205,588</u>		

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

K. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.

If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability. The Schools participation in these plans for the fiscal year ended June 30, 2021, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2021, 2020 and 2019 is for the plan's year-end at June 30, 2021, 2020 and 2019, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Yosemite Valley Charter School increased in CalSTRS contributions from 2019 to 2020 by 22.83% followed by an additional increase in 2021 of 4.97%. The increases was in large due to rising contribution rates along with an increase in revenues that cause salaries to also rise, increasing contributions further..

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2021	2020	2019	
CalSTRS	10074	Yellow	Yellow	Yellow	No
		Contributions			
Pension Fund	2021	2020	2019	Number of Employees	Surcharge Imposed
CalSTRS	\$ 1,110,174	\$ 1,057,591	\$ 861,041	109	No
Total	\$ 1,110,174	\$ 1,057,591	\$ 861,041	109	

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

CalSTRS:

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2021, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.15% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2021, the State contributed \$704,292 (10.238% of certificated salaries) on behalf of the School.

403(b) Employee Savings Plan

The School has adopted a qualified 403(b) employee savings plan for the benefit of its employees. Substantially all employees are eligible to participate in the plan. Under the plan, employees can contribute and defer taxes on compensation contributed. The School has the option at its discretion to match contributions of the employees within prescribed limits. The matching contribution for the fiscal year ended June 30, 2021, were as follows:

403(b) Retirement Matching Contributions	<u>\$ 59,462</u>
--	------------------

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

L. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2016-02 - <i>Leases (Topic 842)</i>	Feb-16	2022-23
FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i>	Jun-16	2023-24
FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill & Other (Topic 350)</i>	Jan-17	2023-24
FASB Accounting Standards Update 2017-12 - <i>Derivatives and Hedging (Topic 815)</i>	Aug-17	2021-22
FASB Accounting Standards Update 2018-01 - <i>Leases (Topic 842)</i>	Jan-18	2022-23
FASB Accounting Standards Update 2018-10 - <i>Codification Improvements to Topic 842 Leases</i>	Jul-18	2021-22
FASB Accounting Standards Update 2018-11 - <i>Leases Targeted Improvements (Topic 842)</i>	Jul-18	2022-23
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18	2024-25
FASB Accounting Standards Update 2018-14 - <i>Compensation, Retirement Benefits - Defined Benefit Plans (Topic 715-20)</i>	Aug-18	2022-23
FASB Accounting Standards Update 2018-15 - <i>Intangibles, Goodwill and Other, Internal Use Software (Topic 350-40)</i>	Aug-18	2021-22
FASB Accounting Standards Update 2018-16 - <i>Derivatives and Hedging (Topic 815)</i>	Oct-18	2021-22
FASB Accounting Standards Update 2018-17 - <i>Consolidation (Topic 810)</i>	Oct-18	2021-22
FASB Accounting Standards Update 2018-18 - <i>Collaborative Arrangements (Topic 808)</i>	Nov-18	2021-22
FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i>	Nov-18	2023-24
FASB Accounting Standards Update 2018-20 - <i>Leases (Topic 842)</i>	Dec-18	2022-23
FASB Accounting Standards Update 2019-01 - <i>Leases (Topic 842)</i>	Mar-19	2022-23
FASB Accounting Standards Update 2019-02 - <i>Entertainment Film Costs (Topic 926-20)</i>	Mar-19	2021-22
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19	2024-25
FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i>	Nov-19	2023-24

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2019-10 - <i>Derivatives and Hedging (Topic 815)</i>	Nov-19	2021-22
FASB Accounting Standards Update 2019-12 - <i>Income Taxes (Topic 740)</i>	Dec-19	2022-23
FASB Accounting Standards Update 2020-01 - <i>Investments (Topics 321, 323, and 815)</i>	Jan-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Revenue from Contracts with Customers (Topic 606)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Leases (Topic 842)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-07 - <i>Not-For-Profit Entities (Topic 958)</i>	Sep-20	2021-22
FASB Accounting Standards Update 2020-08 - <i>Codification Improvements for Receivables (Topic 310-20)</i>	Oct-20	2022-23
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2021-02 - <i>Franchisors Revenue (Topic 952-606)</i>	Jan-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Earnings Per Share (Topic 260)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Debt Modifications and Extinguishments (Topic 470-50)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Stock Compensation (Topic 718)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Derivatives and Hedging (Topic 815-40)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-05 - <i>Leases (Topic 842)</i>	Jul-21	2022-23
FASB Accounting Standards Update 2021-07 - <i>Stock Compensation (Topic 718)</i>	Oct-21	2022-23
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21	2024-25
FASB Accounting Standards Update 2021-09 - <i>Leases (Topic 842)</i>	Nov-21	2022-23

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

Yosemite Valley Charter School
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

M. COVID-19 Impact and Considerations

In March 2020 the World Health Organization declared the outbreak of the novel coronavirus COVID-19 a global pandemic. The nature of the pandemic resulted in a mandatory school property closure affecting the Yosemite Valley Charter School from March 16, 2020 and continuing into the Fall of the 2020-21 school year. California Governor Gavin Newsom issued a state-wide executive order mandating that schools remain closed until the county in which the school is located is off the COVID-19 watch list for fourteen consecutive days. The 2020-21 fiscal year opened in a fully distance learning model, until such time as campuses were re-opened.

In addition to school closures, new regulations and safety measures were required to be put in place by all schools in California as part of a re-opening plan. Yosemite Valley Charter School established and followed a re-opening plan that they believe is providing a safe environment for the students and teachers.

The federal and state government have established temporary funding to assist in the additional costs that resulted from the COVID-19 pandemic. All California schools are eligible for these funds. Some funding provided as a result of COVID-19 is intended to be spent over multiple years. The School has taken all of the requirements of each funding source into consideration in preparation of budgets for upcoming years.

Supplementary Information

Yosemite Valley Charter School

LEA Organization Structure

Year Ended June 30, 2021

Inspire Charter School Central began operations in the 2016-17 school year. The charter (#1841) was approved under the Westside Elementary School District.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Dr. Larry Jarocki	President	Two Year Term Expires June 2022
Trina Short	Treasurer	Two Year Term Expires June 2022
Debbie De Alba	Secretary	Two Year Term Expires June 2022
Carla Moore	Member	Two Year Term Expires June 2022
Jonna Durst	Member	Four Year Term Expires June 2024

ADMINISTRATION

Dr. Laurie Goodman
Principal

Stephanie Johnson
Vice-Principal

Yosemite Valley Charter School

Schedule of Instructional Time

Year Ended June 30, 2021

Grade Level	Minimum Daily Minutes Offered	Instructional Days Offered Multi-Track Calendar	J-13A Credited Days	Status
Kindergarten	N/A	180	N/A	Complied
1st Grade	N/A	180	N/A	Complied
2nd Grade	N/A	180	N/A	Complied
3rd Grade	N/A	180	N/A	Complied
4th Grade	N/A	180	N/A	Complied
5th Grade	N/A	180	N/A	Complied
6th Grade	N/A	180	N/A	Complied
7th Grade	N/A	180	N/A	Complied
8th Grade	N/A	180	N/A	Complied
9th Grade	N/A	180	N/A	Complied
10th Grade	N/A	180	N/A	Complied
11th Grade	N/A	180	N/A	Complied
12th Grade	N/A	180	N/A	Complied

See Accompanying Notes to Supplementary Information

Yosemite Valley Charter School

Schedule of Financial Trends & Analysis

Year Ended June 30, 2021

	Budget 2022	2021	2020	2019
Revenues	\$ 33,871,161	\$ 23,471,287	\$ 22,303,376	\$ 19,713,943
Expenses	30,454,805	26,623,968	20,619,179	19,633,828
Change in Net Assets	3,416,356	(3,152,681)	1,684,197	80,115
Ending Net Assets	<u>\$ 2,296,146</u>	<u>\$ (1,120,210)</u>	<u>\$ 2,032,471</u>	<u>\$ 348,274</u>
Unrestricted Net Assets	<u>\$ 2,296,146</u>	<u>\$ (1,120,210)</u>	<u>\$ 2,032,471</u>	<u>\$ 348,274</u>
Unrestricted net assets as a percentage of total expenses	<u>7.54%</u>	<u>-4.21%</u>	<u>9.86%</u>	<u>1.77%</u>
Total Long Term Debt	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
ADA at P2	<u>2,221</u>	<u>N/A</u>	<u>2,221</u>	<u>3,399</u>

The School's ending net assets has decreased by \$1,468,484 (421.65%) over the past two fiscal years. The significant decrease is in large due to increased expenditures because of the COVID-19 pandemic, as well as decreased ADA. Restricted ending net assets include multi-year grants that will be expended over the next two to three years.

As a result of the COVID-19 pandemic there was no attendance reporting for the 2020-21 fiscal year. Each LEA was funded based on the 2019-20 average daily attendance (ADA) reported.

The 2021-22 budget is presented for purposes of analysis only and has not been audited. Net assets are projected to increase by \$3,416,356 and ADA is projected to be 2,221 for the 2021-22 fiscal year.

Yosemite Valley Charter School

Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements Year Ended June 30, 2021

June 30, 2021 annual financial alternative form net assets:	\$ 524,666
Adjustments and reclassifications:	
Overstatement of accounts receivable	(4,379,558)
Overstatement of accounts payable	10,831,906
Understatement of notes and short term loans	(8,097,224)
Total adjustments and reclassifications	<u>(1,644,876)</u>
June 30, 2021 audited financial statements net assets:	<u>\$ (1,120,210)</u>

Yosemite Valley Charter School

Notes to Supplementary Information

Year Ended June 30, 2021

A. Purpose of Schedules

LEA Organization Structure

This schedule provides information about the School's charter number, district of authorization, members of the governing board, and members of administration.

Schedule of Instructional Time

This schedule provides information regarding compliance with Education Code §47612.

Compliance with Education Code §47612 includes the following:

- 1) Charter schools may operate up to 5 tracks for attendance reporting.
- 2) Each track must be operated for a minimum of 175 days.
- 3) Each track must offer the required number of instructional minutes specified in Education Code §47612.5.
- 4) No track shall have less than 55% of its school days before April 15 each school year.

Compliance with Education Code §47612.5 involves offering a minimum number of annual instructional minutes as defined by grade level. Under Senate Bill 98 and Senate Bill 820, for the 2020-21 fiscal year, there is no minimum annual or minimum daily instructional minutes requirement for non-classroom based charter schools in existence during the 2019-20 fiscal year.

An LEA that closed due to a qualifying emergency in the 2020-21 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The School did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Schedule of Financial Trends & Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the School will not be able to continue operations in the next fiscal year. Based upon the information presented, the School appears to have sufficient reserves to continue operations for the 2021-22 fiscal year.

Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements

This schedule provides information necessary to reconcile between the audited financial statements and the financial data submitted to the sponsoring school district via the unaudited actual financial report.

Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial statements
Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Yosemite Valley Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Yosemite Valley Charter School (the School), as of and for the year ended June 30, 2021, and the related Notes to the Financial Statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated January 31, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King + LLP

El Cajon, California
January 31, 2022

Independent Auditor's Report on State Compliance

To the Board of Directors
Yosemite Valley Charter School

Report on State Compliance

We have audited the Yosemite Valley Charter School's (the School) compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810, that could have a direct and material effect on each of the School's state programs identified below for the fiscal year ended June 30, 2021.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other Than Charter Schools	
A. Attendance and Distance Learning.....	N/A
B. Teacher Certification and Misassignments.....	N/A
C. Kindergarten Continuance.....	N/A
F. Instructional Time.....	N/A
G. Instructional Materials.....	N/A
H. Ratio of Administrative Employees to Teachers.....	N/A
I. Classroom Teacher Salaries.....	N/A
J. Early Retirement Incentive.....	N/A
K. Gann Limit Calculation.....	N/A
L. School Accountability Report Card.....	N/A
O. K-3 Grade Span Adjustment.....	N/A
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A
R. Comprehensive School Safety Plan.....	N/A
S. District of Choice.....	N/A
School Districts, County Offices of Education, and Charter Schools	
T. California Clean Energy Jobs Act.....	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
Y. Independent Study - Course Based.....	N/A
Charter Schools	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	N/A
CC. Nonclassroom Based Instruction/Independent Study.....	Yes
DD. Determination of Funding for Nonclassroom Based Instruction.....	Yes
FF. Charter School Facility Grant Program.....	N/A

The term N/A is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King + LLP
El Cajon, California
January 31, 2022

Auditor's Results, Findings & Recommendations

Yosemite Valley Charter School

Schedule of Auditor's Results

Year Ended June 30, 2021

FINANCIAL STATEMENTS

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified?

 Yes X No

One or more significant deficiencies identified that are
not considered material weakness(es)?

 Yes X No

Noncompliance material to financial statements noted?

 Yes X No

STATE AWARDS

Any audit findings disclosed that are required to be reported
in accordance with *2020-21 Guide for Annual Audits
of California K-12 Local Education Agencies*?

 Yes X No

Type of auditor's report issued on compliance for state programs:

Unmodified

Yosemite Valley Charter School

Schedule of Findings and Questioned Costs

Year Ended June 30, 2021

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2020-21 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting* (the Audit Guide). Finding codes as identified in the Audit Guide are as follows:

<u>Five Digit Code</u>	<u>AB 3627 Finding Type</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. State Award Findings

None

YOSEMITE VALLEY CHARTER SCHOOL

Schedule of Prior Year Audit Findings

Year Ended June 30, 2021

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

Cover Sheet

2022-2023 Budget Considerations

Section:	II. Finance
Item:	D. 2022-2023 Budget Considerations
Purpose:	Discussion
Related Material:	Budget Considerations 2022-2023 - YV

BACKGROUND:

- School leadership has created a staffing plan that coincides with projected enrollment for the 2022-2023 school year.



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

BUDGET CONSIDERATIONS 2022-2023

Projected Staffing Plan

Position Type	Projected #
Number of Projected New Certificated GE Positions	20
Number of Projected New Certificated SPED Positions	4
Number of Projected New Administrative/Leadership Positions	3
Number of Projected New Classified Positions	2

Cover Sheet

Compensation Policy

Section:	II. Finance
Item:	E. Revised Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - YV

BACKGROUND:

- The school has revised the Compensation Policy with the following:
 - Removed specific school year
 - Updated terminology from Homeschool Teacher (HST) to Teacher
 - Updated salary tables with current, board approved salary tables

RECOMMENDATION:

- Consider approval of the revised Compensation Policy.



Compensation Policy

Dedication to Non-discrimination

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

Important Information

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

Compensation Philosophy

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

We offer...

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

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

We recognize and reward...

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

For teachers...

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

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

TEACHER COMPENSATION

Teacher Definition:

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

Salary Placement Guidelines:

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

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

Creditable Years of Experience:

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

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

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

Credential/Certification:

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

Advanced Degree/Certificate Stipends:

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

Signing Bonus:

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

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

Desired Qualifications for Credentialed Positions:

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

Voluntary Transfer to Lower Role Placement or Teaching position

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

Supplemental Duty Stipends:

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

- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as New Teacher Trainer, SPED Lead Teacher, etc. are assigned on a year by year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart, once the Supplemental duty has started.
- Student stipends are paid per semester based on the teacher roster on a month by month basis throughout the school year.
- Certificated employees who work from a home office will receive a Utility stipend of \$75.00 per month. Certificated employees that have a specialty position, will receive \$100 per month. Employees who have a school provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Certificated employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, certificated employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Additional Supplement Bonus (“Supplement”):

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

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

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

Part-time Teachers:

For all part-time teachers.

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

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

CLASSIFIED COMPENSATION

Experience and Placement

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

- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a Utility stipend of \$75.00. Employees who have a school provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Classified employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Role/Salary Placements

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

Advancements on Pay Scale

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

Lateral Transfer

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

Partial Assignments

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

Reassignments

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

Rehires

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

Experience – Nonexempt Employees

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

Additional Supplement Bonus ("Supplement"):

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

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

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

Stipend Chart

TITLE	DESCRIPTION	AMOUNT	STUDENT THRESHOLD	ELIGIBILITY	ELIGIBILITY START
SST Coordinator	The SST Coordinator provides support as a GE teacher HST and serves as a specialist for the school by coordinating and leading SST meetings.	\$10,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
504 Coordinator	The 504 Coordinator provides support as a GE teacher HST and serves as a specialist for the school by coordinating and leading 504 meetings.	\$10,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Intervention Specialist	Paid to certificated teachers. Provide students with tier 1, 2 and 3 intervention.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
EL Coordinator	The EL Student Support Coordinator serves as an English Learner expert for the school by coordinating with the teacher HST , parents, students and all other academic staff to support English Learners.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid throughout the year.
Lead ELD Coordinator	The Lead EL Coordinator oversees the team of EL Coordinators and will assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid throughout the year.
Regional Coordinator	The Regional Coordinator serves as the initial point of contact for their assigned teachers.	\$20,000	10+5	Eligibility starts at the beginning of the school year.	Paid throughout the year.
Testing Coordinator	Paid to Testing Coordinators who have shown leadership abilities and would like to help	\$10,000	28	Eligibility starts at the beginning of the school year	Paid biweekly over 10.5 months; August 16 - June. Will be prorated

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

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

and Teacher Training	incoming teaching staff as well as support veteran staff.				
Secondary Education Specialist	The Secondary Education Specialist works with the Secondary Education Director, teachers, families, and students to promote the understanding of the Middle and High School Program.	\$15,000	15	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid throughout the year
Mileage Stipend	As an alternative to the mileage reimbursement process, certificated and classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.	\$4,200		Eligibility starts at the beginning of the school year.	Paid throughout the year
Utility Stipend	All remote staff are eligible for a Utility Stipend of \$75 per month. Remote staff that hold a speciality position requiring increased internet usage such as Virtual Academy, Intervention, or Writer's Workshop are eligible for a Utility Stipend in the amount of \$100 per month.	\$75/month Specialty Position: \$100/month	N/A	Eligibility starts at the beginning of the school year.	Paid throughout the year
Substitute Teacher	Teachers that take on an extra duty assignment as a temporary substitute teacher earn daily substitute teacher compensation up to \$156.25 per day.	\$156.25/day	N/A	Eligibility is earned after service has been completed from start date to end date.	Paid as earned throughout the year

Stipend Information and Job Descriptions

SST Coordinator

Job Summary:

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

Duties and Responsibilities:

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

504 Coordinator

Job Summary:

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

Duties and Responsibilities:

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

Intervention Specialist

Job Summary:

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

Duties and Responsibilities:

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

- May travel to regional team meetings and present intervention and contribute in ~~teacher HST~~ meetings.
- Other duties as assigned.

EL Coordinator

Job Summary:

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

Duties and Responsibilities:

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

Regional Coordinator

Job Summary:

The Regional Coordinator serves as the initial point of contact for their assigned teachers. They will support the teaching staff with training, guidance, and mentoring. Coordinators will be responsible for supporting their team of teachers, communicating effectively with them and other departments, and are

responsible for sending out vital information. The Regional Coordinator will oversee the work sample collection each learning period, and then review for completion and accuracy. They will also monitor and ensure that attendance logs have been collected and meet compliance requirements. Regional Coordinators will also assist teachers in the YET (Year End Transition) process. Lastly, the Regional Coordinator will support student recruitment within their respective counties of operation. Regional Coordinators will hold a minimum student roster of ~~105~~ and be compensated with a stipend of \$20,000. Regional Coordinators can earn an additional stipend per student with a maximum roster of ~~1728~~. This position will require an administrative credential for all new hires starting 2020.

Duties and Responsibilities:

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

Assistant Director

Job Summary:

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

Duties and Responsibilities:

- Actively engage and be available to work with the Directors to assist with emails, phone calls, meetings, events, students, parents, Homeschool Teachers, and other staff.
- Assist with Meeting Agendas.
- Prepare and finalize 'The Weekly Buzz' update to families
- Complete weekly check-ins with assigned teams and report back to the Director(s)
- Demonstrate knowledge of learning modalities/educational philosophies
- Assist with the interview and hiring process
- Supervise and assist the Compliance Coordinator and SA Specialist

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

Executive Director

Summary of Position:

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

Duties and Responsibilities:

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

Testing and Assessment Coordinator, etc.)

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

Coordinator of Community and Parent Involvement

Job Summary:

The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and more. The Coordinator of Community and Parent Involvement serves as the initial point of contact for developing the homeschool community in the assigned region by inspiring community and adventure for the local homeschool community, listening to the needs of families, and finding creative solutions. The Coordinator of Community and Parent Involvement will hold a minimum student roster of 28 and be compensated with a stipend of \$15,000. The Director of Community Connections can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Provide support, information and ideas to Regional Community Coordinators.

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

High School Counselor

Job Summary:

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

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information.
- Manage graduation plans and perform graduation checks.
- Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported.
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law.
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment.
- Hold virtual live sessions, such as office hours and workshops , provide 1-on-1 support when help is sought.
- Seek out and develop partnerships with local community colleges and ROP programs

- Develop, maintain, and promote CTE pathways.
- Support college and career readiness for all students.
- Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Other duties as assigned.

Director of Secondary Education

Job Summary:

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

Duties and Responsibilities:

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

Secondary Education Specialist

Job Summary:

Under the supervision of the Director of Secondary Education, the Secondary Education Specialists work

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

Duties and Responsibilities:

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

Testing Coordinator

Job Summary:

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

Duties and Responsibilities:

- Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff.
- Local benchmark monitoring such as Star 360 and other assessments.
- Upload local benchmark scores to student dashboard on School Pathways.
- Provide staff school accounts for local benchmark monitoring.
- Create, maintain, problem solve, and bridge Pathways and Renaissance Portal.
- Create, monitor, and share reports with school administrators as well as answer all general questions regarding use of the program(s) used.
- Provide school with training for teachers and testing messaging to families.
- Manage, train, promote, and proctor Physical Fitness Testing and California Assessment of Student Performance and Progress (CAASPP).
- Provide parent(s) information regarding local testing.

- Foster ongoing communication with Directors, RCs, teachers, students, and parents.
- Responsible for following policies and procedures of the school.
- Address teacher, parent, and student concerns that arise.
- Be the first line of support for testing.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Create an environment of trust, open communication, creative thinking, and cohesive team effort.
- Work with the Tech department to ensure adequate equipment is available for testing.
- Track and manage testing equipment.
- Provide support to all test locations, staff, and families.
- Motivate and inspire team members and students.

Coordinator of Talent Development and Teacher Training

Job Summary:

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

Duties and Responsibilities:

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

AcaPenta Stipend

Job Summary:

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

Duties and Responsibilities:

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

AcaDeca Stipend

Job Summary:

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

Duties and Responsibilities:

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

Induction Coach

Job Summary:

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

Duties and Responsibilities:

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

Administrative Services Director

Job Summary:

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

Duties and Responsibilities:

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

Accountability and Compliance Manager

Job Summary:

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

Duties and Responsibilities:

- Assist school staff on compliance processes
- Ensure work records/attendance and compliance items are submitted and accurate
- Reach out to families for missing work, missed LP mtg, missing attendance, missing work samples
- Encourage, Assist, and Support families
- Ensure that all items such as POR, Media Release, Handbook Signature, etc. are submitted and accurate
- Monitor multiple trackers and surveys
- Maintains homeschool heart
- Sends compliance letters and documents in School Pathways

- Reconcile and make necessary corrections to data and or reports
- Support teachers by troubleshooting compliance processes and procedures
- Navigate through School Pathways
- Conduct internal, mock audits
- Attend team meetings
- Participate in trainings and professional development
- Provide excellent customer service
- Multi-task, take initiative, and work effectively in teams as well as independently
- Be detail oriented with the ability to maintain professionalism under pressure
- Show maturity and integrity to handle sensitive or confidential tasks
- Be sensitive to deadlines and due dates
- Other duties as assigned

Receptionist

Job Summary:

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

Duties and Responsibilities:

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

K-5 Elementary Virtual Academy Teacher

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Early Elementary (K-5) Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to

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

Responsibilities:

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

6-8 Middle School Virtual Academy Teacher - Math

Summary:

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

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

instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

Responsibilities:

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

6-8 Middle School Virtual Academy Teacher - ELA

Summary:

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

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student.

Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

Responsibilities:

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

Writing Workshop Virtual Teacher

Summary:

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

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Writing Workshop Teachers will hold a minimum student roster of 28 and be compensated with a stipend of \$5,000. Writing Workshop Teachers can earn an additional stipend per student with a maximum roster of 35.

Responsibilities:

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

K-2 Early Literacy Enrichment Teacher

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Early Literacy Enrichment Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year. We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development in virtual enrichment classes for TK-2nd grade students.

Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for TK/K or 1st/2nd grade groups in ELA subject areas in a virtual setting.

With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student.

Early Literacy Teachers will hold a student roster of 28 students and be compensated with a stipend of \$15,000.

Responsibilities:

- Holds virtual live sessions/virtual classes for direct instruction on early literacy and writing instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.

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

SPED Assistant Director

Role Summary:

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

Key Responsibilities

- Assist in leading the SPED Program design, implementation, and vision
- Work closely with the Senior Director of Special Education on all SELPA reimbursement in the area of Low Incidence and ERMHS to include updating the plan each year.
- Work closely with the Senior Director and Assistant Director of Transition and SEL on SEP, DINC, Dispro, and other non-compliance issues.
- Manage the logistics of IEP meeting scheduling and facilitation and act as Admin. Designee as needed
- Lead the SPED team in SEIS management
- Support the hiring/training/supervision/evaluation of Program Specialists, Education Specialists, and para-professionals.
- Create/source and implement appropriate SPED professional development in collaboration with administration
- Will perform the duties at the testing coordinator for all state testing, STAR 360 , and intervention assessments for the special education department. In addition, the Coordinator will be the testing liaison for the special education department and meet regularly with the general education testing coordinator.
- The AD will take the lead in Special Education interventions.
- Act as the SELPA liaison
- Function as needed in the operative role of Program Specialist to fill any caseload or instructional gaps
- Facilitate and support students in standards-based instruction and learning
- Continue developing as a professional educator through self-selected, Yosemite Valley &

- Monarch River Academy professional development, and SELPA PD.
- Plan and prescribe purposeful assignments for paraprofessionals, tutors, and/or volunteers as needed
- Promote positive interpersonal relationships among peers, staff, students, parents/guardians, and the larger Yosemite Valley & Monarch River Academy community
- Recognize learning needs and make appropriate referrals for additional services as appropriate
- Perform other duties as assigned

Speech-Language Pathologist

GENERAL FUNCTIONS

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

SPECIAL EDUCATION PROGRAMS

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

Assistant Director of Assessment and Accountability

Job Description:

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

Duties:

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

High School Guidance Technician

Summary:

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

the Classified Salary Schedule

General Duties & Responsibilities:

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

High School Teacher

Summary:

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

General Duties & Responsibilities:

- Meet professional obligations
- Work each school day from 8:00 AM to 5:00 PM, Monday through Friday
- Attend all staff meetings
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific course and school-wide student performance goals
- Maintain effective and efficient record keeping procedures for grades and attendance
- Ensure all procedures and policies are followed
- Monitor student progress
- Input grades and collect work for compliance monitoring
- Assist in proctoring exams and state testing
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment

- Hold virtual live class sessions, office hours, and informational meetings.
- Maintain a student accessible recording database of all direct instruction
- Whenever necessary, provide 1-on-1 support when help is sought
- Grade and return student work and assessments within three school days
- Provide timely, thoughtful, and thorough feedback for teacher graded work
- Monitor student progress and use data to improve curriculum
- Provide intervention opportunities whenever needed
- Collaborate with ~~teacher's HST~~, counselors, SPED Case Managers, and Directors to support student goals
- Create, modify, and differentiate instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs
- Assist in assessing and changing curricular needs
- Check status of IEP/504 plans and make necessary accommodations and modifications in collaboration with SPED teacher
- Attend IEP meetings as requested
- Collaborate with peers to enhance instructional environment by participating in activities which include, but are not limited to: team teaching, meetings, staff development, communities of practice, PLC teams
- Communicate with students, parents, and internal and external professionals within established timelines
- Respond to incoming calls, emails, and inquiries in a timely manner
- Automated response when out of office
- Communicate professionally and respectfully with all school personnel, families, and students

Additional Duties

- Create a-g classes, pacing guides, curriculum guides, and common assessments
- Submission of AP and a-g courses
- Submission of NCAA course information
- Meet individual teacher goals through OKR process
- Collaborate with other departments and staff
- Provide online class outlines, list of standards, assessments to other high school programs as needed
- Other duties as assigned by administration based on school and student need

Teacher ~~HST~~

Summary of Position:

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

Duties and Responsibilities:

General:

- Serve and support students in grades TK-12
- Help build school culture to create a community within the team and between families
- Keep all families informed as needed and appropriate
- Work collaboratively with local staff and school-wide departments in all school-related matters
- Follow school procedures to support student learning
- Maintain a valid teaching credential and work toward professional growth
- Attend events and meetings as directed (may be in-person or virtual)

- Be an Advocate for Accuracy in all things
- Demonstrate the ideals of an Ideal Team Player (Humble - Able to take and reflect upon feedback; Hungry - Strong work ethic; Smart - Strong and responsive people skills)
- Return/respond to all calls and emails in a timely manner (typically within 24-48 work hours)
- Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, AWR, and Report Cards)
- Engage in activities and data collection/analysis for educational or authorizing agencies like WASC
- Complete all training and professional development modules as assigned
- Collaborate with Senior Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

Curriculum and Instruction:

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

Attendance & Compliance:

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

Testing & Assessments:

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

Community Outreach & Relations:

- Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations
- Support your local/regional Community Connection and Lending Library events/activities
- Attend homeschool and other educational conferences, in-services, and professional development opportunities
- Build partnerships with parents and community stakeholders
- Maintain and grow roster number as appropriate
- Serve on school committees, participate in school and community activities, and represent the school as

appropriate

- Help to develop and maintain positive relationships with vendors

Education Specialist

GENERAL FUNCTIONS:

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

Job Duties:

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

Program Specialists

Job Purpose Statement:

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

Essential Responsibilities:

I. Teacher Coaching

- a. Co-develop and manage the coaching plans for Special Education Teachers in providing virtual specialized academic instruction.
- b. Support procedures to provide statewide assessments and accommodations.
- c. Provide SEIS technical support to teacher and service providers.
- d. Provide direct and indirect coaching support to IEP teams.
- e. Works with local school staff to ensure articulation with general education programs.
- f. Serves as administrative designee in coordinating the development of individual educational plans for students in specific Special Education divisions with teachers, parents, psychologists, speech therapists, and other ancillary personnel.

II. Parent Coaching

- a. Inform families regarding enrollment, and specialty partnerships as it applies to their child with an IEP.
- b. Guide parents in participating in the special education process.

III. Supporting Compliance Processes

- a. Assist Special Education Teachers in operating programs that support students in the least restrictive environment.
- b. Facilitate IEP meetings as appropriate.
- c. Analyze and report on student data as it relates to special education services.
- d. Analyze and interpret laws and regulations governing the provision of special education.
- e. Monitor SEIS regularly for special education compliance.
- f. Assists administration in compliance with Special Education programs with district, state, and federal regulations.
- g. Assists Special Education administration in coordinating the admission of incoming students during the enrollment process.
- h. Coordinates annual review process and participates in these meetings as assigned.
- i. Develops and coordinates procedures for monitoring and evaluating student progress consistent with the Individual Education Plan (IEP).

IV. Professional Development

- a. Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.
- b. Plans in-service programs in conjunction with designated administrator on an ongoing basis to endure compliance with state and federal regulations pertaining to eligible students.
- c. Plans in-service programs in conjunction with designated administrator to ensure staff has appropriate expertise to meet Special Education students' unique needs and conducts an evaluation of each Inservice activity.

V. Other duties as assigned.

School Psychologist

GENERAL FUNCTIONS

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

ESSENTIAL RESPONSIBILITIES:

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)
- Evaluate pupils' academic and social growth
- Attend IEP meetings as needed; provide consultation
- Attend and participate in core staff meetings
- Consult with school administrators, ~~teacher's~~ **HST**, special education teachers, and parents regarding student learning and access to the educational program (behavior, attention, learning disorders, etc.)
- Provide consultation when needed regarding students on 504 plans
- Refer students and families to community agencies as needed
- Provide reports and recommendations to staff and families as needed for RtI
- Communicate with parents through a variety of means
- Maintain regular communication with directors
- Attend Student Study Team Meetings and Parent Request Meetings/Needs Assessment Meetings as

necessary

- Maintain a safe environment for students
- Respond appropriately to feedback given by parents and students
- Exercise discretion in discussing students with non-parental adults, including staff members
- Other duties as assigned

Virtual Job Placement Specialist/Job Coach

Summary:

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

ESSENTIAL RESPONSIBILITIES:

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

Special Education Administrative Assistant

Summary of Position:

Serves as the administrative assistant to the Senior Special Education Director; participates and assists in

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

Duties and Responsibilities:

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

Executive Administrative Assistant

Summary of Position:

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

Duties and Responsibilities:

- Attends Board meetings, public hearings and work sessions for the purpose of providing information, recording minutes, coordinating materials distribution and/or supporting the needs of attendees.
- Compiles data from a wide variety of diversified sources (e.g. staff members, Board Members, Community Organizations, government agencies, etc.) for the purpose of preparing reports, making recommendations and/or preparing information.
- Maintains a wide variety of complex manual and electronic documents, files and records (e.g. contacts, timesheets, legislative information, databases, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of the Executive Director (e.g. Board procedures, public relations issues, meeting arrangements, account balances, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Prepares a wide variety of complex written materials (e.g. correspondence, agendas, minutes, event

programs, bulletins, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.

- Processes a wide variety of complex documents and materials (e.g. work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Researches a variety of topics (e.g. current practices, policies, education codes, board agenda items, parental complaints, legal updates, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Coordinates a wide variety of projects, activities and/or events for the Directors, Principal, Vice-Principal, and Board (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.)
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for the Superintendent, Principal, Vice-Principal, other administrators and/or board members.
- Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the office and school.
- Other duties as assigned

SpEd Services & Assessment Team Coordinator

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

Job Duties:

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

- Calculate and adhere to timelines within legal compliance
- Set up and maintain accounts with Pearson, MHS, etc.
- Order all Protocols
- Set up accounts in SEIS for contracted agencies Therapist
- Other duties as assigned

Assistant Director of Secondary Education

Job Summary:

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

Teacher ~~HST~~ Support:

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

Student/Parent Support:

- Help students and parents of both High School and Middle School choose courses and curriculum.
- Provide concurrent enrollment support and direction following school counselor's guidelines.
- Plan, prepare and implement informational sessions that contribute to student achievement in Middle and High School.
- Assist Director with coordination and planning of high school events and senior events in the region.
- Participate in Community Outreach and School Events as appropriate.

Curriculum Support:

- Continuous development and understanding of curriculum offerings, platforms, and learning styles/meet educational needs of students.
- Provide support and feedback to ~~teacher's HST~~ and families regarding the course and curriculum selection for middle and high school.
- Effectively utilize data and analytic tools to help ~~teacher's HST~~ make educational decisions
- Assists ~~teacher's HST~~ in assessing and changing curricular needs when needed for students

- Assists Director with the continued development of the High School Program as needed (Course Outlines, Course Catalog, Summer School options, etc)
- Promote CTE pathways, Concurrent Enrollment, and UC/CSU AG Requirements
- Focus on student achievement through planning and practices aligned with the LCAP.
- Familiarity with UCOP approved providers and ensures that necessary courses are A-G and meet graduation requirements.

Individual Graduation Plans:

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

Ongoing Projects:

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

Duties and Responsibilities:

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

Summary Statement

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

Yosemite Valley Charter
Effective January 1, 2022
HST Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,890
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$67,465
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,538	\$70,040
F (+ 70 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,560	\$68,985	\$72,615
G (+ 84 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,478	\$67,852	\$71,401	\$75,190
H (+ 98 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,693	\$70,195	\$73,903	\$77,765

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$80,340	\$82,915	\$85,490	\$88,065

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

Master Stipend is \$1000 paid in two installments in December and March.

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

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

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

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.

Yosemite Valley Charter
Effective January 1, 2022
HQT Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400*	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,663
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,003	\$68,238
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,221	\$67,465	\$70,813
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,400	\$67,594	\$69,886	\$73,388
F (+ 70 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$65,611	\$68,907	\$72,332	\$75,963
G (+ 84 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$64,607	\$67,826	\$71,200	\$74,778	\$78,540
H (+ 98 points)	\$62,400	\$62,400	\$62,400	\$63,000	\$63,810	\$66,693	\$70,040	\$73,542	\$77,250	\$81,113

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$83,688	\$86,262	\$88,838	\$91,413

H15	H20	H25	H30
\$93,988	\$96,563	\$99,138	\$101,198

Master Stipend is \$1000 paid in two installments in December and March.

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

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

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

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

PAY SCALE GROUP Points*	PAY SCALE LEVEL									
	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,925
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,204	\$70,730
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$66,352	\$69,889	\$73,537
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,454	\$70,029	\$72,527	\$76,344
F (+ 70 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,443	\$67,868	\$71,460	\$75,194	\$79,150
G (+ 84 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,435	\$66,773	\$70,281	\$73,958	\$77,860	\$81,957
H (+ 98 points)	\$62,400	\$62,400	\$62,400	\$63,400	\$65,566	\$69,046	\$72,695	\$76,513	\$80,554	\$84,764

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$87,571	\$90,377	\$93,184	\$95,991

H15	H20	H25	H30
\$98,798	\$101,604	\$104,411	\$106,657

Master Stipend is \$1000 paid in two installments in December and March.

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

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

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

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.

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

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

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

SPEECH/LANGUAGE PATHOLOGIST

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

NURSE

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

OCCUPATIONAL THERAPIST

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

NBC or Doctorate Differential is \$3000

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

**Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.

2021-22 Counselor Salary Schedule

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

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

Annual Stipend Additions:

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

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

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

2021-22 Classified Confidential Management Salary Schedule

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

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

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

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

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

Annual Stipend Additions:

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

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

***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school board.

2021-22 Classified Staff Salary Schedule

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

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

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

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

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

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

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

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

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

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

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

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

BACKGROUND:

- A student will share his/her experiences in the Social Emotional Learning (SEL) and transition programs.

Cover Sheet

Virtual Academy Program Update/Presentation (Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	B. Virtual Academy Program Update/Presentation
Purpose:	Presentation & Potential Discussion
Related Material:	None

BACKGROUND:

- Maria Thoeni will share the Virtual Academies' programmatic highlights and successes so far this year.

Cover Sheet

High School Program Update/Presentation (Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	C. High School Program Update/Presentation
Purpose:	Presentation & Potential Discussion
Related Material:	None

BACKGROUND:

- Denise Voth will share the High School's' programmatic highlights and successes so far this year.

Cover Sheet

High School Virtual Academy for 2022-2023

Section:	III. Academic Excellence
Item:	D. High School Virtual Academy for 2022-2023
Purpose:	Discussion & Potential Action - Vote
Related Material:	New HSVA Plan

BACKGROUND:

- Denise Voth will share the vision and plan for the school's High School Virtual Academy program for the 2022-2023 school year.


RECOMMENDATION:

- Consider approval of the High School Virtual Academy Plan.



New HSVA Plan

2022-2023



What is HSVA?

AG Courses taught synchronously or asynchronously by Single Subject Teachers.

Synchronous courses are taught twice a week live.

25-30 students in a course.

Use McGraw Hill Online textbooks or Edmentum curriculum

Courses are \$250 per semester

Who will oversee HSVA?

- Currently the North & Central schools paid \$10,000 each to the HSVA Coordinator
 - Built the HSVA website (policies, teacher contacts, course offers, course schedules, etc)
 - Runs reports to figure out how many sections of each course will to be offered
 - Held monthly meetings with HQT's
 - Worked with the Director of Curriculum to place students in Schoology
 - Pulled progress monitoring reports weekly for HST's
 - Mitigated parent/student/teacher concerns
 - Compliancy
 - Creates HSVA calendar with deadlines for work samples & add/drop dates
- Our Plan:
 - The new website is already built
 - AD and Director will oversee the program until a leader rises up from our new group of HQT's.

Role of Highly Qualified Teacher (HQT) Teacher

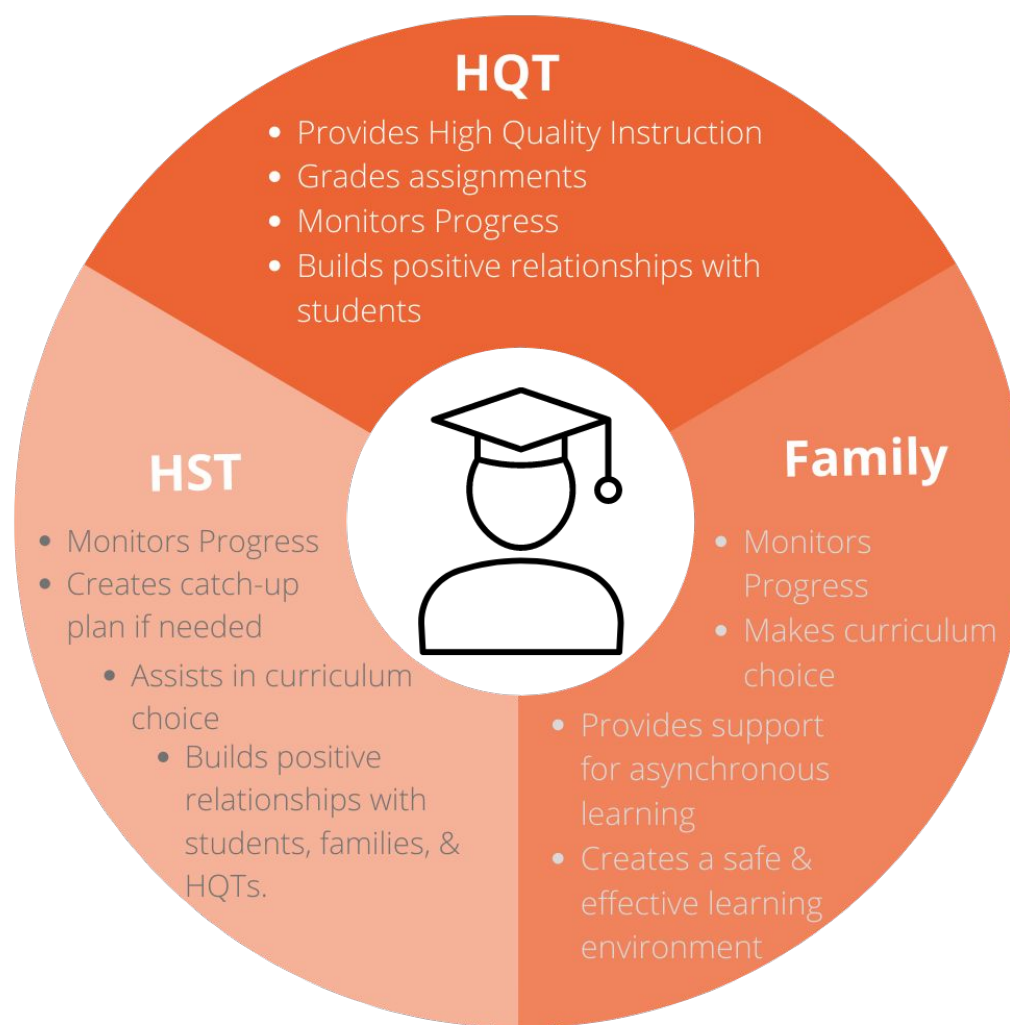
- HQT holds a Single Subject Credential
- Create and deliver a-g standards
- Review and grade assignments
- Provide content-related support
- Holds weekly office hours (or as needed)
- Communicate with HST and family
- Enter Progress Report & Report Card grades in Pathways
- Provide accommodations for students with IEPs and 504s
- Provides work samples for HST's
- Paid on a different salary schedule to recruit and retain them

Role of Homeschool Teacher (HST)

- Register students for HSVA classes
- Cancel classes if student decides to drop
- Monitor progress to ensure that student is submitting work
- Communicate with HSVA teacher regarding any changes to student learning environment
- Invite HSVA teacher to IEP and 504 meetings, as necessary

Role of Parent

- Ensure that student has all necessary technology to be successful in HSVA classes (computer, microphone, webcam)
- Check in on student progress and grades
- Communicate with HSVA teacher with any changes to student learning environment



Benefits of our own HSVA

- More control of curriculum choices
- Be able to plan with SpEd push-in teacher
- No conflicts with working in two school calendars
- Consistent school policies
- Control of course offerings
- Utilize our own single subject staff to teach additional AG courses.

Plan

Course	Course	Edgenuity/ Edmentum		HSVA Live!	TOTAL	Possibility #1
Math	Algebra I A	27	Algebra 1	45	72	Brent Brandow
Math	Algebra II A	11	Algebra 2	11	22	Ellen Davison
Math	Geometry A	15	Geometry	37	52	Ellen Davison
Math	Pre-Algebra A	7	Pre-Algebra	30	37	Brent Brandow
English	English Language Arts 9 A	27	English 9	45	72	Shiloh Hellman
English	English Language Arts 10 A	18	English 10	35	53	Shiloh Hellman
English	English Language Arts 11 A	19	English 11	20	39	NEED
English	English Language Arts 12 A	9	English 12	11	20	NEED
Science	Biology A	29	Biology	33	62	NEED
Science	Chemistry	14		0	14	NEED
Social Studies	World History A	16	World History	39	55	Marcela Marquez
Social Studies	United States History A	17	US History	22	39	Marcela Marquez
Social Studies	U.S. Government	12	Government	16	28	Part-time
Social Studies	Economics	7	Econ	11	18	Part-time
Spanish	Spanish I A	15	Spanish 1A	36	51	NEED
Spanish	Spanish II A	12	Spanish 2A	22	34	NEED
VAPA	Visual Arts A	6	Visual Arts I	24	30	Part-time
		261		437	698	165 of 297

Pass Rates and Success Stories

Over the last two semesters, pass rates are 94%-95%.

The courses are rigorous and students are very successful in them.

One of our students who has been in HSVA courses his whole HS career and is a senior just scored a 1490 on the SAT's. (99th percentile nationally)

Cover Sheet

Supplemental Local Control & Accountability Plan (LCAP)

Section:	III. Academic Excellence
Item:	E. Supplemental LCAP
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022 Supplement to Annual Update for 2021-22 LCAP - Yosemite Valley

BACKGROUND:

- The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This page provides resources to support the planning, implementation and evaluation of an LCAP.
- California's 2021 Budget Act, along with other historic state and federal acts, have provided schools with significant increases in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students.
- Section 124(e) of Assembly Bill 130 requires LEAs to present an update to the schools governing board.
- The intent of this update is to provide the governing board and the school's educational partners with a point-in-time report related to funding received through the 2021 Budget Act, which includes federal Elementary and Secondary School Emergency Relief (ESSER) III funds, as well as the implementation of the LCAP to date.

RECOMMENDATION:

- Consider approval of the 2022 Supplement to the Annual Update for 2021-22 LCAP.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Dr. Laurie Goodman, Ed.D., Executive Director Stephanie Johnson, Co-Director	laurie.goodman@monarchriveracademy.org, (559) 999-5030 steph.johnson@monarchriveracademy.org, (559) 258-0787

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Yosemite Valley Charter School (YVCS) holds meetings with their educational partners three times a year to present and engage them in the use of funds under the Budget Act of 2021. Educational partners are also in attendance at all board meetings to engage in the process of understanding funding and plans. Parents meetings are held once a month to provide information and feedback to the LEA. Surveys are also administered twice (December and March) a year for feedback regarding our funds and programs. YVCS also holds meetings with authorizing districts every month to provide updates regarding funding and services.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Yosemite Valley Charter School does not receive concentrated funds or concentrated add-on funds because our unduplicated percentage is less than 50%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Yosemite Valley Charter School (YVCS) has a long-established foundational principle of meaningful educational partner engagement. Surveys were administered in March and November of 2021. Student data was collected and analyzed in January, May, and September of 2021. Monthly meetings were held and attended with our authorizer and county office during the 2020-21 school year as well as the 2021-22 school year to date.

These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as YVCS sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan (<https://yosemitevalleycharter.org/about/accountability>)
- Expanded Learning Opportunities Grant Plan (<https://yosemitevalleycharter.org/about/accountability>)
- Local Control and Accountability Plan (<https://yosemitevalleycharter.org/about/accountability>)
- ESSER III Expenditure Plan (<https://yosemitevalleycharter.org/about/accountability>)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Yosemite Valley Charter School (YVCS) has designed and implemented the following three main programs to address learning loss using the Elementary and Secondary School Emergency Relief (ESSER). These programs are an addition to existing programs and are offered in an extended day format. The programs include: 1. An intervention system that is personalized and targeted per student with teachers providing instruction in Math and English Language Arts 2. A virtual academy system using synchronous and asynchronous instruction for students in grades 3-12 focused on Math and English Language Arts 3. An extensive social-emotional learning support and counseling system have been implemented with surveys and needs assessments to serve students, families, and staff. The success of each of these programs is monitored through assessment data, attendance, grade and course completion, as well as anecdotal notations during the extended learning sessions and SEL workshops. The challenges include consistent attendance and work completion due to recurring infection rates from Omicron/COVID-19.

Health and safety of students, educators, and other staff:

Successes: YVC implemented all of the required COVID-19 protocols which included daily screenings and temperature checks as well as immediately cleaning and sanitizing all surfaces. There have been no reportable COVID-19 work-related infections to date.

Challenges: Maintaining the high level of COVID-19 protocols when with all visitors has been a challenge, but it has been done.

Continuity of services:

Successes: YVC is a non-classroom-based program and because of our format, we have not had any loss or reduction in services with the majority of our students and staff.

Challenges: YVC has a high level of special education students and some of our students have been challenged to attend in-person services due to COVID-19 infections.

Implementation of the ESSER III Expenditure Plan:

Successes: YVC has expanded and increased all intervention programs, social-emotional learning programs, monitoring of achievement, and best practices from professional development related to teaching and learning.

Challenges: YVC has been challenged with making sure that all students who need additional support are receiving the needed support. All students have access to the expanded programs and new programs connected with the ESSR plan, but not all students are taking part in the additional opportunities.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Yosemite Valley Charter School (YVCS) meets on a weekly basis with the core leadership team to review the alignment of all plans and the success of the programs which have been implemented according to the plans. Through the use of data analysis which includes a fiscal analysis of expenditures, course corrections, and plan effectiveness is determined.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Cover Sheet

College & Career Access Partnership (CCAP) Agreement Regarding Instructional Services for Dual Enrollment Between State Center Community College District & Its Colleges & Yosemite Valley Charter School

Section:	III. Academic Excellence
Item:	F. CCAP Agreement
Purpose:	Discussion & Potential Action - Vote
Related Material:	YOSEMITE-MOU-AB 288 CCAP AGMT; YOSEMITE-TRANSFER-Pathways

BACKGROUND:

- Yosemite Valley already partners with Fresno City College (FCC).
- Over the past two years, the number of participating students and success rate has continued to grow.
- This is an MOU renewal for two more years of Dual Enrollment partnership between FCC and Yosemite Valley Charter School

RECOMMENDATION:

- Consider approval of the renewal MOU.

**COLLEGE AND CAREER ACCESS PARTNERSHIP (CCAP) AGREEMENT
REGARDING INSTRUCTIONAL SERVICES FOR DUAL ENROLLMENT
BETWEEN
STATE CENTER COMMUNITY COLLEGE DISTRICT AND ITS COLLEGES
AND **YOSEMITE VALLEY CHARTER****

This College and Career Access Partnership Agreement regarding instructional services is between State Center Community College District and its respective colleges ("College"), and **YOSEMITE VALLEY CHARTER** ("High School"). For identification purposes only this Agreement is dated **2/9/2022**.

RECITALS

WHEREAS, College is a multi-college District whose mission is to provide educational programs and services that are responsive to the needs of the students and communities within the School including law enforcement programs and courses;

WHEREAS, High School is part of a unified school district located in the District's service area;

WHEREAS, this CCAP Agreement shall be for the purpose of offering expanding opportunities for students and develop seamless pathways from high school to community college for career technical education or preparation for transfer;

WHEREAS, the parties desire to collaborate on dual enrollment courses that provide college credit ("courses"). Education Code (EC) §76004(a) and §76004(d);

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the Legislature and College;

WHEREAS, the parties desire to enter into a CCAP Agreement regarding Instructional Services, which sets forth their mutual rights and responsibilities and governs their business relationship regarding the subject courses;

WHEREAS, the College intends to compensate High School an amount equal to the cost of an adjunct faculty teaching the same class on the college campus. When the college's adjunct faculty teaches the class on the High School campus, the High School will not be compensated. For enrollments under 20 students, the College has the right to compensate the High School a prorated amount;

WHEREAS, the parties intend for College to report full-time equivalent students (FTES) data and obtain state apportionment for the subject courses given through this CCAP Agreement in accordance with Title 5, EC §58050, §58051, and §58051.5;

WHEREAS, High School intends to fund the cost of the subject courses by providing all required personnel, classrooms, services and equipment;

NOW, THEREFORE, the parties mutually agree as follows:

TERMS

- I. **Recitals.** The above recitals are incorporated herein and made a part of this CCAP Agreement.
- II. **Effective Date and Duration.** This CCAP Agreement shall be effective on the date authorized representatives of both parties sign it and continue in effect until [07/01/2024], or until duly modified or terminated by the parties.
- III. **Early Termination.** This CCAP Agreement may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

This CCAP Agreement may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice. The parties agree to consider the needs of currently enrolled students when determining a termination date.

The indemnification provisions contained in this CCAP Agreement shall survive termination.

- IV. **Instructional Service Agreements (ISA).** The terms of this CCAP Agreement are deemed to be part of and fully incorporated into any and all presently existing or future ISAs pertaining to the courses unless expressly modified by a related ISA. The terms of this agreement may be modified by individual ISAs as necessary. Any inconsistency between the agreement and an express provision of an ISA will be resolved in favor of this agreement.
- V. **Certifications for State Apportionment Purposes Applicable to All Courses Conducted in a Cooperative Arrangement with a Public High School.**
 - A. High School certifies that the direct education costs of the activity are not being fully funded through other sources.
 - B. High School certifies College has not received full compensation for the direct education costs for the conduct of the class from other sources.
 - C. College certifies that a job market survey has been conducted prior to establishing the vocational and occupational training programs, and the results justify the particular vocational and occupational training programs.
 - D. College certifies that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in EC §87010, or any controlled substance offense as defined in EC §87011.
 - E. Both College and High School certify that either (i) the vocational and occupational training programs have been approved by the State Chancellor's Office and the courses which make up a particular program or pathway are part of an approved program or degree and College will provide all documentation necessary to support this certification for both parties; or (ii) College has received delegated authority to separately approve the subject courses locally.
 - F. Both College and High School certify that a qualified high school instructor teaching the course has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. EC §76004 (j) and that any community college instructor teaching a course at the partnering high school campus has

not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. EC §76004(i)

- G. Both College and High School certify that a course offered at the High School campus does not reduce access to the same course offered at the partnering College campus and that a course that has a waiting list shall not be offered at the High School campus as part of the CCAP Agreement. EC §76004(k) (2)
- H. Both College and High School certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school pupils who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the pupil's junior or senior year to ensure the pupil is prepared for college-level work upon graduation.. EC §76004(n).
- I. The High School and the College district will comply with the local bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit and college credit.
- J. Both College and High School certify that participation in this CCAP Partnership agreement is consistent with the core mission of the community colleges pursuant to EC §66010.4, and that pupils participating in the CCAP agreement will not lead to enrollment displacement of otherwise eligible adults in the community college. EC §76004 (k)(3).
- K. These certifications may not be voided, modified or waived by any related ISA.

VI. Regulatory Requirements for State Apportionment Purposes Applicable to all Courses Conducted in a Cooperative Arrangement with a Public High School.

These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

A. State Apportionment.

- 1. A district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. EC §76004(r)
- 2. The attendance of a high school pupil at a community college as a special part- time or full-time student pursuant to a CCAP agreement is authorized attendance for which a community college district shall be credited or reimbursed pursuant to EC §48802 or §76002, provided that no school district has received reimbursement for the same instructional activity. EC §76004 (s)

B. Responsibilities of Each Party. College policies and procedures apply and College is responsible for the courses. The courses will comply with all applicable regulations, procedures, prerequisites and standards set out in the Course Outline of Record (COR), as well as any corresponding local policies, practices, and requirements of the High School. **College will issue official transcripts at no cost to the high school.**

C. Enrollment Period. The enrollment period shall be determined by College in accordance with its guidelines, policies, pertinent statutes, and regulations.

- D. **Number of Class Hours Sufficient to Meet the Stated Student Learning Outcomes.** College has determined the student learning outcomes for each of the courses and the number of class hours necessary to meet them. This is recorded in the approved COR.
- E. **Supervision and Evaluation of Students.** Supervision and evaluation of students shall be in accordance with College guidelines, policies, pertinent statutes, and regulations. The supervision and evaluation of students will conform with correspondence of local policies, practices, and requirements of the High School.
- F. **Withdrawal Prior to Completion of the Course.** A student's withdrawal prior to completion of the Course shall be in accordance with College guidelines, policies, pertinent statutes and regulations.
- G. **Right to Control and Direct Instructional Activities.** College is responsible for the courses and has the sole right to control and direct the instructional activities of all instructors, including those who are High School personnel, although this right will be exercised in consultation with the High School.
- H. **Minimum Qualifications for Instructors Teaching Courses.** Instructors who are High School personnel shall meet the minimum qualifications to provide instruction in a California community college.
- I. **Facilities.** High School will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to College or students. High School agrees to clean, maintain, and safeguard the High School's premises. High School shall comply with all applicable building, fire, and safety codes. High School rules which control or prohibit public access to facilities for safety purposes or to protect proprietary information shall be observed.
- J. **Equipment.** Unless otherwise provided for in a related ISA, High School will furnish, at their own expense, all course materials, specialized equipment, and other necessary equipment for all students. The parties understand that such equipment and materials are High School's sole property; however, College policies may be utilized as appropriate should an individual student unnecessarily damage or fail to return such equipment. High School shall determine the type, make, and model of all equipment and materials to be used during each course. High School understands that no equipment or materials fee may be charged to students except as provided for by College policies and practices.
- K. **Enrollment.** Enrollment shall be open exclusively to dual enrollment students who meet all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by the College. Applicants must meet the standards and prerequisites of the College.

College and High School will be jointly responsible for processing student applications. College will provide the necessary admission forms and procedures and both College and High School will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

College will ensure that each recruited student completes the admissions procedure, the class enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. College will assist High School as necessary. A successful enrollment requires that each student has completed an enrollment application provided by the College, the application has been delivered to and accepted by College's Admissions and Records Office, and the applicant has met all requirements, to include the standard college student liability and medical care coverage, if applicable.

- L. **Enrollment Fees.** The enrollment fees (e.g. Health Fee or Associated Student Body Fee) must be paid to College by the individual student if the class is offered on the College campus. Enrollment fees may not be waived by College unless exempted by statute or board policy. This provision may not be cancelled or modified by any related ISA. However, by mutual agreement, enrollment fees may be withheld from any reimbursement owed by the College to the High School. Non-resident fees may not be waived unless exempted by statute or board policy.
- M. **Student Fees. Prohibitions and Exemptions.**
1. High School students enrolled in courses offered through a CCAP agreement shall not be assessed or charged a fee prohibited by EC §49001, including a fee charged to a pupil, or pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. EC §49010 et seq.; §76004(f)
 2. High School pupils enrolled in courses offered through the CCAP Agreement and that are properly classified as having "special part- time student" status as described by EC §76004(p) shall be exempt from the following community college fee requirements EC §76004(q): Student Representation Fee, Nonresident Tuition Fee, Transcript Fees, Course Enrollment Fees, Apprenticeship Course Fees, and Child Development Center Fees.
- N. **Course Outlines - Curriculum Committee and Board Approval.** The COR for all individual courses must meet course standards set out in Title 11 of the California Code of Regulations and must be approved by College's Curriculum Committee, and College's Board of Trustees.
- O. **Teaching Consistent with Approved Outline and Level Of Rigor.** High School will implement procedures to ensure that High School instructors teaching different sections of the same course do so in a manner consistent with the approved outline of record for that course, and that each individual instructor shall hold all students to a comparable level of rigor.
- P. **Records of Student Attendance and Achievement.** All records of student attendance and achievement shall be submitted to College periodically, or upon demand, and shall be maintained by College in adherence with college policies and procedures.
- Q. **Ancillary Support Services for Students.** Both College and High School shall ensure that students enrolled in the courses are provided ancillary and support services as may be needed, including but not limited to counseling, library and tutorial services, and guidance and placement assistance.
- R. **Courses Outside College Boundaries.** For locations outside the geographical boundaries of College, College will comply with the requirements of Title 5 of the California Code of Regulations, §55230-55232. College shall not enter into a CCAP partnership with a High School within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.
- VII. **Coordination.** The coordination will be at no cost to the High School. College will provide the services of a dual enrollment coordinator to facilitate the matriculation and unit credit process of students. College will assign a faculty member or counselor as liaison who will facilitate coordination and cooperation between College and High School regarding curriculum and pedagogy. College will provide High School personnel reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and the College's application procedures. An addendum to this

agreement will contain the name and contact information on the liaison for each of the three colleges within SCCCD.

VIII. Support Staff. These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

- A. **High School to Provide Support Services.** High School will do the following as it pertains to high school records: provide personnel to perform clerical services and services associated with outreach activities, recruit students, assess and verify the enrollment of qualified students, assist with processing student applications, and other related services as may be necessary.
- B. **High School is Responsible for its Own Personnel.** High School's personnel will perform these services on duty time. High School personnel performing these services will be employees solely of High School, subject to the authority of High School, but will also be subject to the direction of College, specifically with regard to their duties pertaining to teaching the college course according to the COR. All instructors will be evaluated according to the contractual agreed evaluation schedule: twice in the first three semesters of teaching by the College dean (or designee) and a college faculty, and after that each semester of teaching by a peer college faculty member.

IX. Instructors. These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

- A. **College to Select Instructors.** College may select instructors from High School personnel nominated by the High School, or other sources. High School personnel will perform instructional duties on duty time. High School personnel selected to be instructors remain employees solely of the High School, subject to the authority of the High School, but will also be subject to the authority of College, specifically with regard to their duties as instructors of the College approved course. College will exercise this authority in consultation with the High School.
- B. **High School May Nominate Instructors.** High Schools shall ensure that all instructor nominees are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the courses. High School shall ensure that all instructor/staff nominees possess any certificates of other training indicia that may be required. College will check the minimum qualifications of the nominees, and interview qualified nominees, as per College Admin Regulation 7121.
- C. **College Shall Determine Instructor Requirements.** College shall determine the number of instructors, and the subject areas of instruction. The ratio of instructors to students will be determined in consultation with the High School.
- D. **High School is Responsible for its Own Personnel.** High School's personnel will perform these services on duty time. High School personnel performing their services will be employees solely of High School, subject to the authority of High School, but will also be subject to the direction of College, specifically with regard to their duties pertaining to the Courses described in the related ISAs. College has the primary right to control and direct such activities.
- E. **Orientation Meeting.** Instructors shall attend an orientation meeting or any other meeting with faculty pertaining to the dual enrollment class or pathway if scheduled and College shall provide manuals, CORs, curriculum materials, and testing and grading procedures as necessary.

X. Curriculum and Student Learning Outcomes.

- A. College shall develop the student learning outcomes, curriculum, CORs, and instructional methods in accordance with any applicable recommendations and guidelines offered by College

and also in compliance with standards set out in Title 5 of the California Code of Regulations. Student Learning Outcomes, curriculum, CORs, and instructional methods are subject to advance approval/revision by College.

- B. All Courses must be approved by College's Board of Trustees or College personnel to whom this authority has been duly delegated. CORs must meet the course standards set out in Title 5 of the California Code of Regulations and must be approved by College's Curriculum Committee.
- C. All relevant course information and proposed CORs shall be developed and submitted to College for approval/revision no later than 30 days prior to the projected start date of a particular class or program session.

XI. Instruction. The instructional services provided by High School personnel shall include development of appropriate lectures. The lectures will conform to the approved curriculum and CORs and recommendations of experienced College instructors. Instructional presentations shall incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or specialized equipment for vocational courses.

All instructional presentations, including practical demonstrations and demonstrations of vocational equipment, are subject to the advance approval of College.

XII. Reporting. The College and its partner agree to report the following information:

- A. The total number of High School pupils by school site enrolled in each CCAP partnership agreement, aggregated by gender and ethnicity.
- B. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- C. The total number and percentage successful course completions, by course category and type and by school site, of CCAP partnership participants.
- D. The total number of FTES generated by CCAP partnership participants.

XIII. Workers' Compensation.

- A. High School shall be the "primary employer" for all its personnel who perform services as instructors and support staff. High School shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective High School personnel made in connection with performing services and receiving instruction under this CCAP Agreement or any related ISA. High School agrees to hold harmless, indemnify, and defend College from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by High School personnel connected with providing services under this CCAP Agreement or any related ISA. High School is not responsible for non-High School personnel who may serve as instructors or students who are not affiliated with the High School. These provisions may not be voided, modified nor waived by a related ISA.
- B. College shall be the "primary employer" for all its personnel who perform services under this CCAP Agreement. College shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective personnel made in connection with performing services under this CCAP Agreement or any related ISA. College agrees to hold harmless, indemnify, and defend High School from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by College personnel connected with providing services under this CCAP Agreement or any related ISA. College is not responsible for non-College personnel who may serve as instructors or students who are

not affiliated with services provided under this CCAP Agreement. These provisions may not be voided, modified nor waived by a related ISA.

XIV. Indemnification.

- A. High School shall defend, hold harmless, and indemnify College, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this CCAP Agreement or any related ISA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of High School, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.
- B. College shall defend, hold harmless, and indemnify High School, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this CCAP Agreement or any related ISA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of College, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.
- C. This indemnity shall survive termination of this CCAP Agreement or any related ISA, and/or final payment hereunder and is in addition to any other rights or remedies that High School or College may have under law and/or otherwise.
- D. All indemnification under this CCAP Agreement shall be apportioned on a comparative basis taking into account the relative factors of all persons contributing to such claim or loss. An indemnifying Party shall only be liable for that portion of the total indemnified claim or loss that its negligent acts or omissions bear to the negligent acts and omissions of all persons contributing to such total indemnified claim or loss.
- E. These provisions may not be voided, modified nor waived by any related ISA

XV. Insurance Requirements.

- A. Each party shall obtain, pay for, and maintain in effect during the life of this CCAP Agreement the following policies of insurance:
 - (1) Commercial general liability (including contractual, products, and completed operations coverages, bodily injury, and property damage liability) with single combined limits not less than \$1,000,000 per occurrence. If a general aggregate limit applies, either the general aggregate limit shall apply separately to work performed under this CCAP Agreement or the general aggregate limit shall be twice the required occurrence limit;
 - (2) Sexual abuse and molestation insurance which covers bodily injury, emotional distress or mental anguish related to any claim, cause of action or liability associated with child molestation or sexual abuse, with limits no less than \$1,000,000 per wrongful act and \$2,000,000 aggregate. This coverage may be provided as an endorsement to the commercial general liability policy or under a separate policy and must be written on an "occurrence" and not on a claims made or claims made and reported basis. Coverage for such claims must not be subject to any exclusion, restriction, or sub-limit;

(3) Commercial automobile liability for "any auto" with combined single limits of liability not less than \$1,000,000 per occurrence;

(4) Professional liability (errors and omissions) with a limit of liability not less than \$1,000,000 per occurrence or claim and \$2,000,000 aggregate; and

(5) Workers' compensation and employer's liability insurance. Workers' compensation coverage must be at least as broad as that which is required by the State of California, with statutory limits. Employer's liability insurance must not be less than \$1,000,000 per accident for bodily injury or disease.

- B. Unless placed through a public liability self-insurance pool, all insurance required herein is to be placed with insurers with a current A.M. Best's rating of no less than A:VII, unless otherwise acceptable by District, and must be authorized to conduct business in the state of California, or approved by the Surplus Lines Association to do business in California. The current List of Approved Surplus Line Insurers ("LASLI") is maintained by the California Department of Insurance at <http://www.insurance.ca.gov/01-consumers/120-company/07-lasli/>.
- C. Each party's commercial general liability and sexual abuse and molestation policies shall contain an endorsement naming the other party, and its governing board, officials, employees, agents, and volunteers as an additional insured insofar as this CCAP Agreement is concerned, and provide that written notice shall be given to the other party at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Each party shall furnish the other with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change, or reduction in a party's coverage, that party shall immediately file with the other party a certified copy of the required new or renewal policy and certificates for such policy.
- D. Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this CCAP Agreement.
- E. Any self-insurance program or self-insured retention applicable to any of the coverages required herein must be declared to and approved separately in writing by the other party.
- F. These provisions may not be voided, modified nor waived by a related ISA.

XVI. Discrimination and Harassment. Each party agrees that it is in compliance with title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d et seq. and 2000e et seq.), title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), section 504 of the federal Vocational Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the Age Discrimination Act (42 U.S.C. § 6101), the U.S. Presidential Executive Order 11246 and subsequent amendments (if applicable), California Fair Employment and Housing Act (Gov. Code, §§12900 et seq.), the California Unruh Civil Rights Act (Civ. Code, §§ 51-53), and all applicable state and federal health and safety regulations.

XVII. Complaints. The parties will follow Addendum I regarding any complaints that may arise from or relate to this Agreement.

XVIII. Disabled Students Programs & Services (DSP&S). When a student is considering enrolling in a dual enrollment course, it is the responsibility of the high school to provide information to the student regarding their rights to receive academic adjustments, auxiliary aids, services and/or instruction in college courses. It is also the responsibility of the high school to assist the student in connecting with the DSP&S office for the college through which the dual enrollment course is being offered.

XIX. Entire Agreement. This CCAP Agreement and any related ISAs constitute the entire agreement

between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this CCAP Agreement by, nor is any party relying on, any representation or promise outside those expressly set forth in this CCAP Agreement and any related ISA.

- XX. **Amendment.** The provisions of this CCAP Agreement may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.
- XXI. **Waiver.** Unless otherwise precluded by the terms of this CCAP Agreement, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.
- XXII. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this CCAP Agreement without written consent of the other party. Any purported assignment without written consent shall be void.
- XXIII. **Parties in Interest.** Nothing in this CCAP Agreement, whether express or implied, is intended to confer any rights or remedies under or by reason of this agreement on any person other than the parties to it and their respective successors and assigns, nor is anything in this agreement intended to relieve or discharge the obligation or liability of any third person to any party to this agreement, nor shall any provision give any third person any right to subrogation or action against any party to this agreement.
- XXIV. **Severability.** If any provision of this CCAP Agreement is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the agreement shall continue in full force and effect and shall in no way be impaired or invalidated.
- XXV. **Notices.** Any notice under this CCAP Agreement shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.
- XXVI. **Authority to Enter Into Agreement.** Each party to this CCAP Agreement represents and warrants that it has the full power and authority to enter into this agreement and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this agreement.
- XXVII. **Status of the Parties.** Neither party is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the other party. High School shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this CCAP Agreement and any related ISA. High School shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this agreement and any related ISA.

High School shall be free to perform similar services for others while under contract with College. Nothing in this CCAP Agreement shall prohibit High School from taking on other jobs or performing services for other entities. The parties agree that in performing the services specified in this agreement, High School shall act as independent contractors.

XXVIII. Retention and Audit of Records. Each party shall maintain records pertaining to this CCAP Agreement and related ISAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

XXIX. Governing Law and Venue. This CCAP Agreement will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this agreement shall be Fresno County, California.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed the day and year first above written.

AGREED TO AND ACCEPTED:

STATE CENTER COMMUNITY COLLEGE
DISTRICT

By: Ms. Cheryl Sullivan
Vice Chancellor, Finance and Administration
1171 Fulton Street, Floor 5
Fresno, California 93721
(559) 243-7112

AGREED TO AND ACCEPTED:

Laurie Goodman

By: Laurie Goodman
Title: Superintendent

Addendum I

California Education Code section 76004 subdivision (c) (1) requires the parties to establish protocols for sharing information in compliance with applicable state and federal privacy laws. This Addendum provides protocols for sharing information about complaints that may be related to, or arise from, the Agreement.

Complaints solely between [K12 DISTRICT] employees will be handled pursuant to [K12 DISTRICT's] internal procedures. Complaints solely between SCCC employees will be handled pursuant to SCCC's internal procedures. The Parties will follow the process below for: (a) complaints between [K12 DISTRICT] and SCCC employees; and (b) for complaints made by or against a [K12 DISTRICT] student arising from or related to the Agreement.

- 1) This procedure applies to complaints received by [K12 DISTRICT] or SCCC.
- 2) The party receiving the complaint will:
 - a) Notify the other party and provide the other party with the written complaint within 72 hours of receipt of the complaint.
 - b) Comply with any reporting requirements under state and federal statutes or regulations.
- 3) The parties will cooperate to comply with statutory and regulatory reporting, investigation, and privacy requirements under the Education Code, Title IX, the Family Educational Rights and Privacy Act, Title 5 of the California Code of Regulations, and any other law. The parties understand that they may be required to conduct a formal investigation within regulatory timelines.
- 4) Within three business days or as otherwise required by law, the parties will meet and confer to attempt to reach an agreement on: (a) whether an investigation is required and if so, the type of investigation; (b) whether to conduct a joint investigation or separate investigations; (c) the scope of the investigation; and (d) sharing the costs of the investigation. If the parties cannot reach an agreement on a joint investigation, each party may conduct its own investigation. If the parties conduct separate investigations, they will notify each other of the names of their investigators.
- 5) The parties will cooperate and make their employees and students available to the joint investigator and their separate investigators. For joint investigations, the parties will share all relevant information. For separation investigations, the parties may share relevant information.
- 6) Interviews of employees and students will comply with rights and protections afforded under state or federal law, as applicable, including rights under collective bargaining unit agreements, as applicable.
- 7) For joint investigations, the investigator will prepare a report and provide it to both parties. The report will set forth findings as to each allegation and the basis for the findings. The parties will share all materials from a joint investigation subject to the confidentiality requirements of this Agreement. The parties may, but are not required, to share their separate investigation reports subject to the confidentiality requirements of this Agreement.
- 8) The parties will keep all information and documents related to investigations confidential to the fullest extent permitted by law. The confidentiality requirements under this Agreement do not restrict the parties from using investigation reports, information, and materials in connection with employee discipline, student discipline, or defending against third party claims.
- 9) Activities related to an investigation shall not waive the attorney-client privilege, attorney work product protection, or any other privilege or protection to which the parties may be entitled.
- 10) All information, communications, documents, and other materials that the parties, their respective counsel, or investigators receive from or provide to each other in connection with an investigation shall constitute confidential, privileged information that is being shared and disclosed for the common goal of undertaking

a joint investigation. Such information shall not be disclosed to third parties without the other party's prior written consent, or unless required pursuant to applicable law, rule, or regulation, valid subpoena, or court order.

- 11) Except as expressly provided herein, all information obtained by a party, its counsel, or investigator from the other party, its counsel, or investigator, is provided solely for the use of the receiving party in completing an investigation. All information will remain protected from disclosure to third parties pursuant to the attorney-client privilege, attorney work product doctrine, joint defense privilege, and any other applicable privilege or immunity.
- 12) If a subpoena, written discovery demand, motion, or other legal process seeks to compel the disclosure of any reports or information prepared pursuant to an investigation, the receiving party shall promptly notify the other party and shall cooperate fully with the other party in opposing the disclosure, unless the parties agree in writing to make the disclosure.
- 13) All confidentiality paragraphs and requirements shall survive the termination of this Agreement.



STATE CENTER
COMMUNITY COLLEGE DISTRICT

Fresno City College | Reedley College | Clovis Community College
Madera Community College Center | Oakhurst Community College Center

AB-288 College and Career Access Pathway-FCC & Yosemite Valley Charter HS

Name of Pathway: Transfer Pathway

Total number of students to be served (per year): 60 Approximate

The total annual FTES to be claimed: 6

High School Courses		
9th	Fall	TRANSFER PATHWAY
	Spring	
10th	Fall	
	Spring	
11th	Fall	
	Spring	
12th	Fall	
	Spring	

College Courses		
9th	Fall	
	Spring	
10th	Fall	
	Spring	
11th	Fall	
	Spring	
12th	Fall	
	Spring	SEE LIST BELOW

Section Number: To Be scheduled

College Courses: COUN 53, SPAN 1. SPAN 2,
ART 2, HIST 23, BIO 3, GEOL
2, HIST 12, MATH 3A,
COMM1, ENG 1A, POLSCI 2,
ENGL 3, ECON 40, ECON 50.

Days: To be determined

Times: Within the regular school Day (8:00a.m.-3:30p.m.)

Location: YOSEMITE VALLEY CHARTER HS

Listing: FCC-WebAdvisor-Restricted

Terms: (FALL & Spring, No summer)

Criteria for Assessment: Students Enrolled in HS Pathway. Students to declare related pathway as a college major.

The high school principal or counselor will acknowledge having reviewed the academic record of the students and certify that the students demonstrate adequate preparation and can benefit from advanced scholastic education. This verification will be provided on the required dual enrollment packet for each student.

(Education Code 48800 (a))

Dr. Laurie Goodman laurie.goodman@monarchriveracademy.org

559-999-5030

Laurie Goodman

Point of Contact: Name Email

Phone number:

Fresno City College Victoria Martinez

(559)442-8272

Yosemite Valley HS carmen.marroquin@yosemitevalleycharter.org

(209)720-7177

Cover Sheet

COVID-19 School Report

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	A. COVID-19 School Report
Purpose:	Presentation & Potential Discussion
Related Material:	COVID-19 Report - YV; Charter Safe Memo 2.2.22; Guidance for Face Coverings

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- This month's report includes a memo for the school's insurance company, CharterSAFE, and a Guidance from the California Department of Health regarding face coverings.

RECOMMENDATION:

- Provide Board feedback to the school leadership.



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

February COVID-19 Report – Human Resources Report

Yosemite Valley Charter School

Staff Numbers	Current Numbers	Notes
Verified Vaccinated Staff Members	95	
Staff Exemptions Received	12	<ul style="list-style-type: none"> 7 Religious Exemptions 2 Due to Health
Positive Cases Reported	14	<ul style="list-style-type: none"> 1 Needs to submit results; An email has been sent to the team member
Staff Needing to Administer a COVID Test at Home	22	<ul style="list-style-type: none"> Non-home testing & home testing
Unresponsive	0	

Testing Kits	Month	# of Test Kits	# Teachers
Number of COVID-19 Test Kits Reimbursed by the School	July	0	0
	August	0	0
	September	10	1
	October	27	5
	November	20	4
	December	8	3
	January	11	3
	February		
	March		
	April		
	May		
	June		
Total Cost/ Reimbursements from July 2021 through January 2022	\$1,938.70 Adjusted Amount		

Thus far, 8 Teachers have submitted reimbursements for testing/testing kits.

Test costs range from \$7-\$49/test.

November figures have been updated to reflect delayed reimbursement submissions from two staff members (6 tests were added to the monthly total).



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Charter Safe - Risk Management Memo

State mandates should be followed as well as City/County. It is up to the board and authorizer to determine what the school will follow. Employees must follow the school orders set in place by the board and authorizing district.

Testing for unvaccinated employees is no longer needed weekly but is needed when an employee is onsite and **before** meeting in-person with students, families, and staff. As of now, booster status has not been defined as fully vaccinated.

If an employee chooses not to test at a designated testing facility site the employee cannot test by themselves. The test and results must be proctored. The school should have a designated proctor such as a supervisor, admin, or HR representative on Zoom to observe the testing process and wait for the results then report out.

If an employee chooses not to comply the school can engage in an accommodation process. The school can offer a substitute but if a substitute cannot be obtained or creates and certain accommodations have been met (ie. multiple testing options and accommodations) the employee can be put on a leave of absence. The employee can be put on an unpaid leave of absence every 30 days.

Generally speaking, you will have lesser liability when health-directed mandates are followed. Charter Safe provides \$100,000 for defense costs if needed. However, if the school did not comply it would result in higher rates and most likely lawsuits. Following the complete guidelines is needed for a better defense and is much more defensible.

For example, Los Angeles Unified School District requires all staff to be vaccinated and all of the charters under them must comply as well. It is highly recommended that the school follow the same guidelines as their authorizer.

Cal OSHA fined the CA Department of Public Health for not complying. Violations can be anywhere from \$500-\$700,000 per violation and require a 15 day response or payment due. If the school decides not to follow proper protocols it should be determined how many of these violations it can afford.



State of California—Health and Human
Services Agency
**California Department of
Public Health**



February 7, 2022

TO: All Californians

SUBJECT: Guidance for the Use of Face Masks

Related Materials: [Face Coverings Q&A](#) | [Face Coverings Fact Sheet \(PDF\)](#) | [Face Mask Tips and Resources](#) | [Face Shields Q&A \(PDF\)](#) | [Safe Schools for All Hub](#) | [More Home & Community Guidance](#) | [All Guidance](#) | [More Languages](#)

Changes Taking Effect February 16, 2022:

- Universal masking shall remain required in only specified settings.
- Only unvaccinated persons are required to mask in all Indoor Public Settings. Fully vaccinated individuals are recommended to continue indoor masking when the risk may be high.

Guidance For the Use of Masks

Background

COVID-19 cases and hospitalization are declining across the state. This is due in large part to the collective efforts of Californians to get vaccinated, get boosted, and wear masks.

A universal indoor masking requirement was reinstated on December 15, 2021, to add a layer of mitigation as the Omicron variant, a Variant of Concern as labeled by the World Health Organization, increased in prevalence across California, the United States, and the world and spread much more easily than the original SARS-CoV-2 virus and the Delta variant. Implementing the universal masking requirement in all indoor public settings during the winter season was an important tool to decrease community transmission during the highly infectious Omicron surge.

The current hospital census is still over capacity, but the dramatic surge in cases and hospitalizations due to the highly infectious Omicron variant over the last two months has declined significantly. Californians are also increasingly knowledgeable about how to protect themselves and their loved ones with effective masks when there may be risk of COVID-19 exposure. Accordingly, it is now appropriate for the universal indoor masking requirement to expire on February 15, 2022 as scheduled.

The COVID-19 vaccines remain effective in preventing serious disease, hospitalization, and death from the SARS-CoV-2 virus. Unvaccinated individuals are much more likely to become infected when compared to vaccinated and boosted individuals. Vaccination continues to remain the ultimate exit strategy out of the COVID-19 pandemic. While the percentage of Californians fully vaccinated and boosted continues to increase, we continue to have areas of the state where vaccine coverage is low, putting individuals and communities at greater risk for COVID-19.

A series of cross-sectional surveys in the U.S. suggested that a 10% increase in self-reported mask wearing tripled the likelihood of slowing community transmission.[1] Our recently published case-control study conducted in California from February 18 to December 1, 2021 demonstrated that consistently wearing a face mask or respirator in indoor public settings reduces the risk of acquiring SARS-CoV-2 infection. [2]

The masking requirement in California schools has allowed us to keep schools open when compared to other parts of the country. California accounts for roughly 12% of all U.S. students, but accounted for only 1% of COVID-19 related school closures during the Omicron surge. Nationally during the Delta surge in July and August 2021, jurisdictions without mask requirements in schools experienced larger increases in pediatric case rates, and school outbreaks were 3.5 times more likely in areas without school mask requirements.[3], [4].

Maintaining the masking requirements in other specified, high-risk settings continues to be consistent with CDC recommendations and allows us to protect our most vulnerable populations and the workforce that delivers critical services in these settings.

In workplaces, employers are subject to the Cal/OSHA COVID-19 Emergency Temporary Standards (ETS) or in some workplaces the Cal/OSHA Aerosol Transmissible Diseases (ATD) (PDF) Standard and should consult those regulations for additional applicable requirements.

Masking Requirements

Masks are **required for all individuals** in the following indoor settings, regardless of vaccination status. Surgical masks or higher-level respirators (e.g., N95s, KN95s, KF94s) with good fit are highly recommended.

- On public transit[5] (examples: airplanes, ships, ferries, trains, subways, buses, taxis, and ride-shares) and in transportation hubs (examples: airport, bus terminal, marina, train station, seaport or other port, subway station, or any other area that provides transportation)
- **Indoors** in K-12 schools[6], childcare[7]
- Emergency[8] shelters and cooling and heating centers[9]
- Healthcare settings[10]
- State and local correctional facilities and detention centers[11]
- Homeless shelters[12]
- Long Term Care Settings & Adult and Senior Care Facilities[13]

Additionally, masks **are required* for unvaccinated individuals** in indoor public settings and businesses (examples: retail, restaurants, theaters, family entertainment centers, meetings, state and local government offices serving the public). Fully vaccinated individuals are recommended to continue indoor masking when the risk may be high. Surgical masks or higher-level respirators (e.g., N95s, KN95s, KF94s) with good fit are highly recommended.

See State Health Officer Order, issued on July 26, 2021, for a full list of high-risk congregate and other healthcare settings where surgical masks are required for unvaccinated workers, and recommendations for respirator use for unvaccinated workers in healthcare and long-term care facilities in situations or settings not covered by Cal OSHA ETS or ATD.

For additional information on types of masks, the most effective masks, and ensuring a well-fitted mask, individuals should refer to CDPH Get the Most out of Masking and see CDPH Masking Guidance Frequently Asked Questions for more information.

*Guidance for Businesses, Venue Operators or Hosts

In settings where masks are required only for unvaccinated individuals, businesses, venue operators or hosts may choose to:

- Provide information to all patrons, guests and attendees regarding vaccination requirements and allow vaccinated individuals to self-attest that they are in compliance prior to entry.
- Implement vaccine verification to determine whether individuals are required to wear a mask.
- Require all patrons to wear masks.

No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a business.

Exemptions to masks requirements

The following **individuals** are exempt from wearing masks at all times:

- Persons younger than two years old. Very young children must not wear a mask because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask. This includes persons with a medical condition for whom wearing a mask could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a mask without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a mask would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

[1] Rader B, White LF, Burns MR, et al. Mask-wearing and control of SARS-CoV-2 transmission in the USA: a cross-sectional study. *The Lancet Digital Health*. 2021;3(3):e148–e157.

[2] Andrejko KL, Pry JM, Myers JF, et al. Effectiveness of Face Mask or Respirator Use in Indoor Public Settings for Prevention of SARS-CoV-2 Infection — California, February–December 2021. *MMWR Morb Mortal Wkly Rep*. ePub: 4 February 2022

[3] Jehn M, McCullough JM, Dale AP, Gue M, Eller B, Cullen T, Scott SE. Association between K–12 school mask policies and school-associated COVID-19 outbreaks — Maricopa and Pima Counties, Arizona, July–August 2021. *MMWR Morb Mortal Wkly Rep*. 2021; 70(39);1372–1373.

[4] Budzyn SE, Panaggio MJ, Parks SE, Papazian M, Magid J, Eng M, Barrios LC. Pediatric COVID-19 cases in counties with and without school mask requirements — United States, July 1–September 4, 2021. *MMWR Morb Mortal Wkly Rep*. 2021; 70(39);1377–1378.

[5] CDC Requirement for Face Masks on Public Transportation Conveyances and at Transportation Hubs

[6] CDC Guidance for COVID-19 Prevention in K-12 Schools

[7] CDC COVID-19 Guidance for Operating Early Care and Education/Child Care Programs

[8] CDC's Interim Guidance for General Population Disaster Shelters During the COVID-19 Pandemic

[9] CDC COVID-19 and Cooling Centers

[10] CDC Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 (COVID-19) Pandemic

[11] CDC Interim Guidance on Management of Coronavirus Disease 2019 (COVID-19) in Correctional and Detention Facilities

[12] CDC Interim Guidance for Homeless Service Providers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)

[13] CDC Nursing Homes and Long-Term Care Facilities

California Department of Public Health
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377
Department Website (cdph.ca.gov)



Cover Sheet

Enrollment Report

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	B. Enrollment Report
Purpose:	Presentation & Potential Discussion
Related Material:	Enrollment Report - YV

BACKGROUND:

- Enrollment Report with current student enrollment by grade and withdrawal data.



Yosemite Valley Charter School
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Ph (559) 258-0800 | Fax 559) 532-0203

ENROLLMENT REPORT

Current Enrollment (As of February 18, 2022)

- 2,337 currently enrolled students
- 115 withdrawals processed since January 1st, 4 pending (Non-SPED)
- Of the 115 withdrawals, 18 were students in Special Education
- Grade level break down:

Grade	Totals
TK	57
KN	246
1	246
2	270
3	235
4	242
5	194
6	171
7	148
8	152
9	103
10	111
11	93
12	69
Totals	2,337

Cover Sheet

Updated Comprehensive Safety Plan

Section:	IV. Operations
Item:	C. Updated Comprehensive Safety Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	Comprehensive School Safety Plan - Yosemite Valley

BACKGROUND:

- Per California Education Code sections 32280–32289.5
- On September 27, 2018, Governor Brown signed into law Assembly Bill 1747 School Safety Plans.
- Key provisions of California Education Code (EC) include requiring schools and the California Department of Education (CDE) to include and post requirements for new content and procedures in the Comprehensive School Safety Plans (CSSPs), which have been implemented.

RECOMMENDATION:

- Consider approval of Comprehensive School Safety Plan

Comprehensive School Safety Plan

**2022-2023
School Year**

School: Yosemite Valley Charter School
CDS Code: 10625470135103
District: Yosemite Valley Charter School
Address: 3610 E. Ashlan Ave
Fresno, CA 93726

Date of Adoption:

Date of Update: 02/18/2022

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Laurie Goodman	Executive Director		
Stephanie Johnson	Co-Director		

Table of Contents

Comprehensive School Safety Plan Purpose	3
Safety Plan Vision	3
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	4
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	4
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	4
(E) Sexual Harassment Policies (EC 212.6 [b])	4
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	4
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	4
(K) Hate Crime Reporting Procedures and Policies	4
(J) Procedures to Prepare for Active Shooters	4
Procedures for Preventing Acts of Bullying and Cyber-bullying	5
Safety Plan Appendices	6
Emergency Contact Numbers	7
Emergency Response Guidelines	8
Step One: Identify the Type of Emergency	8
Step Two: Identify the Level of Emergency	8
Step Three: Determine the Immediate Response Action	8
Step Four: Communicate the Appropriate Response Action	8
Armed Assault on Campus	8
Biological or Chemical Release	8
Bomb Threat/ Threat Of violence	8
Earthquake	8
Explosion or Risk Of Explosion	8
Fire on School Grounds	8
Flooding	8
Pandemic	8

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

<https://yosemitevalleycharter.org/about/school-board>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Yosemite Valley Charter School is committed to ensuring that all enrolled students and all employees are safe and secure. Yosemite Valley Charter School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. Yosemite Valley Charter School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval no later than March 1 of each year.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse reporting law (Penal Code Section 11164, et seq.) requires that any Yosemite Valley Charter School employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities. At Yosemite Valley Charter School, protecting children from child abuse is a major priority. Each year staff must complete a mandatory training within the first six weeks of employment or first six weeks of the school year. Employees of Yosemite Valley Charter School are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency. All staff is aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it. The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**Disaster Plan (See Appendix C-F)**

Please refer to our Emergency Procedures Guide

Public Agency Use of School Buildings for Emergency Shelters**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Please see the School's Suspension and Expulsion Policies attached.

(E) Sexual Harassment Policies (EC 212.6 [b])

Employees must take the Sexual Harassment: Policy and Prevention (California AB1825 Full) course as part of employment. Please refer to our Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy attached.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Yosemite Valley Charter School takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exit remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. Yosemite Valley Charter School will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe. Any problems associated with safe ingress and egress will be addressed immediately.

There is 1 entrance and 2 exits at 3610 E. Ashlan Ave. Fresno, CA 93726 and is open between 8:00AM-4:30PM. All visitors to the location must sign in upon entering to identify themselves as visitors. Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Yosemite Valley Charter School Student Conduct Code**

Please refer to the School's Suspension and Expulsion Policy attached

Conduct Code Procedures**(K) Hate Crime Reporting Procedures and Policies**

Please refer to our Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy attached.

(J) Procedures to Prepare for Active Shooters

Please refer to our Emergency Procedures Guide.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Please refer to our Anti-Harassment / Discrimination / Intimidation / Bullying /Retaliation Policy attached.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergency Number	911	
Other	Disaster Services	211	Disaster Assistance - Fresno County:(559) 600-3111, Monterey: (831)796-1905, San Benito: (831)636-4168, Madera: (559)675-7708, Merced: (209) 385-7548, Mono: (760) 873-8557
Law Enforcement/Fire/Paramedic	Local Police (Non-Emergency)	Fresno County (559) 621-7000	San Benito County 831-636-4080 Madera County 559- 675-4242 Merced County 209-385-6905 Monterey County 831-646-3914 Mono County 760-932-7549
Other	CPS Reporting Child Abuse/Neglect	Fresno County (559) 600-8320	
Other	Reporting Elder/Dependent Abuse	Fresno County (559) 600-3383	
Other	Hazardous Material Reporting	Fresno County (559) 600-3271	Madera 559-661-6333 Merced County 209-723-4481 ext.210 Monterey County 831-384-5313 Mono County 760-924-1830 San Benito County 831-636-4110
Emergency Services	Emergency Response Team	Fresno County (559) 324-2217	San Benito County: (831) 636-4168, Madera County:(559)675-7703, Merced County: (209)385-7548, Monterey County: (831)796-1905, Mono County:(760)932-7549 ext.7
Other	Poison Control Center	1 (800) 222-1222	
American National Red Cross	American Red Cross	1 (800) RED-CROSS (1(800)733-2767)	Terrorist Threat: 1 (877)-A-THREAT (1(877)284-7328)

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Armed Assault on Campus

Please refer to our Emergency Procedures Guide attached.

Biological or Chemical Release

Please refer to our Emergency Procedures Guide attached.

Bomb Threat/ Threat Of violence

Please refer to our Emergency Procedures Guide attached.

Earthquake

Please refer to our Emergency Procedures Guide attached.

Explosion or Risk Of Explosion

Please refer to our Emergency Procedures Guide attached.

Fire on School Grounds

Please refer to our Emergency Procedures Guide attached.

Flooding

Please refer to our Emergency Procedures Guide attached.

Pandemic

Please refer to our Emergency Procedures Guide attached.



Anti–Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy

Yosemite Valley Charter School is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, which includes, but is not limited to, such hairstyles as braids, locks and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category. Yosemite Valley Charter School prohibits any such discrimination, harassment, intimidation, or bullying.

The purpose of the Yosemite Valley Charter School Governing Board approving this Anti–Harassment/Discrimination/Intimidation/Bullying/ Retaliation Policy is to accomplish the following:

1. Define Harassment, Discrimination, Intimidation, and Bullying
2. Identify Who the Policy Applies to
3. Identify Where the Policy Applies
4. Establish the Responsibility of Reporting
5. Identify Reporting Procedures
6. Identify Investigation/Complaint Procedures
7. Identify the Consequences of Retaliation
8. Outline the Protection of Individuals with Immigration Status
9. Outline the Procedures for Notifying Parents of Their Children’s Right to a Free Public Education, Regardless of Immigration Status or Religious Beliefs

1. Definitions:

- **Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student or staff member because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent. Examples of such conduct include, but are not limited to:
 - Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group
 - Racial slurs, derogatory remarks about a person’s accent, or display of racially offensive symbols

- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials or statements
- Graphic and written offensive or derogatory statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

- **Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: Touching, assault, impeding or blocking movements

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events, or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is:

Title IX Coordinator – Laurie Goodman
 Email - laurie@inspireschools.org
 Phone Number – 559-999-5030

- **Intimidation:** Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

- **Bullying:** Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
 - Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
 - Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
 - Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
 - Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).
- **Retaliation:** Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse

action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

2. **Who the Policy Applies to:** It shall be a violation of this policy for any student, teacher, administrator or other employee of Yosemite Valley Charter School to discriminate against, harass, intimidate or bully another student, teacher, administrator, other employee or anyone associated with Yosemite Valley Charter School through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to Yosemite Valley Charter School (e.g. an outside vendor, consultant or customer).
3. **Where the Policy Applies:** Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.
4. **Responsibility:** All Yosemite Valley Charter School employees have a responsibility for keeping our work environment free of discrimination, harassment, intimidation, and bullying.
5. **Reporting:** Yosemite Valley Charter School encourages reporting of all perceived incidents of discrimination, harassment, intimidation, bullying, or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. In addition, Yosemite Valley Charter School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. Yosemite Valley Charter School recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. Yosemite Valley Charter School is serious about enforcing its policy against harassment; however, Yosemite Valley Charter School cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to Yosemite Valley Charter School's attention so it can take whatever steps are necessary to correct the problems.
6. **Investigation/Complaint Procedure:** All complaints of harassment or discrimination will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. Yosemite Valley Charter School encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory

process to the extent consistent with adequate investigation methods and appropriate corrective actions. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Yosemite Valley Charter School believes appropriate under the circumstances. Willful false and malicious complaints of harassment, discrimination or retaliation may be subject to appropriate disciplinary action.

7. **Consequences for Retaliation:** Retaliation against an individual who has a complaint or has formally reported discrimination, harassment, intimidation, or bullying or has participated in an investigation of such a complaint is a serious violation of this policy and, like discrimination, harassment, intimidation, or retaliation itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.
8. **Immigration Status:** If the Charter School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
 - Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
 - Identify the signs of bullying or harassing behavior;
 - Take immediate corrective action when bullying is observed; and
 - Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.
9. **Parental Notification:** Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.
 10. **Sexual Harassment Poster:** The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy

on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

- 11. Posting:** This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.



Suspension and Expulsion Policy

Yosemite Valley Charter School is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of Yosemite Valley Charter School Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
 2. Identify the Grounds for Suspension and Expulsion of Students
 3. Identify Enumerated Offenses
 4. Outline Suspension Procedures
 5. Outline the Authority to Expel
 6. Outline Expulsion Procedures
 7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
 8. Identify the Record of Hearing
 9. Identify the Presentation of Evidence
 10. Outline the Written Notice to Expel
 11. Outline the Maintenance of Disciplinary Records
 12. Outline Expelled Students/Alternative Education
 13. Outline Rehabilitation Plans
 14. Outline the Readmission Process
- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right

includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

2. Grounds for Suspension and Expulsion of Students: A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

3. Enumerated Offenses:

- Discretionary Suspension Offenses. Students may be suspended for any of the

following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, “school property” includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, ~~288a~~ or 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity,

gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of the student’s ~~his or her~~ age, or for a person of that student’s ~~his or her~~ age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on that student’s ~~his or her~~ physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with that student’s ~~his or her~~ academic performance.
 - iv. Causing a reasonable student to experience substantial interference with that student’s ~~his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- iv. An act of cyber sexual bullying. (48900(r)(2)(A)(iii).
 - (a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - (b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
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- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her

immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that student's age, or for a person of that student's age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on that student's physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with that student's academic performance.
 - iv. Causing a reasonable student to experience substantial interference with that student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- iv. An act of cyber sexual bullying. (48900(r)(2)(A)(iii).
 - (a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - (b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

4. Suspension Procedure: Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action, the evidence against that student, the other means of correction that were attempted before the disciplinary action, and shall be given the opportunity to present that student's version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

- Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the

suspension, the notice may request that the parent/guardian respond to such requests without delay.

- **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. If such extended suspension exceeds 10 days, the following procedures shall be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.
- Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

5. Authority to Expel: A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

6. Expulsion Procedures: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to present testimony, evidence and witnesses and confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

7. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting

the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

8. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
9. **Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

10. Written Notice to Expel: The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

11. Disciplinary Records: The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

12. Expelled Students/Alternative Education: Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

13. Rehabilitation Plans: Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

14. Readmission: The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.



Yosemite Valley Charter School

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Emergency Procedures Guide

for

Yosemite Valley Charter School

Rev. February 202~~2~~¹

Table of Contents

Crisis Team Members	Pg. 3
Response to Any Emergency	Pg. 4
Staff Responsibilities	Pg. 5
Weather	Pg. 6
Fire	Pg. 7
Hazardous Materials	Pg. 8
Assault/Fights	Pg. 9
Bomb Threat	Pg. 10
Intruder/Hostage	Pg.11-12
Serious Injury/Death	Pg. 13
Earthquake	Pg. 14-15
Civil Disturbance, Violence on Campus	Pg. 16
Warning and Notification of Emergency	Pg. 17
Lock-Down Procedures	Pg. 18
Sheltering Procedures	Pg. 19
Terrorist Event	Pg. 20-21
COVID-19 Reporting	Pg. 22-23
Appendix	Pg. 24-34

-Definition of Staff Roles

-Phone Numbers for Community Agencies

-Evacuation Map (insert)

-Printable Evacuation Signs – “OK” & “Need Help”

(Print one set of OK & Need Help signs per teacher. Print OK sign on green paper or print on white paper & highlight/outline in green; print Need Help sign on red paper or print on white paper & highlight/outline in red)

-Incident Reports

Crisis Team Members

Crisis Team Advisors:

- Executive Director: Laurie Goodman 559-999-5030: Primary Communication Officer
- Co-Director: Steph Johnson 559-943-4566: Secondary Communication Officer
- Administrative Services Director: Mariah Jordan 559-~~258-1818~~ ~~754-1431~~
- Triage Team: Staff members who are CPR & First Aid Certified and called on to respond to medical emergencies or injuries before EMS arrives.
- First Aid Certified: Staff members who are First Aid Certified are called on to respond to medical emergencies or injuries before EMS arrives.
- Search & Rescue Team: This team will strategically sweep the premises for unaccounted staff/students when evacuation or sheltering orders are issued.

For the following roles the first person listed is primary. The second person steps in if the first person is absent.

- Hazards Team: Staff members designated to call for shut off of gas/water/reset fire alarm or seal off areas containing materials or persons who have become hazardous.
- Administrative Assistant: Staff member designated to ensure completion of incident reports and documentation of the emergency.
- Runner: Staff member(s) designated to collect roll sheets that determine any staff/students unaccounted for. First to be at pole out front to direct everyone to gather.
- Lock Down Code Word and Means of Issue Code Red: walkie talkie and text

Response to Any Emergency

- ☐ Notify 911 (if necessary) and your applicable Crisis Team members.
- ☐ Notify Triage Team in building of medical emergencies, if necessary.
- ☐ Seal off high-risk areas.
- ☐ Take charge of the area until the incident is contained or relieved.
- ☐ Preserve evidence. See appendix and fill out Incident Reports.

Staff Responsibilities

Emergency Team Members:

- ☐ Verify information.
- ☐ Call 911 (if necessary).
- ☐ Seal off high-risk areas.
- ☐ Notify Office Manager; Primary Communications Officer; Secondary Communications Officer
- ☐ Notify staff (depending on emergency).
- ☐ Evacuate staff if necessary.
- ☐ Notify community agencies if necessary.
- ☐ Keep detailed notes of the crisis event.

Coordinators:

- ☐ Verify information.
- ☐ Lock classroom doors, unless evacuation orders are issued.
- ☐ Warn staff, if advised.
- ☐ Account for all staff.
- ☐ Stay with staff during an evacuation. Take roster.
- ☐ Keep detailed notes of the crisis event for after crisis review.

Weather

Severe Weather Watch has been issued in an area near building

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside the building(s).
- Close windows and blinds.
- Review severe weather procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

Severe Weather Warning has been issued in an area near building or severe weather has been spotted near building

- Shut off gas.
- Move staff to safe areas.
- Remind coordinators to take class rosters.
- Ensure that staff are in “drop, cover and hold” positions.
- Account for all staff.
- Remain in a safe area until the warning expires or until emergency personnel have issued an all-clear signal.

Fire

In the event of a fire, smoke from a fire or a gas odor has been detected:

- Team Member alerts team by shouting “Fire!”
- Evacuate staff to a safe distance outside of the building when there is a confirmed fire.
- Follow the normal fire drill route (as per map in Appendix). Follow alternate routes if the normal route is too dangerous.
- Coordinators take roster.
- Office Manager notifies police (call 911) and Site Administrator
- Coordinators ensure all staff are accounted for and give “all present” signal or activate Search & Rescue team.
- No one may re-enter building(s) until the entire building(s) is declared safe by fire or police personnel.

In the event of a fire alarm sounding:

Proceed quickly to an exit. Once you know you are to evacuate, proceed quickly to your nearest exit. Do not rush but move quickly.

Do not worry about gathering belongings that are not immediately within reach. Taking time to pack a bag or go to another room once an evacuation has been called is dangerous. Take only what is already on your person or already packed and within arm’s reach.

Meet outside at the designated meeting place to ensure all staff are accounted for and give “all present” signal or activate Search & Rescue team.

No one may re-enter building(s) until the entire building(s) is declared safe.

Hazardous Materials

Incident occurred in building

- ☐ Call 911.
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Hazards Team seals off area of leak/spill when determined safe by local fire department.
- ☐ Take charge of the area until fire personnel contain the incident.
- ☐ Fire officer in charge will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Resume normal operations after consulting with fire officials.

Incident occurred near building property

- ☐ Fire or Police will notify Office Manager
- ☐ Office Manager will notify Site Administrator
- ☐ Fire officers in charge of the scene will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Resume normal operations after consulting with fire officials.

Assault/Fights

- ☐ Ensure the safety of staff first.
- ☐ Call 911, if necessary.
- ☐ Notify the Triage Team in building of medical emergencies.
- ☐ Notify Office Manager
- ☐ Seal off the area where assault took place.
- ☐ Defuse situation, if possible.
- ☐ Office Manager notifies police if a weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (*intentional touching of anus, breast, buttocks or genitalia or another person in a sexual manner. This includes touching of those areas covered by clothing*).
- ☐ Office Manager notifies Site Administrator and School Support Administrator
- ☐ Document all activities. Ask victim(s)/witness (es) for their account of the incident.

Bomb Threat

Upon receiving a message that a bomb has been planted in building:

- ☐ Implement a threat assessment form for both general threats and bomb threats so the receiver can write specific information down.
- ☐ Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why caller is doing this.
- ☐ Listen closely to caller's voice and speech patterns and to noises in background.
- ☐ Notify Office Manager
- ☐ Office Manager orders evacuation of all persons inside building(s).
- ☐ Office Manager notifies police (call 911) and Site Administrator

Evacuation procedures:

- ☐ Office Manager warns staff. Do not mention "Bomb Threat". Use standard fire drill procedures (Use Code Black)
- ☐ Direct staff to take their important and immediate belongings.
- ☐ Staff must be evacuated to a safe distance outside of building(s). After consulting with Office Manager, staff will be relocated.
- ☐ Coordinators take roll and compare to sign-in sheets after being evacuated.
- ☐ No one may reenter building(s) until fire or police personnel declare entire building(s) safe.
- ☐ Office Manager notifies staff of termination of emergency. Resume normal operations.

Intruder/Hostage

Intruder- An unauthorized person who enters the property

- ☐ Notify Office Manager
- ☐ Ask another staff person to accompany you before approaching the intruder.
- ☐ Politely greet the intruder and identify yourself.
- ☐ Ask intruder the purpose of his/her visit.
- ☐ Inform intruder that all visitors must register with Office Manager.
- ☐ If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- ☐ Warn intruder of consequences for staying on the property. Inform him/her that you will call the police.
- ☐ Notify police and Office Manager if intruder still refuses to leave. Give the police a full description of the intruder.
- ☐ Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in the building, whether he/she is carrying a weapon or package, etc.)

*Office Manager notifies Site Administrator and may issue lock-down procedures (see Lock-Down Procedures section).

Hostage

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Call 911 immediately. Give dispatcher details of the situation; ask for assistance from the hostage negotiation team.
- ☐ Seal off area near hostage scene.
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Give control of the scene to the police and hostage negotiation team.
- ☐ Keep detailed notes of events.

If taken hostage:

- ☐ Follow instructions of hostage taker.
- ☐ Try not to panic. Calm staff if they are present.
- ☐ Treat the hostage taker as normally as possible.
- ☐ Be respectful to hostage taker.
- ☐ Ask permission to speak and do not argue or make suggestions.

Serious Injury/Death

If incident occurred in building

- ☐ Call 911.
- ☐ Send out system wide text or audio message regarding the situation.
- ☐ Notify CPR/first aid certified persons in building of medical emergencies.
- ☐ If possible, isolate affected student(s)/staff member(s).
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Designate staff person to accompany injured/ill person to hospital.
- ☐ Office Manager notifies family
- ☐ Determine method of notifying staff.
- ☐ Refer media to Deputy Executive Director.

Post-crisis intervention

- ☐ Meet with school staff to determine level of intervention for staff.
- ☐ Designate rooms as private grief areas.
- ☐ Assess stress level of staff. Recommend counseling to overly stressed staff. Implement PTSD program and protocols as needed and requested by staff.
- ☐ Follow-up with staff who received counseling.
- ☐ Designate staff person(s) to attend funeral.
- ☐ Allow for changes in normal routines or test schedules to address injury or death.

Earthquake

Earthquake- Inside Building

- ☐ Staff member implements action “**DROP-COVER AND HOLD**”.
- ☐ Avoid areas with large areas of glass or heavy suspended light fixtures.
- ☐ Implement Action “**LEAVE BUILDING**”.
- ☐ Maintain control of staff- **DO NOT RUN!!**
- ☐ Avoid touching electrical wires and metal objects such as chain link fences.
- ☐ Render first aid as required.
- ☐ Runner collects roll sheets. Hold up either “**OK**” or “**NEED HELP**” sign.
- ☐ Office Manager will initiate action “**STAY OUT**”. Do not return to buildings for any reason until they have been declared safe by authorized officials and the “**ALL CLEAR**” command is given.
- ☐ Office Manager will instruct other staff members/volunteers to guard entrances so that no one re-enters the buildings.
- ☐ Office Manager will initiate “**GO HOME**” action if warranted.

Earthquake- Outside on Center Grounds

- ☐ Staff member implements action “**DROP-COVER AND HOLD**”
- ☐ The safest place is to stay in the open. **Stay there until the earthquake is over.**
- ☐ Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
- ☐ **DO NOT RUN!**
- ☐ Avoid touching electrical wires and metal objects such as chain link fences.

- ☐ Render first aid as required.
- ☐ Take roll. Hold up either **“OK”** or **“NEED HELP”** sign.
- ☐ Office Manager will initiate action **“STAY OUT”**. Do not return to buildings for any reason until they have been declared safe by authorized officials and the **“ALL CLEAR”** command is given.
- ☐ Office Manager will instruct staff members/volunteers to guard entrances so that no one re-enters the buildings.
- ☐ Office Manager will initiate **“GO HOME”** action if warranted.

Civil Disturbance, Violence, Gunman on Site

PERSONS RECEIVING GUN OR VIOLENCE INFORMATION ON CAMPUS BY TELEPHONE, EMAIL OR OTHER MESSAGE WILL IMMEDIATELY NOTIFY the Office Manager

- ☐ Notify the Office Manager immediately.
- ☐ Tell the Office Manager the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.

Office Manager:

- ☐ **Initiate “LOCKDOWN”**
- ☐ If away from a building, all staff are to immediately lie flat.
- ☐ Take roll and notify the office assistant of staff missing.
- ☐ Office Manager will call **911**.
- ☐ Lock doors, stay away from windows and doors.
- ☐ **DO NOT** approach gunman. Law Enforcement will handle.
- ☐ Take roll and place **“NEED HELP/I’M OK”** sign in window.
- ☐ Release Lock Down will be issued by the Police department if involved. If the Police department was not involved it will be released by Site Administrator or Designee.

Warning and Notification of Emergency

- ☐ **Call 911**, if necessary. Assess life and safety issues first.
- ☐ Inform Office Manager
- ☐ The Office Manager notifies the Emergency Team.
- ☐ Warn team members and staff. If an emergency requires immediate action to protect the safety of students and staff activate
- ☐ _____.
 - ☐ Warning systems, i.e. announcement, sounding of bell
- ☐ Plain Language shall be used to announce an emergency.
- ☐ If immediate action is not required, notify staff at a meeting before or after program hours.
- ☐ Office Manager notifies others as needed. Families of the victim(s) should be called first.

Lock-Down Procedures

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the building.

- ☐ Office Manager will issue a lock-down procedure by sending staff to each suite.
- ☐ Direct all staff and visitors into suites.
- ☐ Lock suites.
- ☐ Cover windows of suites.
- ☐ Move all persons away from windows and doors.
- ☐ Allow no one outside of suites in until Office Manager gives an all-clear signal.
- ☐ Release Lock Down will be issued by the Police department if involved. If the Police department was not involved it will be released by Site Administrator or Designee.

Sheltering Procedures

Sheltering provides refuge for students, staff and public within building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- ☐ Identify safe areas in each building.
- ☐ Office Manager warns staff to assemble in safe areas. Bring all persons inside building(s).
- ☐ Coordinators take roster.
- ☐ Close all exterior doors and windows.
- ☐ Turn off any ventilation leading outdoors.
- ☐ Cover up food not in containers or put in the refrigerator.
- ☐ If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- ☐ All persons must remain in safe areas until notified by Office Manager or emergency responders.

Terrorist Event

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- ☐ Move staff to specifically identified basement or lower level rooms. Interior hallways as an alternative.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ All people assume the *duck, cover and hold* position on the ground.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep staff inside buildings.

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the program should:

- ☐ Reverse-evacuate all people into buildings.
- ☐ Shelter in place. (**Do not use basements or low lying areas**)
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC systems. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Keep staff inside buildings.

Chemical:

- ☐ Reverse-evacuate all people into buildings.

- ☐ Shelter in place. (**Do not use basements or low lying areas**)
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC systems. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Be prepared to treat staff who experience a reaction to the chemical agent.
- ☐ Evacuation. (*The decision to evacuate should only be made after consulting with public safety, emergency management, or military authorities.*)

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- ☐ Move staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep staff inside buildings.

If the building is the target of the event:

- Evacuate to a safe location

COVID-19 Reporting

AB 685 mandates increased COVID-19 reporting requirements. School employees must be notified within one business day of any potential exposure to COVID-19 in the workplace with specific information regarding their rights in response to the exposure, as well as the employer's disinfection/safety plan. The local public health agency must be notified within forty-eight hours in **the event of an outbreak in the workplace.**

SCHOOL:

- ☐ The school will notify all employees at a worksite of potential exposures, COVID-19-related benefits and protections, and disinfection and safety measures that will be taken at the worksite in response to the potential exposure.
- ☐ The school will provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the person who was infectious with COVID-19 or who was subject to a COVID-19-related quarantine order within one business day.
- ☐ The school will notify local public health agencies of all workplace outbreaks, which are defined as three or more laboratory-confirmed cases of COVID-19 among employees who live in different households within a two-week period.
- ☐ The school will notify local public health agencies of outbreaks within 48 hours of becoming aware of the number of cases that meets the definition of an outbreak. The school will notify the local public health agency in the jurisdiction of the worksite of the names, phone number, occupation, and worksite of employees who may have COVID-19 or who are under a COVID-19 isolation order from a public health official.
- ☐ The school will provide staff who may have been exposed with information regarding COVID-19 related benefits available under federal, state, and local laws. This information would include workers compensation benefits, COVID-19-related leaves, company sick leave, state-mandated leave, supplemental sick leave, and anti-retaliation and antidiscrimination protections.
- ☐ The school will notify all employees of the disinfection and safety plan that the employer plans to implement and complete in accordance with the guidelines of the Centers for Disease Control.
- ☐ The school will report the business address and NAICS industry code of the worksite where the infected or quarantined individuals work.
- ☐ The school will provide information about access to COVID-19 testing.
- ☐ The school will provide information about COVID-19 hazards to staff and anyone that comes into contact with the school workplace.

- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue an Order Prohibiting Use (OPU) to shut down an entire worksite or a specific worksite area that exposes employees to an imminent hazard related to COVID-19.
- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue citations for serious violations related to COVID-19 without giving employers 15-day notice before issuance.

STAFF:

- ☐ Staff need to report to the school, without fear of reprisal, COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards at the workplace.
- ☐ Staff with medical or other conditions that put them at increased risk of severe COVID-19 illness shall inform Human Resources.

Appendix

Definition of Staff Roles

- Triage Team – Staff members who are CPR & first aid certified and called on to respond to medical emergencies or injuries before
- Search & Rescue Team – Staff members who strategically sweep the premises for unaccounted students when evacuation or sheltering orders are issued
- Hazards Team – Staff members designated to shut off gas or seal off areas containing materials or persons who have become hazardous
- Administrative Assistant – Staff member designated to ensure completion of incident reports and documentation of the emergency
- Runner – Staff member designated to collect roll sheets that determine any students unaccounted for
- Lockdown Code Word – What word(s) are stated to declare lockdown orders and procedures : CODE RED
- Lockdown Means of Issue – Method the person issuing the lockdown sequence is using to communicate to all staff (walkie-talkie, text message, PA system, bullhorn, etc.)
 - Main Office: Office Manager
 - All Other Offices including Main Office: Director

Emergency & Community Agency

Phone Numbers

Fire, Ambulance, Police

9-1-1

Disaster Services

2-1-1

Local Police (Non-emergency)

[Fresno County](#) 559-621-7000

[San Benito County](#) 831-636-4080

[Madera County](#) 559- 675-4242

[Merced County](#) 209-385-6905

[Monterey County](#) 831-646-3914

[Mono County](#) 760-932-7549

Local Fire Department

559-324-2200 Fresno County

[Clovis](#) - Station 3

CIS Security

559-495-3000

Child Abuse/Neglect Reporting Line - CPS Fresno county

Crime Reporting Hotline in your county

Reporting Child Abuse....	Fresno County 559-600-8320
Reporting Elder/Dependent Abuse....	Fresno County 559-600-3383
Hazardous Materials: To report a leak or spill	San Benito County 831-636-4110 Fresno County 559-600-3271 Madera 559-661-6333 Merced County 209-723-4481 ext.210 Monterey County 831-384-5313 Mono County 760-924-1830
The Emergency Response Team	Fresno County 559-324-2217 San Benito County 831-636-4168 Madera County 559-675-7703 Merced County 209-385-7548 Monterey County 831-796-1905 Mono County 760-932-7549 ext.7
Reset Fire Alarm (Misty)	559-439-9200
Building Keys (Misty)	559-439-9200
Poison Control Center	1 (800) 222-1222

Disaster Assistance

[Monterey](#) 831-796-1905

[Fresno County](#) 559-600-3111

[San Benito County](#) 831-636-4168

[Madera County](#) 559-675-7708

[Merced County](#) 209-385-7548

[Mono](#) 760-873-8557

American Red Cross

1-800-RED CROSS (1-800-733-2767)

Terrorist Threat

1-877-A-THREAT

General City Telephone Information

[Monterey](#) 831-646-3799

[Madera](#) 559-661-5400

[San Benito](#)

[Merced County](#) 209-385-7627

[Fresno County](#) 559-621-2489

[Mono County](#) 866-745-9719

Recommend the use of heavy- duty colored paper (green for ok)

OK

Recommend the use of heavy- duty colored paper (green for ok)

Recommend the use of heavy- duty colored paper (yellow for need minor assistance)

Minor Assistance

Recommend the use of heavy- duty colored paper (yellow for need minor assistance)

Recommend the use of heavy- duty colored paper (red card for more serious injuries)

Serious Injuries

Recommend the use of heavy- duty colored paper (red card for more serious injuries)

Recommend the use of heavy- duty colored paper (blue card for more serious injuries to indicate that there may be either a missing or additional student in the room to help assist in accounting for all persons.) absence of a status card should be treated as a red card, with immediate assistance needed.

31

Missing or additional student in the room

Recommend the use of heavy- duty colored paper (blue card for more serious injuries to indicate that there may be either a missing or additional student in the room to help assist in accounting for all persons.) absence of a status card should be treated as a red card, with immediate assistance needed.

NEED

HELP

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____

Cover Sheet

2022-2023 School Calendar

Section:	IV. Operations
Item:	D. Proposed Virtual Education Services Addendum
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022-2023 School Calendar - YV

BACKGROUND:

- The proposed school calendar for the 2022-2023 school year includes the same number of teacher work days and school days. It also includes 4, non-student, Professional Development Days.

RECOMMENDATION:

- Consider approval of the 2022-2023 School Calendar.

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16*	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
31						

Events - Dates TBD

Community Opportunities

Field Trips

195 Teacher Work Days

175 Instructional Days

30 Holidays

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

2022-2023 School Calendar - DRAFT



School Year Dates

Aug 1	Teachers' First Day of Work
Aug 15	First Day of School
Dec 16	End of Semester 1
Jan 13	Report Cards Due
May 31	Last Day of School
June 5	Report Cards Due
Jun 9	Last Teacher Work Day

Holidays

Sep 5	Labor Day
Nov 11	Veteran's Day
Nov 18-25	Thanksgiving Break
Dec 19-Jan 3	Winter Break
Jan 16	Martin Luther King, Jr. Day
Feb 13	Lincoln Day
Feb 20	Washington Day
Apr 10-17	Spring Break
May 29	Memorial Day

Learning Period Dates

LP1	8/15-9/13 (20)
LP2	9/14-10/11 (20)
LP3	10/12-11/8 (20)
LP4	11/9-12/16 (21)
LP5	1/4-2/1 (20)
LP6	2/2-3/1 (17)
LP7	3/2-3/24 (17)
LP8	3/27-4/28 (18)
LP9	5/1-6/1 (23)

School Accountability

Every Learning Period (LP)	Attendance Logs
Every Learning Period (LP)	Work Samples
Every 20 school days	Student Conference

January 2023

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

February 2023

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

March 2023

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

April 2023

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

May 2023

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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June 2023

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
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25	26	27	28	29	30	

Testing Windows

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

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

Cover Sheet

Employee Driving Policy

Section:	IV. Operations
Item:	E. Employee Driving Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Employee Driving Policy - YV

BACKGROUND:

- At the guidance of the school’s insurance company, CharterSAFE, the school has developed an Employee Driving Policy.

RECOMMENDATION:

- Consider approval of the Employee Driving Policy.

Cover Sheet

Independent Study Teacher Job Description

Section:	IV. Operations
Item:	F. Independent Study Teacher Job Description
Purpose:	Discussion & Potential Action - Vote
Related Material:	Independent Study Teacher Job Description

BACKGROUND:

- Updated Job Description for the Independent Study Teacher position.

RECOMMENDATION:

- Consider approval of the Independent Study Teacher Job Description.



Job Title:	Independent Study Teacher
Direct Report:	Executive Director
Region:	Fresno, Tulare, Kings, Kern, San Benito, Merced, Madera, Mono and Monterey Counties
FLSA Status:	Full-time Exempt / Part-time Non-Exempt
Contract Type:	C
Posting	Internal & External

Summary of Position:

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

Duties and Responsibilities

General:

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

Development Plan

- Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

Curriculum and Instruction:

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

Attendance & Compliance:

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

Testing & Assessments:

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

Community Outreach & Relations:

- Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations
- Support your local/regional Community Connection and Lending Library events/activities
- Attend homeschool and other educational conferences, in-services, and professional development opportunities
- Build partnerships with parents and community stakeholders
- Maintain and grow roster number as appropriate
- Serve on school committees, participate in school and community activities, and

represent the school as appropriate

- Help to develop and maintain positive relationships with vendors

Qualifications:

Specific skill-based competencies required to satisfactorily perform the functions of the job include:

- Operate standard office equipment including using a variety of software applications including, but not limited to, Google Drive, Microsoft Office, Excel, Power Point, PDF, and virtual meeting platforms (Zoom, Google, Skype, etc.);
- Prepare and maintain accurate records
- Plan and manage projects, and facilitate a number of activities, meetings, and/or events virtually and in person
- Interpersonal aptitude across a community of diverse cultures
- Speak accurately and persuasively to implement desired actions
- Analyze situations to define issues/draw conclusions, and problem-solving
- Strong writing skills with a clear understanding and use of proper grammar and punctuation

Specific knowledge-based competencies required to satisfactorily perform the functions of the position include:

- School Adopted Curriculum and Learning Modalities/Homeschooling Philosophies
- Principles of best teaching practices and strategies
- Curriculum and instructional methods
- Methods of assessment and intervention
- Community resources
- Familiarity with most pertinent education laws, codes, policies, and/or regulations
- Collaborate with Executive Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

Attendance & Compliance:

- Ensure students are engaged in appropriate educational activities through the regular review of the student's body of work, regular meetings/communications with the family, and collection of attendance/learning logs
- Report information and collaborate with the roster teacher in a timely manner regarding student's attendance and learning, which includes submission of documentation or action items needed for compliance, SST, 504, or SPED, monthly attendance, and audit of Work Samples/Records Testing & Assessments:
 - Participate in proctoring all internal and state mandated testing and provide needed prep material for students
 - Collaborate with Testing Coordinator, RCs, and other team members to implement processes for assessments
 - Encourage student participation in school and state-mandated testing and assessments to measure student performance
 - Provide families with accurate information regarding the value and purpose of testing
 - Use strategies for General Education intervention and supports, utilizing the RTI process

Right to Revise:

- This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.
- The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Requirements:

- Valid California Teaching Credential
- CLAD or ELA authorization
- Homeschooling/Independent Study experience (desired)

Cover Sheet

Virtual Independent Study Teacher Job Description

Section:	IV. Operations
Item:	G. Virtual Independent Study Teacher Job Description
Purpose:	Discussion & Potential Action - Vote
Related Material:	Virtual Independent Study Teacher Job Description

BACKGROUND:

- Updated Job Description for the Virtual Independent Study Teacher position.

RECOMMENDATION:

- Consider approval of the Virtual Independent Study Teacher Job Description.



Job Title:	Virtual Independent Study Teacher
Direct Report:	Executive Director
Region:	Fresno, Tulare, Kings, Kern, San Benito, Merced, Madera, Mono and Monterey Counties
FLSA Status:	Full-time Exempt / Part-time Non-Exempt
Contract Type:	C
Posting	Internal & External

Summary of Position:

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

Duties and Responsibilities:

General:

- Serve and support students in grades TK-12
- Help build school culture to create a community within the team and between families
- Keep all families informed as needed and appropriate
- Work collaboratively with local staff and school-wide departments in all school-related matters
- Follow school procedures to support student learning
- Maintain a valid teaching credential and work toward professional growth
- Virtually attend events and meetings as directed (or help with organization and paperwork for the event)
- Be an Advocate for Accuracy in all things
- Return/respond to all calls and emails in a timely manner (typically within 24-48 work hours)
- Teach daily virtual classes
- Create lesson plans for learning coaches and students to complete in independent study time
- Complete all compliance items accurately and in a timely manner (Examples: Attendance/Learning Logs, Work Samples/Records, and Report Cards)
- Engage in activities and data collection/analysis for educational or authorizing agencies like WASC
- Complete all training and professional development modules as assigned
- Participate in Professional Learning Communities
- Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan
- Collaborate with Executive Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

Curriculum and Instruction:

- Support students in grades TK-12th and their families to design daily lessons which support the student's personalized learning plan in collaboration with the student's roster teacher; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent and roster teacher, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping with appropriate class intervention and materials that would be most beneficial to the student's educational needs).
- Teach daily virtual instructional classes as assigned and create/assign daily lessons for students to do in their independent study time
- Consistently communicate with the parent/roster teacher/ student about the student's progress, and hold class orientations and progress meetings as needed.
- Schedule additional meetings as needed to meet the needs of the student
- Regular and clear communication with families through virtual meetings, phone, internet/email, etc.
- Utilize student data to guide instructional decisions
- Actively participate in SST, 504, and or SPED processes and supports as needed

Attendance & Compliance:

- Ensure students are engaged and progressing through the virtual class during regular review of the student's body of work, regular meetings/communications with the family, and collection of attendance/learning logs
- Report information and collaborate with the roster teacher in a timely manner regarding student's attendance and learning, which includes submission of documentation or action items needed for compliance, SST, 504, or SPED, monthly attendance, and audit of Work Samples/Records Testing & Assessments:

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

Community Outreach & Relations:

- Support with the planning and coordination of regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations such as help with organization and paperwork
- Support your local/regional Community Connection and Lending Library events/activities virtually
- Attend virtual homeschool and other educational conferences, in-services, and professional development opportunities
- Build partnerships with parents and community stakeholders
- Serve on school committees, participate in school and community activities, and represent the school as appropriate
- Help to develop and maintain positive relationships with vendors

Qualifications:

- Specific skill-based competencies required to satisfactorily perform the functions of the job include:
 - Operate standard office equipment including using a variety of software applications including,

but not limited to, Google Drive, Microsoft Office, Excel, Power Point, PDF, and virtual meeting platforms (Zoom, Google, Skype, etc.);

- Prepare and maintain accurate records
- Plan and manage projects, and facilitate a number of activities, meetings, and/or events virtually
- Interpersonal aptitude across a community of diverse cultures
- Speak accurately and persuasively to implement desired actions
- Analyze situations to define issues/draw conclusions, and problem-solving
- Strong writing skills with a clear understanding and use of proper grammar and punctuation
- Specific knowledge-based competencies required to satisfactorily perform the functions of the position include:
 - School Adopted Curriculum and Learning Modalities/Homeschooling Philosophies
 - Principles of best teaching practices and strategies
 - Curriculum and instructional methods
 - Methods of assessment and intervention
 - Community resources
 - Familiarity with most pertinent education laws, codes, policies, and/or regulations

Right to Revise:

- This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.
- The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Requirements:

- Valid California Teaching Credential
- CLAD or ELA authorization
- Homeschooling/Independent Study experience (desired)

Cover Sheet

Salaried Virtual Only Employee Contract

Section:	IV. Operations
Item:	H. Salaried Virtual Only Employee Contract
Purpose:	Discussion & Potential Action - Vote
Related Material:	Rev. 22-23 Contract Template - YV Salaried Virtual Only

BACKGROUND:

- Section B.1. Duties have been updated for this position.

RECOMMENDATION:

- Consider approval of the Salaried Virtual Only Employee Contract for 2022-2023.



FIXED TERM EMPLOYMENT AGREEMENT BETWEEN YOSEMITE VALLEY CHARTER SCHOOL & <<EMPLOYEE NAME>>, <<JOB TITLE>>

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Yosemite Valley Charter School. The Board desires to hire employees who will assist Yosemite Valley Charter School in achieving its goals and meeting the requirements of the school. The parties recognize Yosemite Valley Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Yosemite Valley Charter School in implementing its purposes, policies, and procedures.

WHEREAS, Yosemite Valley Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. Yosemite Valley Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Yosemite Valley Charter School has been duly approved by the Westside Elementary School District ("District"), according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Yosemite Valley Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Yosemite Valley Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Yosemite Valley Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Yosemite Valley Charter School and not the District.
3. Pursuant to Education Code section 47610, Yosemite Valley Charter School must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Yosemite Valley Charter School shall be deemed the exclusive public school employer of the employees at Yosemite Valley Charter School for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

As a virtual only employee you will perform such duties as Yosemite Valley Charter School may, in its sole discretion, assign and understand you will not be meeting staff, students, or others in-person. Employee will abide by all school policies and procedures as adopted and amended from time to time.

2. Term and Work Schedule

Subject to Section C, “Termination of Agreement” herein, Yosemite Valley Charter School hereby employs Employee for the term of the school year, commencing on or after **July 1, 2022** and ending **June 30, 2023**. Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position, and Employee may need to work additional days beyond the work calendar.

Yosemite Valley Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. All School employees will provide educational services either online or in-person. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Yosemite Valley Charter School.

3. Compensation

Based on the Governor signing a state Budget by June 30th, employees will receive a Board adopted salary schedule indicating any changes to their annual salary by August 1st. Salary will be administered through 21 pay periods on the 10th and 25th of each month beginning August 25 and ending June 25. Employee’s compensation shall be prorated for the time actually worked during the duration of this Agreement. This position is exempt from overtime law and Employee shall not be entitled to overtime or to additional compensation for performing duties outside of the scheduled work year/day.

Post Baccalaureate college units completed and submitted prior to July 31 will be utilized for placement on the salary payments beginning August 25th. Any units submitted between August 1 and September 10th will be reflected on the September 25th payroll. In order for post baccalaureate units to be counted for salary advancement a clear transcript with the University seal must be submitted.

4. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by Yosemite Valley Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Yosemite Valley Charter School in its sole discretion.

5. Performance Evaluation

Employee shall receive periodic performance reviews conducted by Employee’s supervisor in accordance with Yosemite Valley Charter School’s evaluation policy.

The employee will have a 30-day performance evaluation from their date of hire. The evaluation is based on Attendance, Productivity and Communication and to see if the employee needs help.

The employee will receive a 90-day performance review from their hire date. This evaluation is based on Attendance, Productivity, and Communication and to see if the employee meets the expectation of Yosemite Valley Charter School.

Failure to evaluate Employee shall not prevent Yosemite Valley Charter School from disciplining or dismissing Employee in accordance with this Agreement.

6. Employee Rights

Employment rights and benefits for employment at Yosemite Valley Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Yosemite Valley Charter School's Personnel Handbook, which from time to time may be amended and modified by Yosemite Valley Charter School, in Yosemite Valley Charter School's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Yosemite Valley Charter School.

7. Licensure

Employee understands that initial employment, and continued employment, is contingent upon verification and maintenance of any applicable licensure and/or credentials. It is the responsibility of the employee to ensure their licenses, credentials, and TB clearance is maintained.

8. Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges Employee is a childcare custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. Fingerprinting/TB Clearance

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service. This job offer is contingent upon completion of a

satisfactory background check. If the background check is not satisfactory, this job offer is withdrawn and this contract is null and void.

10. Conflicts of Interest

Employee understands that, while employed by Yosemite Valley Charter School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Yosemite Valley Charter School. Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest. Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Yosemite Valley Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not recommend that Yosemite Valley Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection

11. Outside Professional Activities

Any outside professional activities (including consulting, speaking, and writing not on behalf of Yosemite Valley (Charter School) shall not occur from 8:00AM-5:00PM Monday through Friday, except holidays. Yosemite Valley Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Yosemite Valley Charter School.

12. School Intellectual Property and Non-Competition

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:

- a. disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment;
- b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;
- c. without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items

relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C. TERMINATION OF AGREEMENT

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.
2. **Revocation/Nonrenewal of Charter:** In the event that Yosemite Valley Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Section B above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

CI. NON-RENEWAL/EXPIRATION OF TERM

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

CII. GENERAL PROVISIONS

Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

1. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

2. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

3. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Yosemite Valley Charter School on the terms specified herein.
2. All information I have provided to Yosemite Valley Charter School related to my employment is true and accurate.
3. This is the entire agreement between Yosemite Valley Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

Employee Approval:

Employee Signature

Date

Yosemite Valley Charter School Approval:

Executive Director Signature

Date

Cover Sheet

Summer School Teacher Job Description

Section:	IV. Operations
Item:	I. Summer School Teacher Job Description
Purpose:	Discussion & Potential Action - Vote
Related Material:	Summer School Teacher Job Description

BACKGROUND:

- Job description and pay for the Summer School Teacher position.

RECOMMENDATION:

- Consider approval of the Summer School Teacher job description.

YVC & MRA Teacher Job Description

Job Title:	Summer School Teacher
Reports to:	Director 2
Supervises:	NA
FLSA Status:	Exempt
Contract Type:	Teacher Contract, with \$3500 stipend
Revision Date:	2/10/2022

Summary of Position:

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

Duties and Responsibilities:

- Plan live instruction classes for 4 weeks, 2 days a week
- Organized asynchronous instruction for 4 weeks, 2 days a week
- Monitor student progress
- Plan and Attend Weekly Park Days
- Host online student presentation days
- High School Teacher will monitor all HS classes for 8 weeks, no live instruction is required
- Attend 1 training day in May
- Other Duties as Assigned

Qualifications:

- 1 year teaching experience

Education:

- CA Teaching Credential



Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0811 | (559) 532-0203

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



Physical Demands:

- Virtual instruction twice per week
- Daily monitoring of student progress
- Weekly parent communication
- Weekly in-person meeting
- Pre-summer training day

Work Environment:

This will be a virtual and in-person position. Virtual instruction will be done at the teacher's home office or at the Fresno Central Valley Charter School's office at the discretion of the teacher. Live instruction will be hosted locally at an outdoor public location.

Right to Revise:

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

Employee Signature

Date

Cover Sheet

Classified Contracts for 2022-2023

Section:	IV. Operations
Item:	J. Classified Contracts for 2022-2023
Purpose:	Discussion & Potential Action - Vote
Related Material:	22-23 Classified-Hourly Contract Template - Yosemite

BACKGROUND:

- Revisions include COVID-19 Vaccination/Testing in Section B.2. of the contract.

RECOMMENDATION:

- Consider approval of the Classified employee contract for 2022-2023.



**FIXED TERM EMPLOYMENT AGREEMENT BETWEEN
YOSEMITE VALLEY CHARTER SCHOOL & <<EMPLOYEE
NAME>>, <<JOB TITLE>>**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above-named employee (“Employee”) and the Governing Board (“Board”) of Yosemite Valley Charter School. The Board desires to hire employees who will assist Yosemite Valley Charter School in achieving the goals and meeting the requirements of the school. The parties recognize that Yosemite Valley Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Yosemite Valley Charter School in implementing its purposes, policies, and procedures.

This contract is being entered into pending the completion of the onboarding process which includes a clear TB risk assessment or, if necessary, TB test and fingerprint clearance from the DOJ. If the candidate does not complete the onboarding process within 10 days of (Date Offered) the contract it will be considered void unless the Executive Director or Designee provides a written extension.

WHEREAS, Yosemite Valley Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

**A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL
EMPLOYMENT**

1. Yosemite Valley Charter School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Yosemite Valley Charter School has been duly approved by the Westside Elementary School District (“District”), according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Yosemite Valley Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Yosemite Valley Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Yosemite Valley Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Yosemite Valley Charter School and not the District.
3. Pursuant to Education Code section 47610, Yosemite Valley Charter School must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Yosemite Valley Charter School shall be deemed the exclusive public school employer of the employees at Yosemite Valley Charter School for purposes of Government Code section 3540.1.



B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will perform such duties as Yosemite Valley Charter School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time.

2. Covid -19 Vaccination or Weekly Testing

Yosemite Valley Charter School would like all its employees to be safe and continue to thrive. Yosemite Valley Charter School requires that all its employees be vaccinated or have a negative Covid -19 test at the time of hire. The employee also agrees to participate in a weekly Covid -19 test if they are not vaccinated.

3.

Term and Work Schedule

Subject to Section C, "Termination of Agreement" herein, Yosemite Valley Charter School hereby employs Employee for the term of the school year, commencing on or after **July 1, 2022** and ending **June 30, 2023**. Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position.

Yosemite Valley Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Yosemite Valley Charter School.

4. Compensation

Employee will receive their hourly rate no later than June 15th of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary pay scale approved by the Board of Directors of the Charter). The Board may adjust compensation by up to 15% in the form of a pay scale increase or reduction based on actual enrollment; any rate increase is contingent on enrollment and positive performance. The pay scale is based on what the Board will deem to be reasonable targets. Pay scale changes will only be permitted at the end of 1st three fiscal quarters – namely September 30th, December 31st, and March 30th.

5. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by Yosemite Valley Charter School (subject to program and eligibility requirements) for the benefit of its employees,



which from time to time may be amended and modified by Yosemite Valley Charter School in its sole discretion.

6. Performance Evaluation

Employee shall receive periodic performance reviews conducted by Employee's supervisor in accordance with Yosemite Valley Charter School's evaluation policy.

The employee will have a 30-day performance evaluation from their date of hire.

The evaluation is based on Attendance, Productivity and Communication and to see if the employee needs help.

The employee will receive a 90-day performance review from their hire date. This evaluation is based on Attendance, Productivity and Communication and to see if the employee meets the expectation of Yosemite Valley Charter School.

Failure to evaluate Employee shall not prevent Yosemite Valley Charter School from disciplining or dismissing Employee in accordance with this Agreement.

7. Employee Rights

Employment rights and benefits for employment at Yosemite Valley Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Yosemite Valley Charter School's Personnel Handbook, which from time to time may be amended and modified by Yosemite Valley Charter School, in Yosemite Valley Charter School's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Yosemite Valley Charter School.

8. Licensure

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

9. Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges Employee is a child care custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.



10. Fingerprinting/TB Clearance

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service. This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory this job offer is withdrawn.

11. Conflicts of Interest

Employee understands that, while employed by Yosemite Valley Charter School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Yosemite Valley Charter School.

Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest.

Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Yosemite Valley Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not recommend that Yosemite Valley Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection.

12. Outside Professional Activities

Any outside professional activities (including consulting, speaking, and writing not on behalf of Yosemite Valley Charter School) shall not occur from 8:00 a.m. – 4:30 p.m. Monday through Friday, except holidays. Hourly employees are expected to complete their Yosemite Valley Charter School employment duties from 8:00 a.m. – 4:30 p.m. Yosemite Valley Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Yosemite Valley Charter School.

13. School Intellectual Property and Non-Competition

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:



- a. disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment.
- b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;
- c. without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C. **TERMINATION OF AGREEMENT**

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.
2. **Revocation/Nonrenewal of Charter:** In the event that Yosemite Valley Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the early termination process outlined above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

CI. **NON-RENEWAL/EXPIRATION OF TERM**

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.



CII. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Yosemite Valley Charter School on the terms specified herein.
2. All information I have provided to Yosemite Valley Charter School related to my employment is true and accurate.
3. This is the entire agreement between Yosemite Valley Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

Employee Approval:

Employee Signature

Date

Yosemite Valley Charter School Approval:

Executive Director Signature

Date

Cover Sheet

Administrator Report

Section:	V. Administrator Evaluations
Item:	A. Administrator Report
Purpose:	Presentation and Potential Discussion of the Administrator Report
Related Material:	Administrator Report

BACKGROUND:

- Part 2 of the Evaluation Process

2021-2022

Administrator Report

Part 2 of the Administrative Evaluation

Both Administrators: Black

Dr. Laurie Goodman: Blue

Steph Johnson: Orange

Summary of Results on the Administrators' Performance Goals

Dr. Laurie Goodman

This year has required an expansion of all programs as well as alignment of plans including the implementation of Title 1 for the 2021-22 school year. My goals have included unification and alignment of our systems and plans as we focus on our mission and vision statements as a charter focused on student achievement. At the beginning of the year we converted web platforms and other systems which required adjustments to both our communication levels and service levels; all systems are running well with very few glitches.

Another major goal was to increase our fiscal oversight and planning models to include a plan to reduce the need to factor (borrow) to zero by the 22-23 school year. We also built out our budgets in a way that allowed us to compensate our staff and plan for an ending fund balance that will ensure stability if an unexpected expense occurs. The systems of coding and invoice approval are running smoothly with no outstanding accounts.

Finally, we have been doing a deeper analysis of student achievement and how we can be instructional leaders to our learning coaches (parents) in a way that respects and honors the work of the learning coaches. This has been a challenge during the pandemic and in-spite of the COVID-19 requirements. I continue to search for ways to honor and support

the good work of our teachers and staff while following the legal requirements to keep our charters in good standing with our insurance carrier, authorizers, and county offices.

Steph Johnson

This year has required myself and our school as a whole to pivot several times in response to the pandemic and current legislation affecting our charter school. My goals involved training our leaders and teachers to become more instructionally focused, promoting a positive school climate amidst constant change, closely monitoring compliance in regard to staff and students as well as more efficiently running programs to eliminate waste whether it be time, effort or finances. I created Educational Plans and built a team to implement them in order to ensure all students are receiving a standards aligned education regardless of the curricular path they have chosen or their philosophy of education. I spent hours each week meeting with Regional Coordinators to support their efforts at training, leading, and monitoring teacher performance in the areas of instructional strategies and learning coach support. And I oversaw leaders in the areas of community involvement, virtual instruction, resources selection (curriculum, supplies, technology, and more), and beginning teacher support to make sure our mission and vision were carried out across all areas and we were doing our best to be good public stewards of the funds and resources we have been given. And finally I worked side by side with our service provider, Axia, in the areas of human resources, finance management, compliance, testing, and marketing to again oversee and align our efforts, making sure to take responsibility for decisions being made and communicating them effectively to our education partners.

Summary of Progress on Current Year's School Goals

Surveys and reports have indicated that each of the school's goals that have been implemented have been making excellent progress towards measurable success. Each week, the core leadership team reports out the success of their programs as well as any challenges they may have encountered. Each leader has built a support team that works well together to implement their programs successfully. The greatest success is the culture

of teamwork and collaboration that occurs with all projects and programs to serve students and their families.

Report on Student Performance as Required by the State

According to the limited dashboard indicators, both charters have made growth in all areas except academic growth in our special education population. Because we chose to use local assessments instead of state assessments last year, our most current math and ELA indicators are from two years ago.

Report on Student Performance on Internal Assessments

With each program, the leadership team has collected various indicators of success in the following forms: attendance, work samples, testimonials, metrics related to dual enrollment, course completion rates, credit recovery, and GPA. Each month, a member of the core leadership team, reports the measures of success to each board of trustees during the board meetings. These success indicators now include students reporting to the boards their own personal experience and its impact on their lives.

Any Additional School or Professional Highlights the Administrators believe will Collectively and or Individually Demonstrate Effective Job Performance

Dr. Laurie Goodman

In my 30 plus years as an educator, I have never had a working partnership as successful as the one I share with Steph. She is ready to lead our charters and will do so with strength, gratitude and grace. Her knowledge level, ability to stay calm, compassion for others, and unwavering commitment to excellence will make our charters successful to the highest level.

Steph Johnson

Dr. Laurie and I have been partners in everything we do from day one and have the utmost respect for one another as well as endless support. I trust her judgment and respect her years of experience from which I glean wisdom from often. We compliment each other daily, but work very separately in many ways however constantly checking in with each other to keep our efforts and decision making aligned. I appreciate the way she has allowed me to blossom as a leader and praises my efforts. She is wise in all the areas I am weak, but I provide her with the knowledge of the people we serve and the understanding of who our community is. Although she says she is retiring, I know her imprint on our school will be lifelong and I plan to continue our good work for years to come. We both believe that our school model is the future of education, individualized, all about student achievement and success, and data driven while meeting the expectations of our education partners, board of directors, county offices of education, and authorizing school districts.

Cover Sheet

Administrator Evaluation Process

Section:	V. Administrator Evaluations
Item:	B. Next Steps in the Administrator Evaluation Process
Purpose:	Discussion & Potential Action - Vote
Related Material:	None

BACKGROUND:

- Administrators have now completed their Self Reflection & Administrator Report.

RECOMMENDATION:

- Consider voting to push the evaluation timeline back by one month to allow the board members time to:
 - Complete their portion of the Evaluation Form - Board Members to confer during the March Board Meeting in Closed Session
 - Review staff survey responses
 - Reflection on the Administrator Report

Cover Sheet

Meeting Format

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

BACKGROUND:

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

RECOMMENDATION:

- Consider approval to hold the next meeting in March in hybrid, both in-person and virtual, format and include this discussion and potential action item on future board meetings until the state of emergency has been lifted.

Cover Sheet

Brown Act Board Training

Section:	VI. Governance
Item:	B. Brown Act Board Training
Purpose:	Discussion & Completion of Training Modules
Related Material:	

BACKGROUND:

- The Board Members that have not yet completed the annual Brown Act Training will schedule to work on the modules.