

Yosemite Valley Charter School

Regular Scheduled Board Meeting



May 26, 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 April 28, 2022 Board Meeting Minutes, the April 28 Special Board Meeting Minutes, & the May 6, 2022 Special Board Meeting (p.5-19)	Dr. Larry Jarocki	1 m
II. Finance		5:25 PM
A. Discussion & Potential Action on the April 2022 Financials (p.20-64)	Jim Surmeian	10 m
B. Discussion & Potential Action of Charter School Capital Report/Contract (p.65)	Dr. Laurie Goodman	5 m

C. Discussion of Funding Determination (p.66)	Dr. Laurie Goodman	5 m
D. Discussion of Planning Amount Buckets (p.67)	Steph Johnson	5 m
III. Academic Excellence		5:50 PM
A. Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing (p. 68-165)	Dr. Laurie Goodman	5 m
B. Presentation & Potential Discussion of Special Education Services Report (p. 166)	Dr. Steven James	5 m
C. Presentation and Potential Discussion on the Monthly Report on Hiring Efforts for Open Occupational Therapist (OT) & Speech & Language Pathologist (SLP) Positions (p. 167)	Dr. Steven James	5 m
D. Discussion & Potential Action on Staffing Declaration of Need (p. 168-172)	Dr. Laurie Goodman	5 m
IV. Operations		6:10 PM
A. Presentation & Potential Discussion of the COVID-19 School Report (p.173-174)	Dr. Laurie Goodman & Steph Johnson	5 m
B. Presentation & Potential Discussion of the School's Enrollment Report (p.175-176)	Dr. Laurie Goodman	5 m
V. Closed Session		6:20 PM
A. ANTICIPATED LITIGATION: Pursuant to paragraph (4) of subdivision (d) of Section 54956.9: 4 Cases - Closed Session (p. 177)	School Board Members, Legal Counsel, School Administration	20 m
B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/Principal - Closed Session (p. 178)	All Board Members	10 m
C. Report Out of any Action Taken During Closed Session (p. 179)	Dr. Larry Jarocki	5 m

VI. Governance		6:55 PM
A. Discussion & Potential Action on Board Committees (p. 180)	Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the 2022-2023 Board Meeting Calendar (p. 181–182)	Dr. Larry Jarocki	5 m
C. Discussion & Potential Action on the June Board Meeting Format (p. 183)	Dr. Larry Jarocki	5 m
VII. Closing Items		7:10 PM
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting Regular: June 23, 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



April 28, 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 (in person), Jonna Durst (in person), Dr. Angela Tos (remote), Jennifer McQueen (remote), & Carrie Stumpfhauser (in person)

Directors Absent

None

Guests Present

Dr. Laurie Goodman, Stephanie Johnson, Maria Thoeni (remote), Jim Surmeian (remote), Jenny Plumb (remote), Denise Voth (remote), Amy Friesen (remote), Dr. Steven James (remote), Michelene Fitzgerald (remote), Lorraine Sewell (remote), Anna Wilkinson (remote), Natalie Douty (remote), & Kimmi Buzzard (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, April 28, 2022 at 5:16 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 with the addition of Section 2A from the Special Board Meeting Agenda.</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>Carrie Stumpfhauser made a motion to approve the minutes from the Board Meeting on March 24, 2022.</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
Reordering of the Agenda
<p>Jonna motioned to move the Special Agenda Item to the current agenda position.</p> <p>Carrie Stumpfhauser seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
Special Board Meeting Agenda Item 2.A. 2022-2023 Master Agreement Proposed Revisions
<ul style="list-style-type: none"> Steph Johnson explained what the proposed changes to the Master Agreement are and why they are needed. <p>Carrie Stumpfhauser made a motion to approve the revisions to the Master Agreement</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
2. Closed Session
2.A. Student Privacy Act: Grade Level Retention

Carrie Stumpfhauser made a motion to enter into Closed Session at 5:24 pm
Jonna Durst seconded the motion.
The board VOTED unanimously to approve the motion.

Jonna Durst made a motion to end Closed Session and return to Open Session at 6:27 pm.
Carrie Stumpfhauser seconded the motion.
The board VOTED unanimously to approve the motion.

2.B. Report out

Dr. Larry Jarocki shared that the board resolved the issue, but took no formal action.

3. Academic Excellence (Part 1)

3.A. Writers Workshop Program

- Natalie Douty presented a report about the school's Writer's Workshop Program. Unfortunately, the teacher, student, and parent were not able to stay to be a part of the presentation.

4. Finance

4.A. March 2022 Financials

- Jim Surmeian from Charter Impact shared the school's financial report.

Jonna Durst made a motion to approve the March 2022 Financials.
Carrie Stumpfhauser seconded the motion.
The board VOTED unanimously to approve the motion.

4.B. 2022-2023 Planning Amount Chart

- Steph Johnson presented the 2022-2023 Planning Amount Chart
- Carrie Stumpfhauser asked if families know what happens to planning amounts that are not used. She thinks families may benefit from an explanation to fully understand how school funding is allocated and budgeted and what the school uses funds originally allocated for student use, but is not needed.

Carrie Stumpfhauser made a motion to approve the 2022-2023 Planning Amount Chart.
Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

4.C. Resolutions for the Sale of Additional Receivables to Charter School Capital

- Dr. Goodman shared why the school needs this sale of receivables.

Carrie Stumpfhauser made a motion to approve the Resolution for the Sale of Additional Receivables to Charter School Capital.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

Upon motion duly made, seconded and unanimously approved, the resolutions attached to these minutes and incorporated herein by this reference are hereby adopted.

4.D. Transitional Kindergarten Grant Plan

- Jenny Plumb presented the Transitional Kindergarten Grant Plan.

Jonna Durst made a motion to approve the Transitional Kindergarten Plan.

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

5. Academic Excellence (Part 2)

5.A. Special Education Inclusion/Push-In Model Plan

- Dr. Steven James explained the school's proposed model to focus on Least Restrictive Environment (LRE) to benefit students in Special Education.
- The Inclusion/Push-In Model will have general education teachers co-teaching with a SPED Teacher counterpart within the Virtual Academy classes.
- Dr. Angela Tos likes the universal approach - what's good for one student is good for all.
- Dr. Jarocki has experience in this model and asked if there will be built in collaboration time. Dr. James shared that yes, there is collaboration time for teaching partners.
- Carrie Stumpfhauser asked if this is a requirement. Dr. James shared that staff will communicate with parents to share about this opportunity.
- Carrie Stumpfhauser asked how hard this will be pushed. Steph Johnson explained that this is to meet a need that is not currently being met.
- Carrie Stumpfhauser wanted to ensure that choice and options will still be available and that specific curriculum would not be forced on families. Steph Johnson shared that this program is separate from the student's curriculum.
- Carrie Stumpfhauser asked if this model is for mild/mod or mod/severe. Dr. James

<p>shared this is primarily for mild/mod, but a model for mod-severe is going to be piloted soon.</p> <ul style="list-style-type: none"> Jennifer McQueen shared that she is very excited for this new model as she's seen it in a brick and mortar school setting and it was very successful, particularly the relationship between the teachers and meaningful student interaction.
<p>Dr. Angela Tos motioned to take a 5 minute break at 7:35 pm. Jonna Durst seconded the motion. The board VOTED unanimously to approve the motion.</p> <p>The board resumed the public meeting at 7:40 pm.</p>
<p>5.B. Progress Report on the Status of Open Positions for Occupational Therapy & Speech and Language Pathologists</p>
<ul style="list-style-type: none"> Dr. Steven James gave the Board an update on the status of applications and interviews for these positions.
<p>5.C. 8th Grade Bridge Transition Program</p>
<ul style="list-style-type: none"> Elizabeth Lackey shared about the school's Transition Program.
<p>5.D. Social Emotional Learning (SEL) Metric</p>
<ul style="list-style-type: none"> Yolanda Vazquez provided an update on the SEL program and plans for the future. Carrie Stumpfhauser applauded the SEL Team for creating an SEL curriculum for the school.
<p>5.E. Administrative Credential Extension</p>
<ul style="list-style-type: none"> Steph Johnson explained why the request for additional time is needed for three rising administrators. <p>Angela Tos made a motion to approve the request for an Administrative Credential Extension for one more year. Jonna Durst seconded the motion. The board VOTED unanimously to approve the motion.</p>
<p>5.F. Grade Level Retention Policy</p>
<ul style="list-style-type: none"> Steph Johnson requested that this agenda item be tabled.

Jonna Durst made a motion to table this agenda item until the May Board Meeting.
Carrie Stumpfhauser seconded the motion.
The board VOTED unanimously to approve the motion.

6. Operations

6.A. Central Valley Charter Schools (CVCS)

- Steph Johnson explained the purpose of CVCS, what it is, and what it is not.

6.B. COVID-19 School Report

- Dr. Laurie Goodman discussed the COVID-19 School Report.

6.C. Enrollment Report

- Dr. Laurie Goodman presented the school's current enrollment numbers and withdrawal figures.

6.D. Employee Rate-In & Reclassification Process

- Dr. Laurie Goodman presented the Employee Rate-In & Reclassification Process for Classified staff.

Dr. Angela Tos made a motion to approve the Employee Rate-In & Reclassification Process.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

6.E. Revised Salary Schedules

- Steph Johnson presented the revised Salary Schedules that have been extended to include additional years.
- Dr. Angela Tos noted a typo on the Psychology Schedule (Year 7).

Carrie Stumpfhauser made a motion to approve the revised Salary Schedules.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

6.F. Administrative Salary Schedule

- Steph Johnson explained how the Regional Coordinators have been moved to an Administrative Salary Schedule.

- Dr. Angela Tos sees a potential issue if a Regional Coordinator or Administrator wants to step away from Admin duties to return to teaching 100% and if there are any potential liabilities.

Carrie Stumpfhauser made a motion to approve the revised Administrative Salary Schedules.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

6.G. Revised Job Descriptions

- Dr. Laurie Goodman presented the Classified and hourly Resource Liaison and Virtual Academy Administrative Assistant and why the positions are needed.

Jonna Durst made a motion to approve the revised Job Descriptions

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

6.H. Revised Employee Handbook

- Dr. Laurie Goodman highlighted the updates to the Employee Handbook.

Jonna Durst made a motion to approve the revised Employee Handbook.

Carrie Stumpfhauser seconded the motion.

The board VOTED unanimously to approve the motion.

6.I. Revised Disposal of Unneeded Books, Equipment, & Supplies Policy

- Dr. Laurie Goodman shared the updated policy that now includes a pathway to donate unneeded items.

Carrie Stumpfhauser made a motion to approve the revised Disposal of Unneeded Books, Equipment, & Supplies Policy.

Jonna Durst seconded the motion.

The board VOTED unanimously to approve the motion.

7. Administrator Evaluations

7.A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/ Principal - Closed Session

Jonna Durst made a motion to enter into Closed Session at 8:18 PM.

Carrie Stumpfhauser seconded the motion.

<p>The board VOTED unanimously to approve the motion.</p> <p>Dr. Angela Tos made a motion to end Closed Session and return to the Open Meeting at 8:24 PM.</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
7.B. Report Out of any Action Taken During Closed Session
<ul style="list-style-type: none"> • Dr. Larry Jarocki reported that the Board took action to table the Administrator Evaluations until the May Board Meeting.
8. Governance
8.A. March Meeting Format
<p>Carrie Stumpfhauser made a motion to meet in a hybrid format for the next board meeting and discuss this item again in May.</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED to approve the motion.</p>
9. Closing Items
9.A. Board of Director Comments & Requests
<ul style="list-style-type: none"> • June Report on factoring costs. • July Report on unused Planning Amounts and how the school plans to re-allocate those funds to a specific use. • Administrative and Regional Coordinator Policy (Change of job/position from RC/Admin to Teacher)
9B. Announcement of the Next Scheduled Board Meetings
<p>Regular: May 19, 2022 at 5:15 PM</p>
9.C. Adjourn Meeting
<p>Carrie Stumpfhauser made a motion to adjourn the Board Meeting at 8:26 PM.</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p> <p>There being no further business to be transacted, and upon motion duly made, seconded</p>

and approved, the meeting was adjourned at 8:26 PM

Respectfully Submitted,
Dr. Larry Jarocki

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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Yosemite Valley Charter School

Special Board Meeting Minutes



April 28, 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 (in person), Jonna Durst (in person), Dr. Angela Tos (remote), Jennifer McQueen (remote), & Carrie Stumpfhauser (in person)

Directors Absent

None

Guests Present

Dr. Laurie Goodman, Stephanie Johnson, Maria Thoeni (remote), Jim Surmeian (remote), Jenny Plumb (remote), Denise Voth (remote), Amy Friesen (remote), Dr. Steven James (remote), Michelene Fitzgerald (remote), Lorraine Sewell (remote), Anna Wilkinsno (remote), Natalie Douty (remote), & Kimmi Buzzard (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 April 28, 2022 at 5:16 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 incorporate Special Board Meeting Agenda Item Section 2A to the Regular Board Meeting Agenda.</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.
2. Academic Excellence
2.A. 2022-2023 Proposed Master Agreement
<ul style="list-style-type: none"> Steph Johnson explained what the proposed changes to the Master Agreement are and why they are needed. <p>Carrie Stumpfhauser made a motion to approve the revisions to the Master Agreement</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
3. Closing Items
3.A. Board of Director Comments & Requests
<ul style="list-style-type: none"> No Board Comments related to the Special Board Meeting.
3.B. Announcement of the Next Scheduled Board Meetings
Regular: May 19, 2022 at 5:15 PM
3.C. Adjourn Meeting
<p>Carrie Stumpfhauser made a motion to adjourn the Board Meeting at 8:26 PM.</p> <p>Jonna Durst seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:26 PM

Respectfully Submitted,
Dr. Larry Jarocki

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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Yosemite Valley Charter School

Special Board Meeting Minutes



May 6, 2022 at 3:45 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 (remote), Dr. Angela Tos (remote), & Jennifer McQueen (remote)

Directors Absent

Carrie Stumpfhauser & Jonna Durst

Guests Present

Dr. Laurie Goodman, Stephanie Johnson, Kimmi Buzzard (remote), Jenny Plumb (remote), Denise Voth (remote), Anahi Garrett (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 Friday, May 6, 2022 at 3:47 PM.
1.C. Flag Salute

Dr. Larry Jarocki led the Flag Salute.
1.D. Approval of the Agenda
Dr. Angela Tos made a motion to approve the Special Board Meeting Agenda. Jennifer McQueen seconded the motion. The board VOTED unanimously to approve the motion.
1.E. Public Comment
No public comments were made.
2. Academic Excellence
2.A. Title 1 Funding/Programming from Targeted Assistance to Schoolwide
Dr. Angela Tos made a motion to approve moving from Targeted Assistance to Schoolwide Title 1. Jennifer McQueen seconded the motion. The board VOTED unanimously to approve the motion.
3. Governance
3.A. Changing the Board Meeting Calendar for the May- Regular Board Meeting Date
<ul style="list-style-type: none"> The May Board meeting is under consideration for a date change due to scheduling conflicts. <p>Jennifer McQueen made a motion to adjourn the Board Meeting at 8:26 PM. Dr. Angela Tos seconded the motion. The board VOTED unanimously to approve the motion.</p>
4. Closing Items
4.A. Board of Director Comments & Requests
<ul style="list-style-type: none"> No Board comments or requests were made at this time.
4.B. Announcement of the Next Scheduled Board Meetings
Regular: May 26, 2022 at 5:15 PM

4.C. Adjourn Meeting

Dr. Angela Tos made a motion to adjourn the Board Meeting at 3:53 PM.

Jennifer McQueen 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 3:53 PM

Respectfully Submitted,
Dr. Larry Jarocki

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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Cover Sheet

April 2022 Financials

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

BACKGROUND:

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

RECOMMENDATION:

- Consider approval of the April 2022 Financial report.

Yosemite Valley Charter School

Financial Presentation

April 2022

YOSEMITE VALLEY- Highlights

- FY22-23 Budget Process Underway – Enrollment Projection at 2,500
- May Revision suggests large increases in funding for school
- Surplus now projected at \$3.3 million
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio

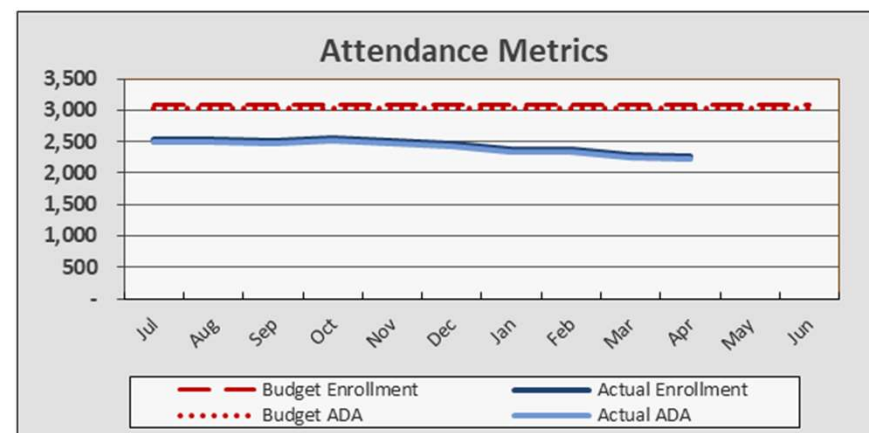
Cert.	Instr.
45.8%	80.1%
1,722,732	15,232

- 25:1 Pupil Teacher Ratio

Pupil:Teacher Ratio	
20.94	:1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	2457	3095
ADA	n/a	2408	3033
Attendance Rate	n/a	98.0%	98.0%
Unduplicated %	47.0%	45.8%	47.0%
Revenue per ADA		\$12,297	\$11,167
Expenses per ADA		\$10,903	\$10,041



Based on P1 Submission to CDE

YOSEMITE VALLEY - Revenue

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 16,378,560	\$ 18,917,952 \$ (2,539,392)
Federal Revenue	1,673,749	1,608,341 65,408
Other State Revenue	1,854,031	1,655,698 198,333
Other Local Revenue	23,322	- 23,322
Total Revenue	\$ 19,929,662	\$ 22,181,992 \$ (2,252,329)

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 23,039,082	\$ 29,419,411	\$ (6,380,329)
4,007,452	1,740,458	2,266,994
2,540,346	2,711,291	(170,946)
23,322	-	23,322
\$ 29,610,202	\$ 33,871,161	\$ (4,260,959)

YOSEMITE VALLEY - Expenses

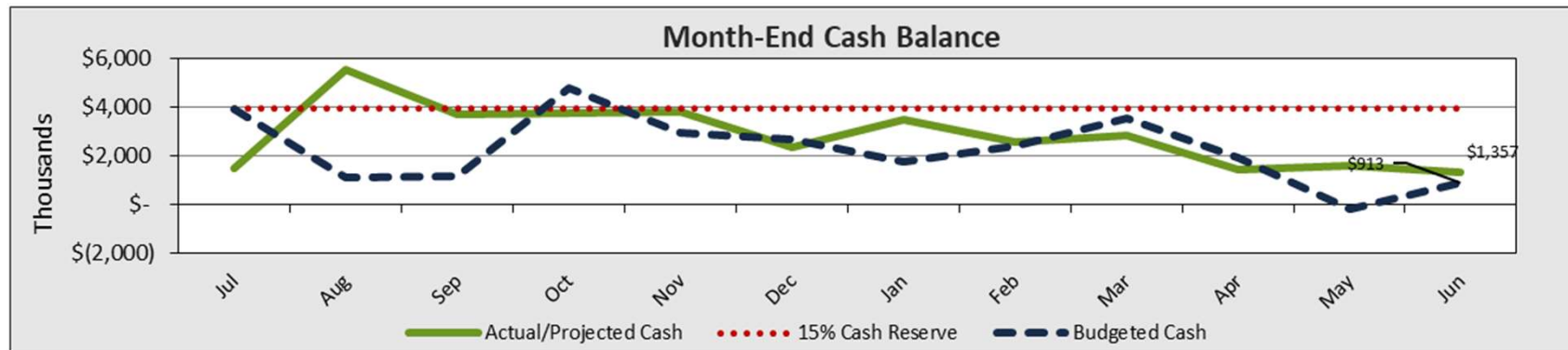
	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 7,544,141	\$ 8,385,944	\$ 841,803	\$ 9,209,550	\$ 10,130,611	\$ 921,061
Classified Salaries	379,816	259,065	(120,750)	449,153	310,878	(138,275)
Benefits	2,463,704	2,614,158	150,454	3,097,606	3,144,431	46,824
Books and Supplies	2,827,247	3,956,225	1,128,978	4,054,432	5,111,115	1,056,684
Subagreement Services	5,746,970	7,184,154	1,437,184	7,286,981	8,827,164	1,540,183
Operations	248,936	327,167	78,231	296,256	392,600	96,344
Facilities	36,870	56,583	19,714	44,080	67,900	23,821
Professional Services	1,163,838	1,344,759	180,921	1,496,007	1,814,341	318,334
Depreciation	37,735	-	(37,735)	45,283	-	(45,283)
Interest	228,733	655,766	427,033	274,535	655,766	381,231
Total Expenses	\$ 20,677,988	\$ 24,783,820	\$ 4,105,832	\$ 26,253,883	\$ 30,454,805	\$ 4,200,922

YOSEMITE VALLEY- Fund Balance

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (748,326)	\$ (2,601,828)	\$ 1,853,503	\$ 3,356,319	\$ 3,416,356	\$ (60,037)
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>\$ (1,868,536)</u>	<u>\$ (3,722,039)</u>		<u>\$ 2,236,108</u>	<u>\$ 2,296,146</u>	
As a % of Annual Expenses	-7.1%	-12.2%		8.5%	7.5%	

YOSEMITE VALLEY - Cash Balance

- No projected Cash concerns.
- Year-end cash balance projected at \$1,358 M.



YOSEMITE VALLEY - Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	May-09	CALPADS End-of-Year 1, 2, 3 and 4 - The data submission window opens on May 9, 2022 and closes on July 29, 2022. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFEP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED.	Client	No	No	https://www.cde.ca.gov/ds/sp/d/
FINANCE	May-16	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	Client/Audit firm	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	May-20	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/anreporthelp.asp
FINANCE	May-20	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/csinfosvy.asp
FINANCE	Jun-01	Executive School Leadership Review Evaluation - The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Client	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
FINANCE	Jun-25	Certification of the 2020-21 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30	Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2022-2023 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Supplement to the Annual Update to the 2021-22 LCAP Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar22district.asp
FINANCE	Jun-30	The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing. Pre-Kindergarten Planning and Implementation Grant Plan - State law requires each LEA to create a plan articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5). Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022.	Charter Impact	Yes	No	https://www.cde.ca.gov/ci/rs/em/
OPERATIONS	Jun-30	Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcfftfaq.asp
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	Client	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	Client	No	No	https://www.cde.ca.gov/sp/hs/cv/strategies.asp
FINANCE	Jun-30	School Nutrition Application Due to CDE - Funding supports five school meal and milk programs to assist schools, districts, and other nonprofit agencies in providing nutritious meals and milk to children at reasonable prices or free to qualified applicants. The five programs are the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Feeding Option (SSFO), Special Milk Program (SMP), and State Meal Program (STMP)	Client	No	No	https://www.cde.ca.gov/ls/nu/sn/eligmaterials.asp
FINANCE	Jun-30	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with Client support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
DATA	Jun-30	Principal Apportionment Data Collection - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30, 2022 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with Client support			https://www.cde.ca.gov/fg/aa/pa/index.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 05/15/2022

ADA = 2407.95



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	1,023,329	1,023,329	1,841,993	1,841,993	1,841,993	1,841,993	2,186,661	2,186,661	2,186,661	2,186,661	2,186,661	2,186,661
8012	Education Protection Account	-	-	-	111,050	-	-	111,050	-	-	136,557	-	122,933	-
8019	State Aid - Prior Year	-	2	(1)	-	-	-	-	(56,093)	(56,093)	(56,093)	(56,093)	(56,093)	-
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	502,143	-	145,885	-	-	-

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
-	1,023,331	1,023,328	1,953,043	1,841,993	1,841,993	1,953,043	1,841,993	2,632,711	2,267,125	2,276,453	2,130,568	2,253,501

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
22,189,928	28,040,231	(5,850,303)
481,590	606,620	(125,030)
(280,464)	-	(280,464)
648,028	772,561	(124,533)
23,039,082	29,419,411	(6,380,329)

ADA = 3033.10

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	60,199	60,199	184,403
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	72,832	-	-	-	-	324,330
8296	Other Federal Revenue	-	-	486,047	399	29,381	1,887	435,522	10,044	3,609	308,528	-
8299	Prior Year Federal Revenue	-	-	-	85,275	-	-	255,824	(15,597)	-	-	-

-	-	486,047	85,674	29,381	1,887	435,522	338,700	(11,989)	308,528	60,199	1,764,771	508,733
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304,801	367,005	(62,204)
397,162	314,919	82,243
2,979,987	1,058,534	1,921,453
325,502	-	325,502
4,007,452	1,740,458	2,266,994

Other State Revenue

8311	State Special Education	76,595	76,595	137,871	137,871	137,871	137,871	163,605	163,605	163,605	162,370	162,370	182,895
8550	Mandated Cost	-	-	-	-	49,152	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	-	-	143,581	-	-	178,679
8598	Prior Year Revenue	-	(2,408)	-	(7,129)	-	-	15,343	(8,909)	-	-	-	-
8599	Other State Revenue	-	-	-	-	-	-	228,554	-	32,608	(93,104)	-	-

76,595	74,187	137,871	130,742	137,871	187,023	544,750	154,696	196,213	214,083	162,370	162,370	361,574
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1,840,996	1,865,357	(24,361)
49,152	47,853	1,299
485,243	603,587	(118,344)
(3,103)	-	(3,103)
168,058	194,495	(26,437)
2,540,346	2,711,291	(170,946)

Other Local Revenue

8660	Interest Revenue	-	1,308	-	1,325	436	-	-	4,934	-	1,956	-	-
8689	Other Fees and Contracts	-	-	-	-	-	13,363	-	-	-	-	-	-

-	1,308	-	1,325	436	13,363	-	4,934	-	1,956	-	-	-
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9,959	-	9,959
13,363	-	13,363
23,322	-	23,322

Total Revenue

76,595	1,098,826	1,647,246	2,170,784	2,009,681	2,044,265	2,933,315	2,340,323	2,816,936	2,791,691	2,499,022	4,057,709	3,123,808
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29,610,202	33,871,161	(4,260,959)
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Expenses

Certificated Salaries

1100	Teachers' Salaries	544,711	554,389	555,164	556,319	553,301	552,499	581,224	580,775	588,516	584,464	585,388	585,388
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	43,665	66,883	113,446	101,389	123,614	121,014	103,214	100,989	115,014	92,864	154,542	154,542
1200	Pupil Support Salaries	57,142	57,142	57,465	57,427	53,541	57,229	55,681	61,890	67,875	62,333	60,749	60,749
1300	Administrators' Salaries	21,350	21,350	21,350	21,350	21,350	22,350	21,350	21,388	22,400	21,400	21,350	21,350
1900	Other Certificated Salaries	10,675	10,675	10,675	10,675	10,675	11,175	10,675	10,700	10,700	10,700	10,675	10,675

677,544	710,440	758,100	747,160	762,481	764,267	772,143	775,741	804,505	771,761	832,704	832,704	-
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6,822,137	7,667,982	845,845
-	-	-
1,291,175	1,686,956	395,781
709,225	419,074	(290,151)
258,338	272,371	(14,034)
128,675	84,227	(44,448)
9,209,550	10,130,611	921,061

Classified Salaries

2100	Instructional Salaries	12,575	12,976	14,221	15,347	10,601	10,737	5,866	6,704	7,960	6,250	6,473	6,473
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2300	Classified Administrators' Salaries	11,374	11,374	11,474	11,571	11,073	11,573	11,189	11,040	11,623	11,226	11,374	11,374
2400	Clerical and Office Staff Salaries	10,505	13,866	13,282	14,125	12,885	14,671	13,297	12,794	15,088	13,687	12,484	12,484
2900	Other Classified Salaries	-	-	-	910	6,080	4,782	4,142	3,973	4,807	4,167	4,337	4,337

34,454	38,216	38,977	41,953	40,639	41,763	34,494	34,511	39,478	35,330	34,669	34,669	-
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116,184	176,071	59,887
-	-	-
136,266	134,808	(1,458)
159,167	-	(159,167)
37,536	-	(37,536)
449,153	310,878	(138,275)

Benefits

3101	STRS	112,467	117,442	124,581	100,101	123,881	123,897	127,045	126,981	129,336	126,896	147,967	147,967
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	2,082	2,316	2,363	2,547	318	2,525	2,082	2,082	2,390	2,133	1,991	1,991
3311	Medicare	9,901	10,427	11,119	10,920	11,134	11,162	11,165	11,208	11,698	11,160	13,151	13,151
3401	Health and Welfare	74,836	166,949	191,144	(5,810)	109,107	169,024	165,594	106,630	155,742	(102,632)	145,833	145,833
3501	State Unemployment	4,482	1,441	893	691	247	14,160	18,542	810	364	993	3,112	3,112
3601	Workers' Compensation	4,478	5,268	519	5,268	5,268	5,268	5,268	5,268	5,267	5,267	4,898	4,898
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-

208,245	303,843	330,619	113,717	249,954	326,037	329,695	252,978	304,797	43,818	316,951	316,951	-
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1,508,561	1,622,924	114,363
-	-	-
24,821	19,274	(5,546)
136,194	151,402	15,208
1,322,250	1,138,500	(183,750)
48,847	66,150	17,303
56,934	146,181	89,247
-	-	-
3,097,606	3,144,431	46,824

Books and Supplies

4100	Textbooks and Core Materials	-	-	6,256	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	71,157	234,680	318,883	217,562	181,921	137,398	138,415	129,971	185,010	340,975	756,694	304,362
4305	Software	45,790	85,692	57,693	246,755	2,249	8,126	27,767	30,161	25,707	168,262	19,642	19,642
4310	Office Expense	1,055	4,574	18,751	7,374	5,575	2,821	6,068	5,374	7,206	6,268	2,733	2,733
4400	Noncapitalized Equipment	-	62,772	38,110	246	291	334	-	-	-	-	90,098	31,281
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-

118,001	387,718	439,693	471,938	190,035	148,679	172,250	165,506	217,923	515,504	869,167	358,018	-
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6,256	-	(6,256)
-	-	-
3,017,027	4,096,894	1,079,867
737,484	279,400	(458,084)
70,533	37,900	(32,633)
223,131	696,921	473,790
-	-	-
4,054,432	5,111,115	1,056,684

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 05/15/2022

ADA = 2407.95



	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	61,533	408,808	67,869	191,275	191,275	-	1,676,707	2,552,700	875,993
5106 Other Educational Consultants	4,195	127,229	255,579	165,983	173,988	161,319	239,469	228,295	266,768	335,721	474,531	164,751	-	2,597,829	2,717,992	120,163
5107 Instructional Services	295,244	295,244	295,244	295,244	295,244	21,258	249,580	248,049	249,580	249,580	259,089	259,089	-	3,012,445	3,556,472	544,027
	318,722	414,221	613,316	540,688	608,228	501,635	633,955	537,877	925,156	653,171	924,896	615,115	-	7,286,981	8,827,164	1,540,183
Operations and Housekeeping																
5201 Auto and Travel	-	1,719	134	1,014	3,645	1,668	45	591	2,157	1,101	1,875	1,875	-	15,825	80,900	65,075
5300 Dues & Memberships	-	-	-	-	1,100	-	153	-	-	-	-	-	-	1,253	1,800	548
5400 Insurance	15,132	17,802	17,802	17,802	17,802	17,802	17,802	17,802	17,803	17,803	17,502	17,502	-	210,356	248,300	37,944
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	700	700
5502 Janitorial Services	-	200	200	200	200	200	-	200	400	200	200	200	-	2,200	-	(2,200)
5516 Miscellaneous Expense	-	-	-	-	-	-	209	736	732	832	-	-	-	2,509	-	(2,509)
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	2,038	380	380	480	873	922	27,681	7,213	8,293	7,585	2,700	2,700	-	61,246	39,800	(21,446)
5901 Postage and Shipping	-	-	939	(1,111)	101	-	107	-	67	-	1,383	1,383	-	2,868	21,100	18,232
	17,170	20,101	19,455	18,385	23,721	20,593	45,996	26,541	29,452	27,522	23,660	23,660	-	296,256	392,600	96,344
Facilities, Repairs and Other Leases																
5601 Rent	3,500	3,500	3,605	3,605	3,605	3,605	3,605	3,605	3,605	3,605	3,605	3,605	-	43,050	9,000	(34,050)
5604 Other Leases	-	-	-	-	-	-	-	-	82	948	-	-	-	1,030	(1,100)	(2,130)
	3,500	3,500	3,605	3,605	3,605	3,605	3,605	3,605	3,687	4,553	3,605	3,605	-	44,080	67,900	23,821
Professional/Consulting Services																
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,400	1,400
5802 Audit & Taxes	-	-	-	-	-	3,750	-	5,700	-	-	-	-	-	9,450	9,900	450
5803 Legal	-	5,944	22,569	2,116	(12,876)	16,532	2,138	187	11,682	121	6,767	6,767	-	61,945	94,600	32,655
5804 Professional Development	-	38,057	120	2,500	16,024	4,090	8,724	652	18,119	6,821	9,204	9,204	-	113,515	121,850	8,335
5805 General Consulting	-	12,415	698	250	11,875	1,825	11,375	750	24,158	(50,384)	1,408	1,408	-	15,779	25,000	9,221
5806 Special Activities/Field Trips	-	-	886	997	885	-	828	3,153	5,074	2,883	370	128	-	15,205	14,163	(1,041)
5807 Bank Charges	853	744	621	507	625	809	847	771	866	725	983	983	-	9,336	13,600	4,264
5808 Printing	17	48	17	-	-	-	-	-	-	-	-	-	-	82	3,900	3,818
5809 Other taxes and fees	585	608	765	649	745	684	585	622	7,744	2,873	1,025	7,025	-	23,911	28,900	4,989
5810 Payroll Service Fee	596	2,592	1,518	1,368	1,362	1,546	2,191	1,227	1,094	1,116	2,042	2,042	-	18,693	25,700	7,007
5811 Management Fee	49,311	49,536	49,761	48,854	38,029	38,029	68,391	37,916	34,865	34,865	43,182	43,182	-	535,920	592,745	56,825
5812 District Oversight Fee	-	30,700	30,700	58,591	55,260	55,260	58,591	55,260	80,664	69,697	68,294	63,917	64,239	691,172	882,582	191,410
5815 Public Relations/Recruitment	-	1,000	-	-	-	-	-	-	-	-	-	-	-	1,000	-	(1,000)
	51,362	141,645	107,655	115,832	111,929	122,524	153,670	106,237	184,266	68,716	133,274	134,656	64,239	1,496,007	1,814,341	318,334
Depreciation																
6900 Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,283	-	(45,283)
	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,283	-	(45,283)
Interest																
7438 Interest Expense	-	104,241	-	35,966	34,494	-	31,131	-	22,901	-	22,901	22,901	-	274,535	655,766	381,231
	-	104,241	-	35,966	34,494	-	31,131	-	22,901	-	22,901	22,901	-	274,535	655,766	381,231
Total Expenses	1,432,772	2,127,699	2,315,193	2,093,018	2,028,860	1,932,876	2,180,713	1,906,770	2,535,939	2,124,148	3,165,602	2,346,054	64,239	26,253,883	30,454,805	4,200,922
Monthly Surplus (Deficit)	(1,356,177)	(1,028,873)	(667,948)	77,767	(19,180)	111,389	752,602	433,554	280,996	667,543	(666,579)	1,711,656	3,059,569	3,356,319	3,416,356	(60,037)

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 05/15/2022

ADA = 2407.95



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
Monthly Surplus (Deficit)	(1,356,177)	(1,028,873)	(667,948)	77,767	(19,180)	111,389	752,602	433,554	280,996	667,543	(349,697)	1,811,344	3,059,569	13%
Cash flows from operating activities														3,772,890
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	37,735
Public Funding Receivables	1,829,632	1,725,554	4,555,817	147,803	-	(49,152)	101,892	(154,696)	337,896	1,723,191	-	(1,704,572)	(3,123,808)	5,389,556
Grants and Contributions Rec.	3,567,501	(14,743)	15,443	-	(120,334)	(62,281)	(447,628)	620,770	(297,537)	(1,843,046)	509,856	(372,684)	-	1,555,318
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(119,477)	8,539	(36,465)	15,325	66,710	(7,951)	9,253	842	16,622	(347,319)	-	-	-	(393,921)
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(411,128)	72,331	499,496	(391,275)	(146,180)	36,725	476,331	(465,358)	42,278	270,816	-	-	64,239	48,275
Accrued Expenses	11,889	187,559	(626,765)	(17,279)	39,978	57,765	62,985	55,055	94,534	67,393	-	-	-	(66,886)
Other Liabilities	(3,222,100)	827,294	71,139	(399)	(29,381)	(1,887)	(34,631)	136,754	(3,609)	(69,315)	-	-	-	(2,326,134)
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		1,810,900		1,810,900	1,810,900	-	15,652,500
Payments on Factoring	-	(2,369,100)	(5,678,252)	(1,568,100)	(1,565,500)	(1,565,500)	(1,659,800)	(1,565,600)	(1,994,100)	(1,869,300)	(1,810,900)	(1,810,983)	-	(23,457,135)
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	(934,906)	291,753	(1,396,263)	160,159	(265,995)		
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	2,566,853	2,858,606	1,462,344	1,622,503		
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	2,566,853	2,858,606	1,462,344	1,622,503	1,356,508		

Cert.	Instr.
45.8%	80.1%
1,722,732	15,232

Pupil:Teacher Ratio
20.94

Yosemite Valley Charter School

Budget vs Actual

For the period ended April 30, 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	\$ 2,186,661	\$ 3,358,641	\$ (1,171,980)	\$ 15,629,945	\$ 17,913,758	\$ (2,283,813)	\$ 28,040,231
Education Protection Account	136,557	151,655	(15,098)	358,657	454,965	(96,308)	606,620
State Aid - Prior Year	(56,093)	-	(56,093)	(112,185)	-	(112,185)	-
In Lieu of Property Taxes	-	74,444	(74,444)	502,143	549,229	(47,086)	772,561
Total State Aid - Revenue Limit	2,267,125	3,584,740	(1,317,615)	16,378,560	18,917,952	(2,539,392)	29,419,411
Federal Revenue							
Special Education - Entitlement	-	44,039	(44,039)	-	234,888	(234,888)	367,005
Title I, Part A - Basic Low Income	-	-	-	72,832	314,919	(242,087)	314,919
Other Federal Revenue	308,528	-	308,528	1,275,415	1,058,534	216,881	1,058,534
Prior Year Federal Revenue	-	-	-	325,502	-	325,502	-
Total Federal Revenue	308,528	44,039	264,489	1,673,749	1,608,341	65,408	1,740,458
Other State Revenue							
State Special Education	163,605	223,835	(60,230)	1,333,360	1,193,852	139,508	1,865,356
Mandated Cost	-	-	-	49,152	47,853	1,299	47,853
State Lottery	143,581	109,749	33,832	306,564	219,498	87,066	603,587
Prior Year Revenue	-	-	-	(3,103)	-	(3,103)	-
Other State Revenue	(93,104)	-	(93,104)	168,058	194,495	(26,437)	194,495
Total Other State Revenue	214,083	333,584	(119,501)	1,854,031	1,655,698	198,333	2,711,291
Other Local Revenue							
Interest Revenue	1,956	-	1,956	9,959	-	9,959	-
Other Fees and Contracts	-	-	-	13,363	-	13,363	-
Total Other Local Revenue	1,956	-	1,956	23,322	-	23,322	-
Total Revenues	\$ 2,791,691	\$ 3,962,362	\$ (1,170,671)	\$ 19,929,662	\$ 22,181,992	\$ (2,252,329)	\$ 33,871,161
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 584,464	\$ 638,999	\$ 54,534	\$ 5,651,362	\$ 6,389,985	\$ 738,623	\$ 7,667,982
Teachers' Extra Duty/Stipends	92,864	168,696	75,832	982,090	1,349,565	367,475	1,686,956
Pupil Support Salaries	62,333	34,923	(27,410)	587,726	349,228	(238,498)	419,074
Administrators' Salaries	21,400	22,698	1,298	215,638	226,976	11,339	272,371
Other Certificated Salaries	10,700	7,019	(3,681)	107,325	70,189	(37,136)	84,227
Total Certificated Salaries	771,761	872,333	100,572	7,544,141	8,385,944	841,803	10,130,611
Classified Salaries							
Instructional Salaries	6,250	14,673	8,423	103,238	146,726	43,487	176,071
Supervisors' and Administrators' Salaries	11,226	11,234	8	113,517	112,340	(1,177)	134,808
Clerical and Office Staff Salaries	13,687	-	(13,687)	134,199	-	(134,199)	-
Other Classified Salaries	4,167	-	(4,167)	28,861	-	(28,861)	-
Total Classified Salaries	35,330	25,907	(9,424)	379,816	259,065	(120,750)	310,878
Benefits							
State Teachers' Retirement System, certificated positions	126,896	139,748	12,852	1,212,627	1,343,428	130,801	1,622,924
OASDI/Medicare/Alternative, certificated positions	2,133	1,606	(527)	20,839	16,062	(4,777)	19,274
Medicare/Alternative, certificated positions	11,160	13,024	1,864	109,892	125,353	15,461	151,402
Health and Welfare Benefits, certificated positions	(102,632)	94,875	197,507	1,030,583	948,750	(81,833)	1,138,500
State Unemployment Insurance, certificated positions	993	3,308	2,314	42,624	59,535	16,911	66,150
Workers' Compensation Insurance, certificated positions	5,267	12,575	7,308	47,139	121,030	73,891	146,181
Total Benefits	43,818	265,136	221,319	2,463,704	2,614,158	150,454	3,144,431
Books & Supplies							
Textbooks and Core Materials	-	-	-	6,256	-	(6,256)	-
School Supplies	340,975	447,061	106,086	1,955,970	3,155,096	1,199,126	4,096,894
Software	168,262	23,283	(144,978)	698,201	232,833	(465,367)	279,400
Office Expense	6,268	3,158	(3,109)	65,067	31,583	(33,483)	37,900
Noncapitalized Equipment	-	76,049	76,049	101,753	536,712	434,959	696,921
Total Books & Supplies	515,504	549,552	34,048	2,827,247	3,956,225	1,128,978	5,111,115
Subagreement Services							
Special Education	67,869	212,725	144,856	1,294,157	2,127,250	833,093	2,552,700
Other Educational Consultants	335,721	296,592	(39,129)	1,958,547	2,093,177	134,630	2,717,992
Instructional Services	249,580	296,373	46,793	2,494,267	2,963,727	469,460	3,556,472
Total Subagreement Services	653,171	805,690	152,519	5,746,970	7,184,154	1,437,184	8,827,164

Yosemite Valley Charter School

Budget vs Actual

For the period ended April 30, 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	1,101	6,742	5,640	12,075	67,417	55,342	80,900
Dues & Memberships	-	150	150	1,253	1,500	248	1,800
Insurance	17,803	20,692	2,889	175,352	206,917	31,565	248,300
Utilities	-	58	58	-	583	583	700
Janitorial Services	200	-	(200)	1,800	-	(1,800)	-
Miscellaneous Expense	832	-	(832)	2,509	-	(2,509)	-
Communications	7,585	3,317	(4,269)	55,846	33,167	(22,679)	39,800
Postage and Shipping	-	1,758	1,758	102	17,583	17,481	21,100
Total Operations & Housekeeping	27,522	32,717	5,195	248,936	327,167	78,231	392,600
Facilities, Repairs & Other Leases							
Rent	3,605	750	(2,855)	35,840	7,500	(28,340)	9,000
Additional Rent	-	5,000	5,000	-	50,000	50,000	60,000
Other Leases	948	(92)	(1,039)	1,030	(917)	(1,946)	(1,100)
Total Facilities, Repairs & Other Leases	4,553	5,658	1,106	36,870	56,583	19,714	67,900
Professional/Consulting Services							
IT	-	117	117	-	1,167	1,167	1,400
Audit & Taxes	-	-	-	9,450	9,900	450	9,900
Legal	121	7,883	7,762	48,411	78,833	30,422	94,600
Professional Development	6,821	10,154	3,333	95,107	101,542	6,435	121,850
General Consulting	(50,384)	2,083	52,467	12,962	20,833	7,871	25,000
Special Activities/Field Trips	2,883	1,546	(1,337)	14,706	10,908	(3,799)	14,163
Bank Charges	725	1,133	408	7,369	11,333	3,964	13,600
Printing	-	325	325	82	3,250	3,168	3,900
Other Taxes and Fees	2,873	2,408	(465)	15,861	24,083	8,222	28,900
Payroll Service Fee	1,116	2,142	1,026	14,609	21,417	6,807	25,700
Management Fee	34,865	49,395	14,530	449,557	493,954	44,397	592,745
District Oversight Fee	69,697	107,542	37,846	494,723	567,539	72,816	882,582
Public Relations/Recruitment	-	-	-	1,000	-	(1,000)	-
Total Professional/Consulting Services	68,716	184,729	116,013	1,163,838	1,344,759	180,921	1,814,341
Depreciation							
Depreciation Expense	3,774	-	(3,774)	37,735	-	(37,735)	-
Total Depreciation	3,774	-	(3,774)	37,735	-	(37,735)	-
Interest							
Interest Expense	-	-	-	228,733	655,766	427,033	655,766
Total Interest	-	-	-	228,733	655,766	427,033	655,766
Total Expenses	\$ 2,124,148	\$ 2,741,722	\$ 617,574	\$ 20,677,988	\$ 24,783,820	\$ 4,105,832	\$ 30,454,805
Change in Net Assets	667,543	1,220,640	(553,097)	(748,326)	(2,601,828)	1,853,502	3,416,356
Net Assets, Beginning of Period	(2,536,079)			(1,120,210)			
Net Assets, End of Period	\$ (1,868,536)			\$ (1,868,536)			

Yosemite Valley Charter School

Statement of Financial Position

April 30, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 566,378	\$ 1,199,518	\$ (633,140)	-53%
Restricted Cash	895,966	-	895,966	0%
Total Cash & Cash Equivalents	1,462,344	1,199,518	262,825	(1)
Accounts Receivable	130,646	378,492	(247,846)	-65%
Public Funding Receivable	831,253	8,996,690	(8,165,436)	-91%
Factored Receivables	(1,810,900)	(6,392,652)	4,581,752	-72%
Due To/From Related Parties	(205,588)	(205,588)	-	0%
Prepaid Expenses	1,774,231	1,380,310	393,921	29%
Total Current Assets	2,181,986	5,356,769	(3,174,784)	(3)
Long-Term Assets				
Property & Equipment, Net	188,675	226,410	(37,735)	-17%
Total Long Term Assets	188,675	226,410	(37,735)	-17%
Total Assets	\$ 2,370,661	\$ 5,583,180	\$ (3,212,519)	-58%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 623,544	\$ 639,508	\$ (15,964)	-2%
Accrued Liabilities	882,823	949,710	(66,886)	-7%
Deferred Revenue	895,966	3,222,100	(2,326,134)	-72%
Notes Payable, Current Portion	1,767,072	1,767,072	-	0%
Total Current Liabilities	4,169,405	6,578,390	(2,408,985)	-37%
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	4,239,197	6,703,390	(2,464,193)	-37%
Total Net Assets	(1,868,536)	(1,120,210)	(748,326)	67%
Total Liabilities and Net Assets	\$ 2,370,661	\$ 5,583,180	\$ (3,212,519)	-58%

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended April 30, 2022

	Month Ended 04/30/22	YTD Ended 04/30/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ 667,543	\$ (748,326)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	37,735
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	(146,109)	8,165,436
Grants, Contributions & Pledges Receivable	(1,843,046)	(4,333,906)
Prepaid Expenses	(347,319)	(393,921)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	270,816	(15,964)
Accrued Expenses	67,393	(66,886)
Deferred Revenue	(69,315)	(2,326,134)
Total Cash Flows from Operating Activities	(1,396,263)	318,034
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	(1,396,263)	262,825
Cash & Cash Equivalents, Beginning of Period	2,858,606	1,199,518
Cash and Cash Equivalents, End of Period	\$ 1,462,344	\$ 1,462,344

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Triumph Academy	TA-YVCS	6/30/2020	6/30/2020	\$ -	\$ -	\$ -	\$ -	\$ 6,572	\$ 6,572
Granite Mountain Charter School	GMCS-YVCS	6/30/2020	6/30/2020	-	-	-	-	196,872	196,872
Kids Discover, LLC	100157277-1	12/2/2021	1/1/2022	-	-	-	-	84	84
CenCal Cosmos	CCC22-211	2/11/2022	3/13/2022	-	-	350	-	-	350
eDynamic Learning	21-1-1136	2/28/2022	3/30/2022	-	-	(85)	-	-	(85)
Monarch River Academy	SO003YVC	4/7/2022	4/7/2022	-	63,907	-	-	-	63,907
eDynamic Learning	21-1-0798	3/11/2022	4/10/2022	-	(265)	-	-	-	(265)
Gateway Ice Center	22-011472-01	4/18/2022	4/18/2022	-	180	-	-	-	180
Darcy Miller	0000002	4/19/2022	4/19/2022	-	3,750	-	-	-	3,750
CLM Farms	22-014123-01	4/20/2022	4/20/2022	-	295	-	-	-	295
CLM Farms	22-010946-01	4/20/2022	4/20/2022	-	450	-	-	-	450
Cornerstone Dance	22-018314-01	4/20/2022	4/20/2022	-	90	-	-	-	90
CLM Farms	22-014125-01	4/20/2022	4/20/2022	-	295	-	-	-	295
CLM Farms	22-017412-01	4/20/2022	4/20/2022	-	260	-	-	-	260
CLM Farms	22-017406-01	4/20/2022	4/20/2022	-	195	-	-	-	195
CLM Farms	22-017274-01	4/20/2022	4/20/2022	-	450	-	-	-	450
Owl Post Books	3D829009-0001	4/15/2022	4/22/2022	-	89	-	-	-	89
Melissa Bogle	22-002144-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-007660-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-011745-01	4/24/2022	4/24/2022	-	225	-	-	-	225
Melissa Bogle	22-003189-01	4/24/2022	4/24/2022	-	475	-	-	-	475
Melissa Bogle	22-011070-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-002145-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-013524-01	4/24/2022	4/24/2022	-	475	-	-	-	475
Melissa Bogle	22-015525-01	4/24/2022	4/24/2022	-	475	-	-	-	475
Melissa Bogle	22-003190-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-003191-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-007129-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-008455-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-008978-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-009835-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-014974-01	4/24/2022	4/24/2022	-	360	-	-	-	360
Melissa Bogle	22-015524-01	4/24/2022	4/24/2022	-	475	-	-	-	475
Melissa Bogle	22-002576-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-008979-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-010536-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-010935-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-011746-01	4/24/2022	4/24/2022	-	225	-	-	-	225
Melissa Bogle	22-008452-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-011017-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-011050-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-011388-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Don Johnston Inc	00458476	3/25/2022	4/24/2022	-	65	-	-	-	65
Melissa Bogle	22-002577-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Melissa Bogle	22-003508-01	4/24/2022	4/24/2022	-	450	-	-	37 of 183	450

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Melissa Bogle	22-010535-01	4/24/2022	4/24/2022	-	450	-	-	-	450
Charter Impact, Inc.	QTR12022	4/25/2022	4/25/2022	-	20	-	-	-	20
KiwiCo, Inc	132	3/15/2022	4/29/2022	-	1,746	-	-	-	1,746
Singapore Math, Inc.	S221268	3/31/2022	4/30/2022	43	-	-	-	-	43
Goodfellow Occupational Therapy, Inc.	2302	4/5/2022	4/30/2022	1,925	-	-	-	-	1,925
Bitsbox	4636	3/31/2022	4/30/2022	57	-	-	-	-	57
BrightThinker	SINV4460	3/31/2022	4/30/2022	124	-	-	-	-	124
Aspire Speech & Learning Center	033122SoBEN	3/31/2022	4/30/2022	150	-	-	-	-	150
Institute for Excellence in Writing	882845	3/30/2022	4/30/2022	54	-	-	-	-	54
Little Passports	118428360	3/31/2022	4/30/2022	168	-	-	-	-	168
Aspire Speech & Learning Center	033122RoEST	3/31/2022	4/30/2022	75	-	-	-	-	75
BrightThinker	SINV4462	3/31/2022	4/30/2022	249	-	-	-	-	249
Aspire Speech & Learning Center	033122TrTUR	3/31/2022	4/30/2022	750	-	-	-	-	750
Oak Meadow Inc.	129733	3/31/2022	4/30/2022	777	-	-	-	-	777
Studies Weekly	434849	3/31/2022	4/30/2022	32	-	-	-	-	32
Think Outside, LLC	125872	3/31/2022	4/30/2022	115	-	-	-	-	115
Think Outside, LLC	125873	3/31/2022	4/30/2022	115	-	-	-	-	115
Think Outside, LLC	125883	3/31/2022	4/30/2022	155	-	-	-	-	155
Learning Without Tears	INV140218	3/31/2022	4/30/2022	29	-	-	-	-	29
Ramsey Solutions	INV716847	3/31/2022	4/30/2022	30	-	-	-	-	30
MEL Science U.S. LLC	RG2022033102	3/31/2022	4/30/2022	113	-	-	-	-	113
Think Outside, LLC	125882	3/31/2022	4/30/2022	155	-	-	-	-	155
BrightThinker	SINV4463	3/31/2022	4/30/2022	249	-	-	-	-	249
Kids Immersion LLC	3669	3/31/2022	4/30/2022	109	-	-	-	-	109
Growing Healthy Children Therapy Serv	YVCS_2203	3/31/2022	4/30/2022	3,738	-	-	-	-	3,738
Educational Development Corporation	DIR0809867	3/31/2022	4/30/2022	45	-	-	-	-	45
Logic of English	SI-147311	3/31/2022	4/30/2022	118	-	-	-	-	118
BrightThinker	SINV4461	3/31/2022	4/30/2022	249	-	-	-	-	249
Moving Beyond the Page	266018	3/31/2022	4/30/2022	960	-	-	-	-	960
Learning Without Tears	INV140366	4/1/2022	5/1/2022	29	-	-	-	-	29
Nicole the Math Lady LLC	4394	4/1/2022	5/1/2022	129	-	-	-	-	129
Rainbow Resource Center	3715001	4/1/2022	5/1/2022	147	-	-	-	-	147
Rainbow Resource Center	3715445	4/1/2022	5/1/2022	157	-	-	-	-	157
BYU Independent Study	DCE-00011350	4/1/2022	5/1/2022	680	-	-	-	-	680
Rainbow Resource Center	3714975	4/1/2022	5/1/2022	34	-	-	-	-	34
Rainbow Resource Center	3715004	4/1/2022	5/1/2022	79	-	-	-	-	79
Rainbow Resource Center	3715007	4/1/2022	5/1/2022	125	-	-	-	-	125
Rainbow Resource Center	3715127	4/1/2022	5/1/2022	36	-	-	-	-	36
Rainbow Resource Center	3715572	4/1/2022	5/1/2022	111	-	-	-	-	111
Rainbow Resource Center	3714991	4/1/2022	5/1/2022	58	-	-	-	-	58
Moving Beyond the Page	266060	4/1/2022	5/1/2022	875	-	-	-	-	875
Rainbow Resource Center	3714980	4/1/2022	5/1/2022	342	-	-	-	-	342
Rainbow Resource Center	3714923	4/1/2022	5/1/2022	91	-	-	-	-	91
Rainbow Resource Center	3714995	4/1/2022	5/1/2022	23	-	-	-	-	23
All About Learning Press, Inc.	910832	4/1/2022	5/1/2022	32	-	-	-	38 of 183	32

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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	3715005	4/1/2022	5/1/2022	339	-	-	-	-	339
Rainbow Resource Center	3715446	4/1/2022	5/1/2022	120	-	-	-	-	120
Teacher Synergy, LLC	190801085	4/11/2022	5/2/2022	54	-	-	-	-	54
Teacher Synergy, LLC	190752671	4/11/2022	5/2/2022	7	-	-	-	-	7
Teacher Synergy, LLC	190735497	4/11/2022	5/2/2022	9	-	-	-	-	9
The Dance Studio 2	22-008683-02	4/4/2022	5/4/2022	60	-	-	-	-	60
The Dance Studio 2	22-011482-01	4/4/2022	5/4/2022	60	-	-	-	-	60
Project Learn	22-012940-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013601-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013751-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Rainbow Resource Center	3716088	4/4/2022	5/4/2022	17	-	-	-	-	17
Playground Training Academy, LLC	22-009663-02	4/4/2022	5/4/2022	85	-	-	-	-	85
Oak Meadow Inc.	129785	4/4/2022	5/4/2022	435	-	-	-	-	435
Kumon of Carmel	22-008436-01	4/4/2022	5/4/2022	189	-	-	-	-	189
Jazz Fresno	22-013108-01	4/4/2022	5/4/2022	140	-	-	-	-	140
Rainbow Resource Center	3716034	4/4/2022	5/4/2022	85	-	-	-	-	85
Rainbow Resource Center	3716089	4/4/2022	5/4/2022	16	-	-	-	-	16
Neil Boyer	22-016689-01	4/4/2022	5/4/2022	155	-	-	-	-	155
Playground Training Academy, LLC	22-008133-02	4/4/2022	5/4/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-012060-02	4/4/2022	5/4/2022	110	-	-	-	-	110
Project Learn	22-010552-02	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-016040-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Tutoring Club	22-013394-02	4/4/2022	5/4/2022	360	-	-	-	-	360
Home Science Tools	000408924	4/4/2022	5/4/2022	120	-	-	-	-	120
Innoved Inc.	22-009117-02	4/4/2022	5/4/2022	175	-	-	-	-	175
Evolve Dance Company	22-012220-02	4/4/2022	5/4/2022	200	-	-	-	-	200
Galindo Kenpo Academy	22-013280-02	4/4/2022	5/4/2022	200	-	-	-	-	200
Alison Weidenheimer	22-008634-02	4/4/2022	5/4/2022	150	-	-	-	-	150
Playground Training Academy, LLC	21-209371-01	4/4/2022	5/4/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-008132-02	4/4/2022	5/4/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-012829-02	4/4/2022	5/4/2022	85	-	-	-	-	85
Project Learn	22-007118-02	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-011409-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-011713-02	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-012557-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-012989-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-015784-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-016439-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Minds on Education Inc	178138A	4/4/2022	5/4/2022	8	-	-	-	-	8
United Conservatory of Music	22-011446-02	4/4/2022	5/4/2022	160	-	-	-	-	160
United Conservatory of Music	22-013101-01	4/4/2022	5/4/2022	160	-	-	-	-	160
Tutoring Club	22-005836-02	4/4/2022	5/4/2022	480	-	-	-	-	480
Tutoring Club	22-011262-02	4/4/2022	5/4/2022	240	-	-	-	-	240
Christine Beltz	22-013800-01	4/4/2022	5/4/2022	100	-	-	-	-	100
Evolve Dance Company	22-009037-01	4/4/2022	5/4/2022	191	-	-	-	39 of 183	191

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Evolve Dance Company	22-012220-01	4/4/2022	5/4/2022	180	-	-	-	-	180
Project Learn	22-011411-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013044-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013046-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013456-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013604-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-014488-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-014489-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-014490-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-014633-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-015636-01	4/4/2022	5/4/2022	172	-	-	-	-	172
Project Learn	22-016810-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Rainbow Resource Center	3716087	4/4/2022	5/4/2022	38	-	-	-	-	38
Rainbow Resource Center	3716094	4/4/2022	5/4/2022	16	-	-	-	-	16
Playground Training Academy, LLC	21-209379-01	4/4/2022	5/4/2022	78	-	-	-	-	78
Playground Training Academy, LLC	22-007271-02	4/4/2022	5/4/2022	75	-	-	-	-	75
Tutoring Club	22-005839-02	4/4/2022	5/4/2022	450	-	-	-	-	450
United Conservatory of Music	22-015762-01	4/4/2022	5/4/2022	160	-	-	-	-	160
Rainbow Resource Center	3716092	4/4/2022	5/4/2022	65	-	-	-	-	65
Rainbow Resource Center	3716095	4/4/2022	5/4/2022	16	-	-	-	-	16
Project Learn	22-009205-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-010571-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013603-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-014551-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Playground Training Academy, LLC	22-001901-02	4/4/2022	5/4/2022	90	-	-	-	-	90
Playground Training Academy, LLC	22-013704-02	4/4/2022	5/4/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-014025-01	4/4/2022	5/4/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-014027-01	4/4/2022	5/4/2022	85	-	-	-	-	85
Rainbow Resource Center	3716091	4/4/2022	5/4/2022	41	-	-	-	-	41
Rainbow Resource Center	3716093	4/4/2022	5/4/2022	16	-	-	-	-	16
Project Learn	22-012941-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013814-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013884-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-013905-01	4/4/2022	5/4/2022	100	-	-	-	-	100
Project Learn	22-016044-01	4/4/2022	5/4/2022	260	-	-	-	-	260
Playground Training Academy, LLC	22-011778-02	4/4/2022	5/4/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-012991-01	4/4/2022	5/4/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-015387-01	4/4/2022	5/4/2022	85	-	-	-	-	85
Innoved Inc.	22-006148-02	4/4/2022	5/4/2022	165	-	-	-	-	165
Kumon of Carmel	22-008437-02	4/4/2022	5/4/2022	189	-	-	-	-	189
Learning Without Tears	INV140460	4/4/2022	5/4/2022	76	-	-	-	-	76
Melanie Sweet	22-016778-01	4/4/2022	5/4/2022	60	-	-	-	-	60
Playground Training Academy, LLC	22-008024-02	4/4/2022	5/4/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-011944-02	4/4/2022	5/4/2022	110	-	-	-	-	110
Rainbow Resource Center	3715654	4/4/2022	5/4/2022	267	-	-	-	40 of 183	267

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Melanie Sweet	22-016996-01	4/4/2022	5/4/2022	160	-	-	-	-	160
United Conservatory of Music	22-016169-01	4/4/2022	5/4/2022	160	-	-	-	-	160
Kumon of Carmel	22-007952-01	4/4/2022	5/4/2022	165	-	-	-	-	165
Kumon of Carmel	22-007952-02	4/4/2022	5/4/2022	165	-	-	-	-	165
Home Science Tools	000408929	4/4/2022	5/4/2022	131	-	-	-	-	131
Innoved Inc.	22-010132-02	4/4/2022	5/4/2022	175	-	-	-	-	175
All About Learning Press, Inc.	910840	4/4/2022	5/4/2022	360	-	-	-	-	360
Beautiful Feet Books, Inc.	16639	4/4/2022	5/4/2022	324	-	-	-	-	324
Innoved Inc.	22-010468-01	4/4/2022	5/4/2022	175	-	-	-	-	175
Innoved Inc.	22-015518-01	4/4/2022	5/4/2022	175	-	-	-	-	175
Christine Beltz	22-001988-01	4/4/2022	5/4/2022	250	-	-	-	-	250
Christine Beltz	22-005165-01	4/4/2022	5/4/2022	100	-	-	-	-	100
United Conservatory of Music	22-011439-02	4/4/2022	5/4/2022	144	-	-	-	-	144
Playground Training Academy, LLC	22-011784-02	4/4/2022	5/4/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-015570-01	4/4/2022	5/4/2022	85	-	-	-	-	85
Project Learn	22-010793-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-011712-02	4/4/2022	5/4/2022	300	-	-	-	-	300
Project Learn	22-016638-01	4/4/2022	5/4/2022	300	-	-	-	-	300
Rainbow Resource Center	3716090	4/4/2022	5/4/2022	22	-	-	-	-	22
Rayford Shorin-Ryu	22-010422-02	4/5/2022	5/5/2022	65	-	-	-	-	65
Rayford Shorin-Ryu	22-010603-01	4/5/2022	5/5/2022	65	-	-	-	-	65
The Dance Center	22-006007-01	4/5/2022	5/5/2022	284	-	-	-	-	284
The Talk Team	101249	4/5/2022	5/5/2022	805	-	-	-	-	805
Teacher Synergy, LLC	191185467	4/14/2022	5/5/2022	115	-	-	-	-	115
Guido's Martial Arts Academy	22-006602-01	4/5/2022	5/5/2022	169	-	-	-	-	169
Guido's Martial Arts Academy	22-017390-01	4/5/2022	5/5/2022	199	-	-	-	-	199
Beautiful Feet Books, Inc.	16658	4/5/2022	5/5/2022	256	-	-	-	-	256
Beautiful Feet Books, Inc.	16662	4/5/2022	5/5/2022	422	-	-	-	-	422
Alison Weidenheimer	22-008633-02	4/5/2022	5/5/2022	150	-	-	-	-	150
Alison Weidenheimer	22-017303-01	4/5/2022	5/5/2022	200	-	-	-	-	200
Gracie Jiu-Jitsu Clovis	22-009965-02	4/5/2022	5/5/2022	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-009968-02	4/5/2022	5/5/2022	120	-	-	-	-	120
BrightThinker	SINV4469	4/5/2022	5/5/2022	124	-	-	-	-	124
BrightThinker	SINV4470	4/5/2022	5/5/2022	124	-	-	-	-	124
BrightThinker	SINV4471	4/5/2022	5/5/2022	124	-	-	-	-	124
Alison Weidenheimer	22-015522-01	4/5/2022	5/5/2022	200	-	-	-	-	200
Alison Weidenheimer	22-017286-01	4/5/2022	5/5/2022	100	-	-	-	-	100
Kumon Center of Clovis	22-012410-04	4/5/2022	5/5/2022	150	-	-	-	-	150
Guido's Martial Arts Academy	22-011270-02	4/5/2022	5/5/2022	148	-	-	-	-	148
Guido's Martial Arts Academy	22-014798-02	4/5/2022	5/5/2022	169	-	-	-	-	169
United Conservatory of Music	22-016751-01	4/5/2022	5/5/2022	160	-	-	-	-	160
The Talk Team	101247	4/5/2022	5/5/2022	690	-	-	-	-	690

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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 Talk Team	101252	4/5/2022	5/5/2022	403	-	-	-	-	403
The Talk Team	101254	4/5/2022	5/5/2022	535	-	-	-	-	535
The Talk Team	101257	4/5/2022	5/5/2022	546	-	-	-	-	546
The Talk Team	101259	4/5/2022	5/5/2022	230	-	-	-	-	230
Ultimate Martial Arts Inc	22-016486-01	4/5/2022	5/5/2022	184	-	-	-	-	184
Ultimate Martial Arts Inc	22-017004-01	4/5/2022	5/5/2022	139	-	-	-	-	139
Rayford Shorin-Ryu	22-015096-01	4/5/2022	5/5/2022	65	-	-	-	-	65
Rayford Shorin-Ryu	22-017386-01	4/5/2022	5/5/2022	65	-	-	-	-	65
Kumon Center of Clovis	22-012410-03	4/5/2022	5/5/2022	150	-	-	-	-	150
Kumon Center of Clovis	22-013056-01	4/5/2022	5/5/2022	150	-	-	-	-	150
Teacher Synergy, LLC	191177950	4/14/2022	5/5/2022	4	-	-	-	-	4
The Dance Center	22-006011-01	4/5/2022	5/5/2022	284	-	-	-	-	284
The Talk Team	101250	4/5/2022	5/5/2022	259	-	-	-	-	259
The Talk Team	101253	4/5/2022	5/5/2022	780	-	-	-	-	780
The Talk Team	101255	4/5/2022	5/5/2022	520	-	-	-	-	520
Ultimate Martial Arts Inc	22-014580-02	4/5/2022	5/5/2022	159	-	-	-	-	159
Ultimate Martial Arts Inc	22-016487-01	4/5/2022	5/5/2022	184	-	-	-	-	184
Kumon Center of Clovis	22-014752-01	4/5/2022	5/5/2022	150	-	-	-	-	150
Guido's Martial Arts Academy	22-009225-01	4/5/2022	5/5/2022	169	-	-	-	-	169
Home Science Tools	000409231	4/5/2022	5/5/2022	118	-	-	-	-	118
Hooked on Phonics	HOP1432	4/5/2022	5/5/2022	43	-	-	-	-	43
Rainbow Resource Center	3717577	4/5/2022	5/5/2022	136	-	-	-	-	136
Rayford Shorin-Ryu	22-010020-02	4/5/2022	5/5/2022	65	-	-	-	-	65
Rayford Shorin-Ryu	22-010220-02	4/5/2022	5/5/2022	65	-	-	-	-	65
Alison Weidenheimer	22-017594-01	4/5/2022	5/5/2022	100	-	-	-	-	100
United Conservatory of Music	22-008304-03	4/5/2022	5/5/2022	160	-	-	-	-	160
United Conservatory of Music	22-008312-02	4/5/2022	5/5/2022	120	-	-	-	-	120
United Conservatory of Music	22-011378-02	4/5/2022	5/5/2022	240	-	-	-	-	240
United Conservatory of Music	22-011828-02	4/5/2022	5/5/2022	160	-	-	-	-	160
The Dance Center	22-006004-01	4/5/2022	5/5/2022	284	-	-	-	-	284
Guido's Martial Arts Academy	22-017392-01	4/5/2022	5/5/2022	199	-	-	-	-	199
Home Science Tools	000409232	4/5/2022	5/5/2022	260	-	-	-	-	260
Gracie Jiu-Jitsu Clovis	22-009774-02	4/5/2022	5/5/2022	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-012417-02	4/5/2022	5/5/2022	120	-	-	-	-	120
United Conservatory of Music	22-007638-02	4/5/2022	5/5/2022	160	-	-	-	-	160
United Conservatory of Music	22-011307-01	4/5/2022	5/5/2022	240	-	-	-	-	240
United Conservatory of Music	22-015683-01	4/5/2022	5/5/2022	160	-	-	-	-	160
The Dance Center	22-006009-01	4/5/2022	5/5/2022	316	-	-	-	-	316
The Talk Team	101260	4/5/2022	5/5/2022	575	-	-	-	-	575
United Conservatory of Music	22-016754-01	4/5/2022	5/5/2022	160	-	-	-	-	160
Gracie Jiu-Jitsu Clovis	22-009775-02	4/5/2022	5/5/2022	120	-	-	-	-	120
Guido's Martial Arts Academy	22-013882-01	4/5/2022	5/5/2022	175	-	-	-	-	175
Alison Weidenheimer	22-014685-01	4/5/2022	5/5/2022	200	-	-	-	-	200
BookShark	BI0002749	4/5/2022	5/5/2022	70	-	-	-	-	70
United Conservatory of Music	22-008311-02	4/5/2022	5/5/2022	120	-	-	-	42 of 183	120

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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 Talk Team	101241	4/5/2022	5/5/2022	1,150	-	-	-	-	1,150
The Talk Team	101242	4/5/2022	5/5/2022	650	-	-	-	-	650
The Talk Team	101244	4/5/2022	5/5/2022	1,035	-	-	-	-	1,035
The Talk Team	101251	4/5/2022	5/5/2022	455	-	-	-	-	455
The Talk Team	101256	4/5/2022	5/5/2022	190	-	-	-	-	190
The Talk Team	101258	4/5/2022	5/5/2022	705	-	-	-	-	705
Institute for Excellence in Writing	883579	4/5/2022	5/5/2022	123	-	-	-	-	123
Institute for Excellence in Writing	883598	4/5/2022	5/5/2022	217	-	-	-	-	217
Guido's Martial Arts Academy	22-004025-02	4/5/2022	5/5/2022	169	-	-	-	-	169
Guido's Martial Arts Academy	22-011271-02	4/5/2022	5/5/2022	148	-	-	-	-	148
Guido's Martial Arts Academy	22-013880-01	4/5/2022	5/5/2022	175	-	-	-	-	175
Guido's Martial Arts Academy	22-014341-02	4/5/2022	5/5/2022	169	-	-	-	-	169
Tutoring Club	22-017335-01	4/5/2022	5/5/2022	640	-	-	-	-	640
Ultimate Martial Arts Inc	22-010819-01	4/5/2022	5/5/2022	139	-	-	-	-	139
Ultimate Martial Arts Inc	22-014583-02	4/5/2022	5/5/2022	159	-	-	-	-	159
United Conservatory of Music	22-008307-02	4/5/2022	5/5/2022	160	-	-	-	-	160
United Conservatory of Music	22-014801-01	4/5/2022	5/5/2022	80	-	-	-	-	80
United Conservatory of Music	22-016233-01	4/5/2022	5/5/2022	160	-	-	-	-	160
Rayford Shorin-Ryu	22-015205-01	4/5/2022	5/5/2022	65	-	-	-	-	65
Teacher Synergy, LLC	191186441	4/14/2022	5/5/2022	13	-	-	-	-	13
Rainbow Resource Center	3717576	4/5/2022	5/5/2022	238	-	-	-	-	238
Rayford Shorin-Ryu	22-010602-01	4/5/2022	5/5/2022	65	-	-	-	-	65
The Talk Team	101243	4/5/2022	5/5/2022	633	-	-	-	-	633
The Talk Team	101245	4/5/2022	5/5/2022	690	-	-	-	-	690
The Talk Team	101246	4/5/2022	5/5/2022	661	-	-	-	-	661
The Talk Team	101248	4/5/2022	5/5/2022	460	-	-	-	-	460
The Dance Center	22-006005-01	4/5/2022	5/5/2022	284	-	-	-	-	284
BrightThinker	SINV4468	4/5/2022	5/5/2022	124	-	-	-	-	124
Tutoring Club	22-017334-01	4/5/2022	5/5/2022	640	-	-	-	-	640
Ultimate Martial Arts Inc	22-009845-02	4/5/2022	5/5/2022	184	-	-	-	-	184
Ultimate Martial Arts Inc	22-012788-01	4/5/2022	5/5/2022	159	-	-	-	-	159
Rainbow Resource Center	3718747	4/6/2022	5/6/2022	154	-	-	-	-	154
Maureen M. Solomon	22-010170-01	4/6/2022	5/6/2022	150	-	-	-	-	150
Cornerstone Educational Solutions	Yosemite 4-22	4/6/2022	5/6/2022	1,700	-	-	-	-	1,700
Deborah Lemen Acting Studio	22-014167-02	4/6/2022	5/6/2022	265	-	-	-	-	265
Home Science Tools	000409576	4/6/2022	5/6/2022	113	-	-	-	-	113
Susan Mason	22-014673-02	4/6/2022	5/6/2022	540	-	-	-	-	540
Rose Music Studios LLC	22-017593-01	4/6/2022	5/6/2022	120	-	-	-	-	120
Rainbow Resource Center	3719128	4/6/2022	5/6/2022	163	-	-	-	-	163
GL Kenpo	22-017305-01	4/6/2022	5/6/2022	390	-	-	-	-	390
Educational Development Corporation	DIR0830704	4/6/2022	5/6/2022	92	-	-	-	-	92
Learning Without Tears	INV140600	4/6/2022	5/6/2022	395	-	-	-	-	395
Susan Mason	22-014668-02	4/6/2022	5/6/2022	540	-	-	-	-	540
GL Kenpo	22-017307-01	4/6/2022	5/6/2022	390	-	-	-	-	390
Susan Mason	22-012154-02	4/6/2022	5/6/2022	180	-	-	-	-	180

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Susan Mason	22-014670-02	4/6/2022	5/6/2022	540	-	-	-	-	540
Deborah Lemen Acting Studio	22-011237-01	4/6/2022	5/6/2022	220	-	-	-	-	220
Kimberly Schapansky	22-015211-01	4/6/2022	5/6/2022	90	-	-	-	-	90
Rose Music Studios LLC	22-012849-01	4/6/2022	5/6/2022	120	-	-	-	-	120
Rainbow Resource Center	3719185	4/6/2022	5/6/2022	62	-	-	-	-	62
Susan Mason	22-014667-02	4/6/2022	5/6/2022	540	-	-	-	-	540
GL Kenpo	22-016273-01	4/6/2022	5/6/2022	160	-	-	-	-	160
Deborah Lemen Acting Studio	22-014167-01	4/6/2022	5/6/2022	265	-	-	-	-	265
Dinamite Sports Event Center	22-009871-01	4/6/2022	5/6/2022	175	-	-	-	-	175
Kimberly Schapansky	22-015206-01	4/6/2022	5/6/2022	90	-	-	-	-	90
Melanie Sweet	22-017383-01	4/6/2022	5/6/2022	100	-	-	-	-	100
Northwest Studio for Ballet	22-009392-02	4/6/2022	5/6/2022	189	-	-	-	-	189
RoJenDesigns	22-006559-01	4/6/2022	5/6/2022	175	-	-	-	-	175
RoJenDesigns	22-010768-01	4/6/2022	5/6/2022	75	-	-	-	-	75
Melanie Sweet	22-017383-02	4/6/2022	5/6/2022	160	-	-	-	-	160
Rainbow Resource Center	3719127	4/6/2022	5/6/2022	31	-	-	-	-	31
Susan Mason	22-012155-02	4/6/2022	5/6/2022	180	-	-	-	-	180
BookShark	BI0002797	4/6/2022	5/6/2022	127	-	-	-	-	127
All About Learning Press, Inc.	910870	4/6/2022	5/6/2022	262	-	-	-	-	262
Brian Hammons Piano	22-017496-01	4/6/2022	5/6/2022	150	-	-	-	-	150
Brian Hammons Piano	22-017493-01	4/6/2022	5/6/2022	150	-	-	-	-	150
Susan Mason	22-017095-01	4/6/2022	5/6/2022	240	-	-	-	-	240
Frances T Salafia	22-016284-01	4/6/2022	5/6/2022	90	-	-	-	-	90
Minds on Education Inc	178237A	4/6/2022	5/6/2022	19	-	-	-	-	19
Home Science Tools	000409577	4/6/2022	5/6/2022	73	-	-	-	-	73
Maureen M. Solomon	22-005019-02	4/7/2022	5/7/2022	150	-	-	-	-	150
Patricia Shubeck	22-000578-01	4/7/2022	5/7/2022	240	-	-	-	-	240
Patricia Shubeck	22-001138-01	4/7/2022	5/7/2022	240	-	-	-	-	240
Singapore Math, Inc.	S221667	4/7/2022	5/7/2022	31	-	-	-	-	31
Beautiful Feet Books, Inc.	16690	4/7/2022	5/7/2022	257	-	-	-	-	257
Central California Gymnastics Institute I	22-008085-01	4/7/2022	5/7/2022	75	-	-	-	-	75
Erilynne Christiansen	22-004236-02	4/7/2022	5/7/2022	100	-	-	-	-	100
Maria A. Lazo	22-013038-01	4/7/2022	5/7/2022	120	-	-	-	-	120
Central California Gymnastics Institute I	22-008270-01	4/7/2022	5/7/2022	68	-	-	-	-	68
Home Science Tools	000409832	4/7/2022	5/7/2022	224	-	-	-	-	224
Homeschool Spanish Academy	22-001043-01	4/7/2022	5/7/2022	249	-	-	-	-	249
Math Crazy	22-017784-01	4/7/2022	5/7/2022	550	-	-	-	-	550
JackKris Publishing, LLC	YVS-2022-004	4/7/2022	5/7/2022	66	-	-	-	-	66
Clovis Hills Community Church	CLOV040722	4/7/2022	5/7/2022	748	-	-	-	-	748
MEL Science U.S. LLC	KR2022040714	4/7/2022	5/7/2022	227	-	-	-	-	227
Math Crazy	22-017787-01	4/7/2022	5/7/2022	550	-	-	-	-	550
San Benito Dance Academy	22-017104-01	4/7/2022	5/7/2022	80	-	-	-	-	80
San Benito Dance Academy	22-017104-02	4/7/2022	5/7/2022	80	-	-	-	-	80
Rainbow Resource Center	3720397	4/7/2022	5/7/2022	202	-	-	-	-	202
Rainbow Resource Center	3720399	4/7/2022	5/7/2022	103	-	-	-	-	103

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Patricia Shubeck	22-000579-01	4/7/2022	5/7/2022	240	-	-	-	-	240
Patricia Shubeck	22-000373-01	4/7/2022	5/7/2022	75	-	-	-	-	75
Rainbow Resource Center	3720360	4/7/2022	5/7/2022	204	-	-	-	-	204
Oak Meadow Inc.	129873	4/7/2022	5/7/2022	623	-	-	-	-	623
Singapore Math, Inc.	S221666	4/7/2022	5/7/2022	31	-	-	-	-	31
Homeschool Spanish Academy	22-000342-01	4/7/2022	5/7/2022	249	-	-	-	-	249
Erilynne Christiansen	22-004237-02	4/7/2022	5/7/2022	100	-	-	-	-	100
Cullinan Education Center, Inc.	22-005464-02	4/7/2022	5/7/2022	245	-	-	-	-	245
Reverent School of Movement LLC	22-015833-01	4/7/2022	5/7/2022	100	-	-	-	-	100
Rainbow Resource Center	3720050	4/7/2022	5/7/2022	112	-	-	-	-	112
Paula H. Farrell	22-011819-01	4/7/2022	5/7/2022	120	-	-	-	-	120
Playground Training Academy, LLC	22-016481-01	4/8/2022	5/8/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-016960-01	4/8/2022	5/8/2022	90	-	-	-	-	90
Moving Beyond the Page	266365	4/8/2022	5/8/2022	147	-	-	-	-	147
Nicole the Math Lady LLC	4407	4/8/2022	5/8/2022	59	-	-	-	-	59
Steinway Piano Gallery of Fresno	22-007645-02	4/8/2022	5/8/2022	140	-	-	-	-	140
Good Dirt Pottery Studio	22-010595-02	4/8/2022	5/8/2022	80	-	-	-	-	80
Good Dirt Pottery Studio	22-011417-01	4/8/2022	5/8/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-011972-02	4/8/2022	5/8/2022	160	-	-	-	-	160
Good Dirt Pottery Studio	22-015506-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Kevin Freeman	22-009885-01	4/8/2022	5/8/2022	240	-	-	-	-	240
Steinway Piano Gallery of Fresno	22-008171-02	4/8/2022	5/8/2022	140	-	-	-	-	140
Silver Bell Barn & Equestrian Center	22-015176-01	4/8/2022	5/8/2022	70	-	-	-	-	70
Institute for Excellence in Writing	882847	4/8/2022	5/8/2022	27	-	-	-	-	27
Good Dirt Pottery Studio	22-015936-01	4/8/2022	5/8/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-010802-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Good Dirt Pottery Studio	22-010802-02	4/8/2022	5/8/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-015504-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Good Dirt Pottery Studio	22-015939-01	4/8/2022	5/8/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-017636-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Rayford Shorin-Ryu	22-018076-01	4/8/2022	5/8/2022	65	-	-	-	-	65
Silver Bell Barn & Equestrian Center	22-012511-01	4/8/2022	5/8/2022	280	-	-	-	-	280
Steinway Piano Gallery of Fresno	22-007441-02	4/8/2022	5/8/2022	200	-	-	-	-	200
Steinway Piano Gallery of Fresno	22-008170-02	4/8/2022	5/8/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	22-014136-01	4/8/2022	5/8/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	22-015029-01	4/8/2022	5/8/2022	70	-	-	-	-	70
All About Learning Press, Inc.	910904	4/8/2022	5/8/2022	119	-	-	-	-	119
Playground Training Academy, LLC	22-016959-01	4/8/2022	5/8/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-017708-01	4/8/2022	5/8/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-017711-01	4/8/2022	5/8/2022	100	-	-	-	-	100
JackKris Publishing, LLC	YVS-2022-005	4/8/2022	5/8/2022	95	-	-	-	-	95
Elemental Science	IN-4294	4/8/2022	5/8/2022	124	-	-	-	-	124
GL Kenpo	22-017857-01	4/8/2022	5/8/2022	390	-	-	-	-	390
Silver Bell Barn & Equestrian Center	22-012271-01	4/8/2022	5/8/2022	210	-	-	-	-	210
Steinway Piano Gallery of Fresno	22-014873-01	4/8/2022	5/8/2022	140	-	-	-	-	140

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Steinway Piano Gallery of Fresno	22-014875-01	4/8/2022	5/8/2022	140	-	-	-	-	140
Rainbow Resource Center	3720724	4/8/2022	5/8/2022	142	-	-	-	-	142
Good Dirt Pottery Studio	22-009177-02	4/8/2022	5/8/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-011975-02	4/8/2022	5/8/2022	160	-	-	-	-	160
Good Dirt Pottery Studio	22-014024-01	4/8/2022	5/8/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-015505-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Steinway Piano Gallery of Fresno	22-010690-02	4/8/2022	5/8/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	22-015030-01	4/8/2022	5/8/2022	70	-	-	-	-	70
JackKris Publishing, LLC	YVS-2022-006	4/8/2022	5/8/2022	95	-	-	-	-	95
Logic of English	SI-147812	4/8/2022	5/8/2022	28	-	-	-	-	28
Rayford Shorin-Ryu	22-018075-01	4/8/2022	5/8/2022	65	-	-	-	-	65
Silver Bell Barn & Equestrian Center	22-012512-01	4/8/2022	5/8/2022	280	-	-	-	-	280
Steinway Piano Gallery of Fresno	22-014146-01	4/8/2022	5/8/2022	140	-	-	-	-	140
Home Science Tools	000410008	4/8/2022	5/8/2022	400	-	-	-	-	400
GL Kenpo	22-017853-01	4/8/2022	5/8/2022	390	-	-	-	-	390
Good Dirt Pottery Studio	22-013382-01	4/8/2022	5/8/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-016849-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Aspire Speech & Learning Center	22-005466-01	4/8/2022	5/8/2022	160	-	-	-	-	160
Aspire Speech & Learning Center	22-016391-01	4/8/2022	5/8/2022	240	-	-	-	-	240
Good Dirt Pottery Studio	22-010596-02	4/8/2022	5/8/2022	80	-	-	-	-	80
Good Dirt Pottery Studio	22-011972-01	4/8/2022	5/8/2022	160	-	-	-	-	160
Good Dirt Pottery Studio	22-014023-01	4/8/2022	5/8/2022	180	-	-	-	-	180
Good Dirt Pottery Studio	22-015938-01	4/8/2022	5/8/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-017158-01	4/8/2022	5/8/2022	40	-	-	-	-	40
Bitsbox	4660	4/8/2022	5/8/2022	87	-	-	-	-	87
Aspire Speech & Learning Center	22-005468-01	4/8/2022	5/8/2022	160	-	-	-	-	160
Steinway Piano Gallery of Fresno	22-010666-01	4/8/2022	5/8/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	22-011031-01	4/8/2022	5/8/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	22-011035-01	4/8/2022	5/8/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	22-014876-01	4/8/2022	5/8/2022	140	-	-	-	-	140
Good Dirt Pottery Studio	22-011975-01	4/8/2022	5/8/2022	160	-	-	-	-	160
Good Dirt Pottery Studio	22-013382-02	4/8/2022	5/8/2022	40	-	-	-	-	40
Good Dirt Pottery Studio	22-014882-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Good Dirt Pottery Studio	22-016851-01	4/8/2022	5/8/2022	80	-	-	-	-	80
Good Dirt Pottery Studio	22-017637-01	4/8/2022	5/8/2022	80	-	-	-	-	80
BrightThinker	SINV4521	4/8/2022	5/8/2022	465	-	-	-	-	465
Rainbow Resource Center	3721317	4/8/2022	5/8/2022	34	-	-	-	-	34
Simin Cruz	22-014743-01	4/9/2022	5/9/2022	120	-	-	-	-	120
Teacher Synergy, LLC	191380376	4/18/2022	5/9/2022	20	-	-	-	-	20
Sandbar Surf Company, LLC	22-015961-01	4/9/2022	5/9/2022	700	-	-	-	-	700
Sandbar Surf Company, LLC	22-014401-01	4/9/2022	5/9/2022	70	-	-	-	-	70
Sandbar Surf Company, LLC	22-015958-01	4/9/2022	5/9/2022	700	-	-	-	-	700
Young Music, LLC	18969	4/9/2022	5/9/2022	97	-	-	-	-	97
Specialized Therapy Services, Inc	YVCS01-0322	3/31/2022	5/10/2022	883	-	-	-	-	883
America's Kids Inc.	22-016953-01	4/10/2022	5/10/2022	249	-	-	-	46 of 183	249

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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.	22-014847-01	4/10/2022	5/10/2022	19	-	-	-	-	19
America's Kids Inc.	22-016771-01	4/10/2022	5/10/2022	77	-	-	-	-	77
High Performance Academy LLC	22-017312-01	4/10/2022	5/10/2022	305	-	-	-	-	305
PRN Nursing Consultants LLC	220153	4/10/2022	5/10/2022	225	-	-	-	-	225
America's Kids Inc.	22-014855-01	4/10/2022	5/10/2022	19	-	-	-	-	19
America's Kids Inc.	22-015807-01	4/10/2022	5/10/2022	199	-	-	-	-	199
America's Kids Inc.	22-014845-02	4/10/2022	5/10/2022	58	-	-	-	-	58
America's Kids Inc.	22-015760-01	4/10/2022	5/10/2022	300	-	-	-	-	300
America's Kids Inc.	22-016158-01	4/10/2022	5/10/2022	314	-	-	-	-	314
America's Kids Inc.	22-014865-01	4/10/2022	5/10/2022	137	-	-	-	-	137
America's Kids Inc.	22-015141-01	4/10/2022	5/10/2022	77	-	-	-	-	77
Trigger Memory Co.	2794	4/10/2022	5/10/2022	25	-	-	-	-	25
America's Kids Inc.	22-013308-01	4/10/2022	5/10/2022	80	-	-	-	-	80
America's Kids Inc.	22-014845-01	4/10/2022	5/10/2022	39	-	-	-	-	39
America's Kids Inc.	22-014855-02	4/10/2022	5/10/2022	77	-	-	-	-	77
America's Kids Inc.	22-016478-01	4/10/2022	5/10/2022	182	-	-	-	-	182
America's Kids Inc.	22-016767-01	4/10/2022	5/10/2022	77	-	-	-	-	77
America's Kids Inc.	22-014246-01	4/10/2022	5/10/2022	220	-	-	-	-	220
America's Kids Inc.	22-014847-02	4/10/2022	5/10/2022	58	-	-	-	-	58
America's Kids Inc.	22-015244-01	4/10/2022	5/10/2022	142	-	-	-	-	142
America's Kids Inc.	22-015862-01	4/10/2022	5/10/2022	89	-	-	-	-	89
America's Kids Inc.	22-013311-01	4/10/2022	5/10/2022	77	-	-	-	-	77
America's Kids Inc.	22-014987-01	4/10/2022	5/10/2022	96	-	-	-	-	96
America's Kids Inc.	22-016323-01	4/10/2022	5/10/2022	83	-	-	-	-	83
America's Kids Inc.	22-016956-01	4/10/2022	5/10/2022	249	-	-	-	-	249
America's Kids Inc.	22-016964-01	4/10/2022	5/10/2022	249	-	-	-	-	249
Hidden Hills Ranch	22-004276-02	4/11/2022	5/11/2022	200	-	-	-	-	200
Hidden Hills Ranch	22-010684-01	4/11/2022	5/11/2022	200	-	-	-	-	200
Hidden Hills Ranch	22-011352-01	4/11/2022	5/11/2022	260	-	-	-	-	260
Hidden Hills Ranch	22-011357-01	4/11/2022	5/11/2022	160	-	-	-	-	160
Teacher Synergy, LLC	191679486	4/20/2022	5/11/2022	19	-	-	-	-	19
C'est La Vie Arts	22-016256-01	4/11/2022	5/11/2022	480	-	-	-	-	480
Educational Development Corporation	DIR10000149	4/11/2022	5/11/2022	146	-	-	-	-	146
Educational Development Corporation	DIR10000152	4/11/2022	5/11/2022	39	-	-	-	-	39
C'est La Vie Arts	22-016257-01	4/11/2022	5/11/2022	480	-	-	-	-	480
C'est La Vie Arts	22-016261-01	4/11/2022	5/11/2022	480	-	-	-	-	480
Aspire Speech & Learning Center	22-011676-01	4/11/2022	5/11/2022	360	-	-	-	-	360
Hidden Hills Ranch	22-004278-02	4/11/2022	5/11/2022	175	-	-	-	-	175
Hidden Hills Ranch	22-005812-01	4/11/2022	5/11/2022	175	-	-	-	-	175
Hidden Hills Ranch	22-005815-01	4/11/2022	5/11/2022	175	-	-	-	-	175
Hidden Hills Ranch	22-006235-02	4/11/2022	5/11/2022	225	-	-	-	-	225
Hidden Hills Ranch	22-009933-01	4/11/2022	5/11/2022	225	-	-	-	-	225
Hidden Hills Ranch	22-010341-01	4/11/2022	5/11/2022	70	-	-	-	-	70
Educational Development Corporation	DIR10000150	4/11/2022	5/11/2022	28	-	-	-	-	28
Educational Development Corporation	DIR10000151	4/11/2022	5/11/2022	84	-	-	-	-	84

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Teacher Synergy, LLC	191678437	4/20/2022	5/11/2022	11	-	-	-	-	11
Home Science Tools	000410441	4/11/2022	5/11/2022	50	-	-	-	-	50
Hidden Hills Ranch	22-004274-02	4/11/2022	5/11/2022	175	-	-	-	-	175
Hidden Hills Ranch	22-005811-01	4/11/2022	5/11/2022	175	-	-	-	-	175
Educational Development Corporation	DIR10000137	4/11/2022	5/11/2022	34	-	-	-	-	34
Sandbar Surf Company, LLC	22-015964-01	4/11/2022	5/11/2022	700	-	-	-	-	700
Hidden Hills Ranch	22-010544-01	4/11/2022	5/11/2022	54	-	-	-	-	54
Hidden Hills Ranch	22-004273-02	4/11/2022	5/11/2022	175	-	-	-	-	175
Hidden Hills Ranch	22-004276-01	4/11/2022	5/11/2022	200	-	-	-	-	200
Hidden Hills Ranch	22-008836-01	4/11/2022	5/11/2022	180	-	-	-	-	180
Hidden Hills Ranch	22-009928-01	4/11/2022	5/11/2022	225	-	-	-	-	225
Hidden Hills Ranch	22-010333-01	4/11/2022	5/11/2022	70	-	-	-	-	70
Home Science Tools	000410440	4/11/2022	5/11/2022	298	-	-	-	-	298
Teacher Synergy, LLC	191682431	4/20/2022	5/11/2022	30	-	-	-	-	30
Educational Development Corporation	DIR10000138	4/11/2022	5/11/2022	53	-	-	-	-	53
Activities for Learning Inc.	385362	4/11/2022	5/11/2022	28	-	-	-	-	28
Rainbow Resource Center	3721486	4/11/2022	5/11/2022	51	-	-	-	-	51
Melanie Sweet	22-018556-01	4/11/2022	5/11/2022	160	-	-	-	-	160
Educational Development Corporation	DIR10000136	4/11/2022	5/11/2022	105	-	-	-	-	105
Hidden Hills Ranch	22-010331-01	4/11/2022	5/11/2022	70	-	-	-	-	70
Hidden Hills Ranch	22-013490-01	4/11/2022	5/11/2022	193	-	-	-	-	193
History Unboxed LLC	wc-13763HU	4/11/2022	5/11/2022	558	-	-	-	-	558
Hidden Hills Ranch	22-003943-01	4/11/2022	5/11/2022	195	-	-	-	-	195
Hidden Hills Ranch	22-005813-01	4/11/2022	5/11/2022	175	-	-	-	-	175
Educational Development Corporation	DIR10000148	4/11/2022	5/11/2022	104	-	-	-	-	104
Hidden Hills Ranch	22-007376-02	4/11/2022	5/11/2022	180	-	-	-	-	180
Teacher Synergy, LLC	191679868	4/20/2022	5/11/2022	6	-	-	-	-	6
C'est La Vie Arts	22-012035-02	4/11/2022	5/11/2022	80	-	-	-	-	80
CARD - Center for Autism and Related D	D-04762568	4/11/2022	5/11/2022	2,085	-	-	-	-	2,085
Hidden Hills Ranch	22-002917-01	4/11/2022	5/11/2022	130	-	-	-	-	130
Hidden Hills Ranch	22-006231-02	4/11/2022	5/11/2022	225	-	-	-	-	225
Hidden Hills Ranch	22-010348-01	4/11/2022	5/11/2022	225	-	-	-	-	225
Teacher Synergy, LLC	191680541	4/20/2022	5/11/2022	8	-	-	-	-	8
Rich Oliver Racing, Inc.	22-007212-01	4/12/2022	5/12/2022	525	-	-	-	-	525
Monterey Bay Taekwondo Academy	22-012787-01	4/12/2022	5/12/2022	150	-	-	-	-	150
Rainbow Resource Center	3723252	4/12/2022	5/12/2022	17	-	-	-	-	17
Educational Development Corporation	DIR10007358	4/12/2022	5/12/2022	29	-	-	-	-	29
Learning Without Tears	INV140880	4/12/2022	5/12/2022	20	-	-	-	-	20
Rainbow Resource Center	3723402	4/12/2022	5/12/2022	22	-	-	-	-	22
School Pathways, LLC	140-INV3300	4/12/2022	5/12/2022	28,415	-	-	-	-	28,415
Melanie Sweet	22-017825-01	4/12/2022	5/12/2022	90	-	-	-	-	90
Singapore Math, Inc.	S222043	4/12/2022	5/12/2022	43	-	-	-	-	43
Rich Oliver Racing, Inc.	22-007217-01	4/12/2022	5/12/2022	525	-	-	-	-	525
Learning Without Tears	INV140770	4/12/2022	5/12/2022	46	-	-	-	-	46
Learning Without Tears	INV140876	4/12/2022	5/12/2022	20	-	-	-	-	20

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Logic of English	SI-148072	4/12/2022	5/12/2022	33	-	-	-	-	33
Rich Oliver Racing, Inc.	22-007219-01	4/12/2022	5/12/2022	525	-	-	-	-	525
Playground Training Academy, LLC	22-017171-01	4/12/2022	5/12/2022	80	-	-	-	-	80
Rainbow Resource Center	3723062	4/12/2022	5/12/2022	52	-	-	-	-	52
Learning Without Tears	INV140804	4/12/2022	5/12/2022	20	-	-	-	-	20
Rich Oliver Racing, Inc.	22-013767-01	4/12/2022	5/12/2022	525	-	-	-	-	525
Don Johnston Inc	00458626	4/12/2022	5/12/2022	65	-	-	-	-	65
Don Johnston Inc	00458625	4/12/2022	5/12/2022	65	-	-	-	-	65
Rainbow Resource Center	3723250	4/12/2022	5/12/2022	19	-	-	-	-	19
Rainbow Resource Center	3724641	4/13/2022	5/13/2022	66	-	-	-	-	66
Michele Lafferre	22-018472-01	4/13/2022	5/13/2022	180	-	-	-	-	180
Michelle Barnes	22-015012-02	4/13/2022	5/13/2022	90	-	-	-	-	90
DeRoche LLC	22-005568-01	4/13/2022	5/13/2022	55	-	-	-	-	55
Teacher Synergy, LLC	191873130	4/22/2022	5/13/2022	36	-	-	-	-	36
DeRoche LLC	22-000397-01	4/13/2022	5/13/2022	45	-	-	-	-	45
DeRoche LLC	21-227791-02	4/13/2022	5/13/2022	55	-	-	-	-	55
DeRoche LLC	22-004650-01	4/13/2022	5/13/2022	55	-	-	-	-	55
Rainbow Resource Center	3724439	4/13/2022	5/13/2022	313	-	-	-	-	313
Rainbow Resource Center	3724662	4/13/2022	5/13/2022	85	-	-	-	-	85
Rainbow Resource Center	3724270	4/13/2022	5/13/2022	74	-	-	-	-	74
Rainbow Resource Center	3724657	4/13/2022	5/13/2022	422	-	-	-	-	422
DeRoche LLC	22-007609-01	4/13/2022	5/13/2022	55	-	-	-	-	55
Studies Weekly	435566	4/13/2022	5/13/2022	32	-	-	-	-	32
Moving Beyond the Page	266543	4/13/2022	5/13/2022	922	-	-	-	-	922
Moving Beyond the Page	266544	4/13/2022	5/13/2022	960	-	-	-	-	960
Project Learn	22-018268-01	4/13/2022	5/13/2022	150	-	-	-	-	150
Michael Yerzy	22-013995-02	4/13/2022	5/13/2022	200	-	-	-	-	200
Michelle Barnes	22-015015-01	4/13/2022	5/13/2022	30	-	-	-	-	30
Institute for Excellence in Writing	886410	4/20/2022	5/13/2022	53	-	-	-	-	53
Michael Yerzy	22-013995-01	4/13/2022	5/13/2022	200	-	-	-	-	200
Michelle Barnes	22-015015-02	4/13/2022	5/13/2022	30	-	-	-	-	30
Moving Beyond the Page	266567	4/13/2022	5/13/2022	262	-	-	-	-	262
Home Science Tools	000410967	4/13/2022	5/13/2022	47	-	-	-	-	47
Michelle Barnes	22-001345-01	4/13/2022	5/13/2022	690	-	-	-	-	690
Michelle Barnes	22-008955-01	4/13/2022	5/13/2022	300	-	-	-	-	300
Michelle Barnes	22-014862-01	4/13/2022	5/13/2022	280	-	-	-	-	280
Michelle Barnes	22-015012-01	4/13/2022	5/13/2022	30	-	-	-	-	30
Elemental Science	IN-4311	4/13/2022	5/13/2022	114	-	-	-	-	114
Jazz Fresno	22-014349-01	4/13/2022	5/13/2022	140	-	-	-	-	140
Brenda Myers	22-018890-01	4/13/2022	5/13/2022	100	-	-	-	-	100
DeRoche LLC	22-005365-01	4/13/2022	5/13/2022	55	-	-	-	-	55
Michael Yerzy	22-010694-01	4/13/2022	5/13/2022	180	-	-	-	-	180
Michael Yerzy	22-010694-02	4/13/2022	5/13/2022	180	-	-	-	-	180
Michelle Barnes	22-008954-01	4/13/2022	5/13/2022	300	-	-	-	-	300
Rainbow Resource Center	3724661	4/13/2022	5/13/2022	205	-	-	-	49 of 183	205

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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	3724729	4/13/2022	5/13/2022	27	-	-	-	-	27
Rainbow Resource Center	3724599	4/13/2022	5/13/2022	92	-	-	-	-	92
Rainbow Resource Center	3724639	4/13/2022	5/13/2022	59	-	-	-	-	59
Rainbow Resource Center	3724660	4/13/2022	5/13/2022	181	-	-	-	-	181
Michelle Barnes	22-009834-01	4/13/2022	5/13/2022	120	-	-	-	-	120
DeRoche LLC	21-227793-02	4/13/2022	5/13/2022	55	-	-	-	-	55
DeRoche LLC	22-004649-01	4/13/2022	5/13/2022	55	-	-	-	-	55
Diana Porter	22-005235-02	4/14/2022	5/14/2022	72	-	-	-	-	72
BrightThinker	SINV4544	4/14/2022	5/14/2022	124	-	-	-	-	124
Molly C. Oliver	22-014056-02	4/14/2022	5/14/2022	180	-	-	-	-	180
Hidden Hills Ranch	22-012264-01	4/14/2022	5/14/2022	65	-	-	-	-	65
Hidden Hills Ranch	22-009509-02	4/14/2022	5/14/2022	300	-	-	-	-	300
Molly C. Oliver	22-016348-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Molly C. Oliver	22-014058-02	4/14/2022	5/14/2022	180	-	-	-	-	180
Studies Weekly	435767	4/14/2022	5/14/2022	32	-	-	-	-	32
Diana Porter	22-003996-02	4/14/2022	5/14/2022	72	-	-	-	-	72
Diana Porter	22-009938-01	4/14/2022	5/14/2022	54	-	-	-	-	54
Diana Porter	22-011256-01	4/14/2022	5/14/2022	54	-	-	-	-	54
Molly C. Oliver	22-009962-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Molly C. Oliver	22-009966-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Molly C. Oliver	22-014523-01	4/14/2022	5/14/2022	180	-	-	-	-	180
Hidden Hills Ranch	22-007973-01	4/14/2022	5/14/2022	125	-	-	-	-	125
Jessica Knutson	22-017365-01	4/14/2022	5/14/2022	75	-	-	-	-	75
Hidden Hills Ranch	22-006885-01	4/14/2022	5/14/2022	100	-	-	-	-	100
BookShark	BI0003087	4/14/2022	5/14/2022	1,105	-	-	-	-	1,105
Hidden Hills Ranch	22-012945-01	4/14/2022	5/14/2022	160	-	-	-	-	160
Hidden Hills Ranch	22-004982-01	4/14/2022	5/14/2022	160	-	-	-	-	160
Molly C. Oliver	22-009969-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Molly C. Oliver	22-016347-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Lori Pope	22-015509-01	4/14/2022	5/14/2022	100	-	-	-	-	100
Molly C. Oliver	22-016344-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Hidden Hills Ranch	22-009788-01	4/14/2022	5/14/2022	260	-	-	-	-	260
Hidden Hills Ranch	22-010318-01	4/14/2022	5/14/2022	320	-	-	-	-	320
Studies Weekly	435776	4/14/2022	5/14/2022	65	-	-	-	-	65
BookShark	BI0003089	4/14/2022	5/14/2022	390	-	-	-	-	390
Molly C. Oliver	22-011258-02	4/14/2022	5/14/2022	180	-	-	-	-	180
Rainbow Resource Center	3725454	4/14/2022	5/14/2022	104	-	-	-	-	104
Rainbow Resource Center	3725537	4/14/2022	5/14/2022	139	-	-	-	-	139
Hidden Hills Ranch	22-010355-01	4/14/2022	5/14/2022	125	-	-	-	-	125
Guido's Martial Arts Academy	22-018461-01	4/14/2022	5/14/2022	169	-	-	-	-	169
Diana Porter	22-003997-02	4/14/2022	5/14/2022	72	-	-	-	-	72
Diana Porter	22-003998-02	4/14/2022	5/14/2022	72	-	-	-	-	72
Lori Pope	22-010322-02	4/14/2022	5/14/2022	100	-	-	-	-	100
Jessica Knutson	22-017364-01	4/14/2022	5/14/2022	75	-	-	-	-	75
Molly C. Oliver	22-014059-02	4/14/2022	5/14/2022	180	-	-	-	50 of 183	180

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Molly C. Oliver	22-016345-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Molly C. Oliver	22-016346-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Molly C. Oliver	22-009295-02	4/14/2022	5/14/2022	250	-	-	-	-	250
Hidden Hills Ranch	21-230109-01	4/14/2022	5/14/2022	100	-	-	-	-	100
Jessica Knutson	22-017362-01	4/14/2022	5/14/2022	75	-	-	-	-	75
Lori Pope	22-006089-02	4/14/2022	5/14/2022	120	-	-	-	-	120
Rainbow Resource Center	3725473	4/14/2022	5/14/2022	75	-	-	-	-	75
Rainbow Resource Center	3725538	4/14/2022	5/14/2022	105	-	-	-	-	105
Hidden Hills Ranch	22-009787-01	4/14/2022	5/14/2022	260	-	-	-	-	260
Guido's Martial Arts Academy	22-018146-01	4/14/2022	5/14/2022	199	-	-	-	-	199
Hidden Hills Ranch	21-230108-01	4/14/2022	5/14/2022	100	-	-	-	-	100
Hidden Hills Ranch	21-230428-01	4/14/2022	5/14/2022	31	-	-	-	-	31
Angelina Dimitrashuk	22-018264-01	4/14/2022	5/14/2022	120	-	-	-	-	120
Elemental Science	IN-4312	4/14/2022	5/14/2022	26	-	-	-	-	26
Elemental Science	IN-4313	4/14/2022	5/14/2022	99	-	-	-	-	99
Hidden Hills Ranch	22-014788-01	4/14/2022	5/14/2022	125	-	-	-	-	125
Home Science Tools	000411183	4/14/2022	5/14/2022	47	-	-	-	-	47
BrightThinker	SINV4545	4/14/2022	5/14/2022	124	-	-	-	-	124
BookShark	BI0003090	4/14/2022	5/14/2022	71	-	-	-	-	71
Guido's Martial Arts Academy	22-018143-01	4/14/2022	5/14/2022	199	-	-	-	-	199
Hidden Hills Ranch	22-000335-01	4/14/2022	5/14/2022	100	-	-	-	-	100
Hidden Hills Ranch	22-009509-01	4/14/2022	5/14/2022	60	-	-	-	-	60
Hidden Hills Ranch	22-010316-01	4/14/2022	5/14/2022	360	-	-	-	-	360
BookShark	BI0003088	4/14/2022	5/14/2022	401	-	-	-	-	401
Studies Weekly	435711	4/14/2022	5/14/2022	27	-	-	-	-	27
Molly C. Oliver	22-012794-01	4/14/2022	5/14/2022	250	-	-	-	-	250
Molly C. Oliver	22-007552-02	4/14/2022	5/14/2022	250	-	-	-	-	250
Powerschool Group LLC	INV300220	4/14/2022	5/14/2022	7,200	-	-	-	-	7,200
Rich Oliver Racing, Inc.	22-005236-01	4/15/2022	5/15/2022	299	-	-	-	-	299
Thimble Sewciety	22-008410-02	4/15/2022	5/15/2022	60	-	-	-	-	60
DeRoche LLC	22-009268-01	4/15/2022	5/15/2022	55	-	-	-	-	55
Little Passports	118550691	4/15/2022	5/15/2022	169	-	-	-	-	169
DeRoche LLC	22-004649-02	4/15/2022	5/15/2022	55	-	-	-	-	55
DeRoche LLC	22-011995-01	4/15/2022	5/15/2022	59	-	-	-	-	59
DeRoche LLC	22-012002-01	4/15/2022	5/15/2022	59	-	-	-	-	59
DeRoche LLC	22-012107-01	4/15/2022	5/15/2022	59	-	-	-	-	59
BookShark	BI0003120	4/15/2022	5/15/2022	298	-	-	-	-	298
DeRoche LLC	22-004650-02	4/15/2022	5/15/2022	55	-	-	-	-	55
Learning Without Tears	INV141039	4/15/2022	5/15/2022	25	-	-	-	-	25
Little Passports	118610930	4/15/2022	5/15/2022	87	-	-	-	-	87
Rich Oliver Racing, Inc.	22-005237-01	4/15/2022	5/15/2022	299	-	-	-	-	299
Little Passports	118547226	4/15/2022	5/15/2022	169	-	-	-	-	169
DeRoche LLC	22-011259-01	4/15/2022	5/15/2022	55	-	-	-	-	55
DeRoche LLC	22-014565-01	4/15/2022	5/15/2022	55	-	-	-	-	55
Rich Oliver Racing, Inc.	22-008359-01	4/15/2022	5/15/2022	315	-	-	-	51 of 183	315

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Rich Oliver Racing, Inc.	22-010944-01	4/15/2022	5/15/2022	315	-	-	-	-	315
Thimble Sewciety	22-008303-02	4/15/2022	5/15/2022	60	-	-	-	-	60
DeRoche LLC	22-010554-01	4/15/2022	5/15/2022	55	-	-	-	-	55
DeRoche LLC	22-010931-01	4/15/2022	5/15/2022	59	-	-	-	-	59
Little Passports	118549503	4/15/2022	5/15/2022	290	-	-	-	-	290
DeRoche LLC	22-012007-01	4/15/2022	5/15/2022	59	-	-	-	-	59
DeRoche LLC	22-012087-01	4/15/2022	5/15/2022	55	-	-	-	-	55
Little Passports	118547231	4/15/2022	5/15/2022	169	-	-	-	-	169
DeRoche LLC	22-005285-01	4/15/2022	5/15/2022	45	-	-	-	-	45
DeRoche LLC	22-012083-01	4/15/2022	5/15/2022	55	-	-	-	-	55
Rich Oliver Racing, Inc.	22-012337-01	4/15/2022	5/15/2022	299	-	-	-	-	299
Thimble Sewciety	22-014053-01	4/15/2022	5/15/2022	60	-	-	-	-	60
Math Crazy	22-018577-01	4/15/2022	5/15/2022	360	-	-	-	-	360
Thimble Sewciety	22-008302-02	4/15/2022	5/15/2022	60	-	-	-	-	60
Rich Oliver Racing, Inc.	22-012339-01	4/15/2022	5/15/2022	299	-	-	-	-	299
PRN Nursing Consultants LLC	220605	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220863	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220737	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220769	4/16/2022	5/16/2022	225	-	-	-	-	225
MoxieBox Art	8715	4/16/2022	5/16/2022	121	-	-	-	-	121
PRN Nursing Consultants LLC	220541	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220636	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220453	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220458	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220766	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220877	4/16/2022	5/16/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220904	4/16/2022	5/16/2022	225	-	-	-	-	225
Math-U-See Inc.	0760336-IN	3/18/2022	5/17/2022	112	-	-	-	-	112
Lab Rat Academy	22-013579-01	4/18/2022	5/18/2022	35	-	-	-	-	35
Molly C. Oliver	22-009297-02	4/18/2022	5/18/2022	250	-	-	-	-	250
Molly C. Oliver	22-009300-02	4/18/2022	5/18/2022	250	-	-	-	-	250
Simin Cruz	22-018540-01	4/18/2022	5/18/2022	120	-	-	-	-	120
Simin Cruz	22-018541-01	4/18/2022	5/18/2022	120	-	-	-	-	120
Just Dance	22-006090-02	4/18/2022	5/18/2022	180	-	-	-	-	180
Just Dance	22-009691-02	4/18/2022	5/18/2022	125	-	-	-	-	125
Just Dance	22-016480-01	4/18/2022	5/18/2022	230	-	-	-	-	230
Lab Rat Academy	22-010317-01	4/18/2022	5/18/2022	35	-	-	-	-	35
Lab Rat Academy	22-010352-02	4/18/2022	5/18/2022	70	-	-	-	-	70
Lab Rat Academy	22-010353-01	4/18/2022	5/18/2022	70	-	-	-	-	70
Lab Rat Academy	22-011516-01	4/18/2022	5/18/2022	135	-	-	-	-	135
Lab Rat Academy	22-013013-01	4/18/2022	5/18/2022	90	-	-	-	-	90
Lab Rat Academy	22-013581-02	4/18/2022	5/18/2022	70	-	-	-	-	70
Rich Oliver Racing, Inc.	22-017222-01	4/18/2022	5/18/2022	349	-	-	-	-	349
Rich Oliver Racing, Inc.	22-017946-01	4/18/2022	5/18/2022	315	-	-	-	-	315
Molly C. Oliver	22-012459-02	4/18/2022	5/18/2022	180	-	-	-	52 of 183	180

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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	22-014478-01	4/18/2022	5/18/2022	230	-	-	-	-	230
Just Dance	22-015173-01	4/18/2022	5/18/2022	65	-	-	-	-	65
Lab Rat Academy	22-010353-02	4/18/2022	5/18/2022	35	-	-	-	-	35
Lab Rat Academy	22-013581-01	4/18/2022	5/18/2022	70	-	-	-	-	70
Molly C. Oliver	22-009299-02	4/18/2022	5/18/2022	250	-	-	-	-	250
Rich Oliver Racing, Inc.	22-017947-01	4/18/2022	5/18/2022	300	-	-	-	-	300
Denise Nicholes	22-017846-01	4/18/2022	5/18/2022	100	-	-	-	-	100
Simin Cruz	22-017961-01	4/18/2022	5/18/2022	120	-	-	-	-	120
Denise Nicholes	22-015907-01	4/18/2022	5/18/2022	100	-	-	-	-	100
Denise Nicholes	22-017599-01	4/18/2022	5/18/2022	25	-	-	-	-	25
Just Dance	22-009688-02	4/18/2022	5/18/2022	65	-	-	-	-	65
Lab Rat Academy	22-010352-01	4/18/2022	5/18/2022	35	-	-	-	-	35
Lab Rat Academy	22-013582-01	4/18/2022	5/18/2022	105	-	-	-	-	105
Bungalow Lane ALC, Inc	22-018170-01	4/18/2022	5/18/2022	125	-	-	-	-	125
Bungalow Lane ALC, Inc	22-014690-01	4/18/2022	5/18/2022	250	-	-	-	-	250
Lab Rat Academy	22-008947-01	4/18/2022	5/18/2022	140	-	-	-	-	140
Lab Rat Academy	22-010317-02	4/18/2022	5/18/2022	70	-	-	-	-	70
Just Dance	22-006091-02	4/18/2022	5/18/2022	125	-	-	-	-	125
Just Dance	22-014474-01	4/18/2022	5/18/2022	180	-	-	-	-	180
Denise Nicholes	22-017600-01	4/18/2022	5/18/2022	25	-	-	-	-	25
Denise Nicholes	22-017846-02	4/18/2022	5/18/2022	25	-	-	-	-	25
Hidden Hills Ranch	21-229571-01	4/18/2022	5/18/2022	270	-	-	-	-	270
Innoved Inc.	22-017310-01	4/18/2022	5/18/2022	190	-	-	-	-	190
Bungalow Lane ALC, Inc	22-012518-01	4/18/2022	5/18/2022	300	-	-	-	-	300
Bungalow Lane ALC, Inc	22-018169-01	4/18/2022	5/18/2022	125	-	-	-	-	125
Activities for Learning Inc.	385383	4/18/2022	5/18/2022	23	-	-	-	-	23
Molly C. Oliver	22-015653-01	4/18/2022	5/18/2022	35	-	-	-	-	35
Molly C. Oliver	22-013213-01	4/18/2022	5/18/2022	180	-	-	-	-	180
Rich Oliver Racing, Inc.	22-004051-01	4/18/2022	5/18/2022	349	-	-	-	-	349
Rich Oliver Racing, Inc.	22-005236-02	4/18/2022	5/18/2022	500	-	-	-	-	500
Bungalow Lane ALC, Inc	22-011170-02	4/18/2022	5/18/2022	250	-	-	-	-	250
Bungalow Lane ALC, Inc	22-011175-02	4/18/2022	5/18/2022	175	-	-	-	-	175
Thinkwell Corporation	205624	4/18/2022	5/18/2022	30	-	-	-	-	30
Bungalow Lane ALC, Inc	22-014691-01	4/18/2022	5/18/2022	300	-	-	-	-	300
Bungalow Lane ALC, Inc	22-017696-01	4/18/2022	5/18/2022	200	-	-	-	-	200
Rich Oliver Racing, Inc.	22-005237-02	4/18/2022	5/18/2022	500	-	-	-	-	500
The Dance Company	22-017982-01	4/18/2022	5/18/2022	270	-	-	-	-	270
Lab Rat Academy	22-010924-01	4/18/2022	5/18/2022	35	-	-	-	-	35
Lab Rat Academy	22-013579-02	4/18/2022	5/18/2022	105	-	-	-	-	105
Lab Rat Academy	22-013582-02	4/18/2022	5/18/2022	35	-	-	-	-	35
Larry Phillips	22-010021-01	4/18/2022	5/18/2022	140	-	-	-	-	140
Hidden Hills Ranch	21-229572-01	4/18/2022	5/18/2022	270	-	-	-	-	270
Lab Rat Academy	22-001639-03	4/18/2022	5/18/2022	105	-	-	-	-	105
Lab Rat Academy	22-007985-01	4/18/2022	5/18/2022	105	-	-	-	-	105
Lab Rat Academy	22-010213-01	4/18/2022	5/18/2022	70	-	-	-	53 of 183	70

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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	22-010360-01	4/18/2022	5/18/2022	35	-	-	-	-	35
Lab Rat Academy	22-013584-02	4/18/2022	5/18/2022	70	-	-	-	-	70
Larry Phillips	22-010023-01	4/18/2022	5/18/2022	140	-	-	-	-	140
Molly C. Oliver	22-016361-01	4/18/2022	5/18/2022	90	-	-	-	-	90
Just Dance	22-016480-02	4/18/2022	5/18/2022	230	-	-	-	-	230
Just Dance	22-017823-01	4/18/2022	5/18/2022	125	-	-	-	-	125
Molly C. Oliver	22-016357-01	4/18/2022	5/18/2022	90	-	-	-	-	90
Just Dance	22-010538-02	4/18/2022	5/18/2022	125	-	-	-	-	125
Lab Rat Academy	22-006855-02	4/18/2022	5/18/2022	35	-	-	-	-	35
Lab Rat Academy	22-013584-01	4/18/2022	5/18/2022	70	-	-	-	-	70
History Unboxed LLC	wc-13799HU	4/19/2022	5/19/2022	20	-	-	-	-	20
Institute for Excellence in Writing	887364	4/22/2022	5/19/2022	328	-	-	-	-	328
PRN Nursing Consultants LLC	221272	4/19/2022	5/19/2022	225	-	-	-	-	225
History Unboxed LLC	wc-13797HU	4/19/2022	5/19/2022	65	-	-	-	-	65
Pacific Martial Arts	22-015406-01	4/19/2022	5/19/2022	125	-	-	-	-	125
Teaching Textbooks	42889	4/19/2022	5/19/2022	43	-	-	-	-	43
History Unboxed LLC	wc-13798HU	4/19/2022	5/19/2022	65	-	-	-	-	65
History Unboxed LLC	wc-13836HU	4/19/2022	5/19/2022	169	-	-	-	-	169
Generation Genius, Inc.	GG123725	4/19/2022	5/19/2022	125	-	-	-	-	125
Lance Frei	LFYVAPR22	4/19/2022	5/19/2022	240	-	-	-	-	240
Beautiful Feet Books, Inc.	16744	4/19/2022	5/19/2022	111	-	-	-	-	111
Learn Piano Live	220419	4/19/2022	5/19/2022	270	-	-	-	-	270
Pacific Martial Arts	22-015408-01	4/19/2022	5/19/2022	125	-	-	-	-	125
Mercurius Inc.	01366	4/19/2022	5/19/2022	301	-	-	-	-	301
Mercurius Inc.	01367	4/19/2022	5/19/2022	220	-	-	-	-	220
Monarch River Academy	FTE22-04	4/20/2022	5/20/2022	468	-	-	-	-	468
Rainbow Resource Center	3728877	4/20/2022	5/20/2022	225	-	-	-	-	225
Home Science Tools	000412684	4/20/2022	5/20/2022	56	-	-	-	-	56
Bitsbox	4683	4/20/2022	5/20/2022	129	-	-	-	-	129
All About Learning Press, Inc.	911019	4/20/2022	5/20/2022	183	-	-	-	-	183
Megapixels LLC	04202022	4/20/2022	5/20/2022	350	-	-	-	-	350
Martial Arts Institute	22-019242-01	4/20/2022	5/20/2022	120	-	-	-	-	120
Rainbow Resource Center	3728400	4/20/2022	5/20/2022	55	-	-	-	-	55
Kids Immersion LLC	3678	4/20/2022	5/20/2022	243	-	-	-	-	243
History Unboxed LLC	wc-13918HU	4/20/2022	5/20/2022	65	-	-	-	-	65
The Dance Center	22-018829-01	4/20/2022	5/20/2022	147	-	-	-	-	147
All About Learning Press, Inc.	911015	4/20/2022	5/20/2022	11	-	-	-	-	11
All About Learning Press, Inc.	911013	4/20/2022	5/20/2022	183	-	-	-	-	183
Home Science Tools	000412686	4/20/2022	5/20/2022	93	-	-	-	-	93
History Unboxed LLC	wc-13922HU	4/20/2022	5/20/2022	65	-	-	-	-	65
Mercurius Inc.	01392	4/20/2022	5/20/2022	170	-	-	-	-	170
Trigger Memory Co.	2802	4/20/2022	5/20/2022	79	-	-	-	-	79
The Dance Center	22-018826-01	4/20/2022	5/20/2022	147	-	-	-	-	147
Frances T Salafia	22-019085-01	4/20/2022	5/20/2022	150	-	-	-	-	150
Rainbow Resource Center	3728923	4/20/2022	5/20/2022	436	-	-	-	54 of 183	436

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Martial Arts Institute	22-019243-01	4/20/2022	5/20/2022	120	-	-	-	-	120
Mathnasium of North Fresno	22-011940-02	4/21/2022	5/21/2022	299	-	-	-	-	299
Rainbow Resource Center	3729597	4/21/2022	5/21/2022	114	-	-	-	-	114
Learning Without Tears	INV141278	4/21/2022	5/21/2022	43	-	-	-	-	43
Learning Without Tears	INV141309	4/21/2022	5/21/2022	74	-	-	-	-	74
Will Aylsworth	22-008826-02	4/21/2022	5/21/2022	84	-	-	-	-	84
Playground Training Academy, LLC	22-018974-01	4/21/2022	5/21/2022	85	-	-	-	-	85
Rainbow Resource Center	3729113	4/21/2022	5/21/2022	181	-	-	-	-	181
Home Science Tools	000412929	4/21/2022	5/21/2022	45	-	-	-	-	45
Mathnasium of North Fresno	22-011719-01	4/21/2022	5/21/2022	299	-	-	-	-	299
Mathnasium of North Fresno	22-011940-01	4/21/2022	5/21/2022	299	-	-	-	-	299
Singapore Math, Inc.	S222758	4/21/2022	5/21/2022	162	-	-	-	-	162
Alison Weidenheimer	22-017423-02	4/21/2022	5/21/2022	50	-	-	-	-	50
Alison Weidenheimer	22-017423-01	4/21/2022	5/21/2022	50	-	-	-	-	50
PRN Nursing Consultants LLC	220821	4/21/2022	5/21/2022	225	-	-	-	-	225
Playground Training Academy, LLC	22-018973-01	4/21/2022	5/21/2022	85	-	-	-	-	85
Mathnasium of North Fresno	22-007362-01	4/21/2022	5/21/2022	299	-	-	-	-	299
Flying Colors Dance	22-013846-01	4/21/2022	5/21/2022	60	-	-	-	-	60
Studies Weekly	436102	4/21/2022	5/21/2022	98	-	-	-	-	98
Moving Beyond the Page	266724	4/21/2022	5/21/2022	1,156	-	-	-	-	1,156
Rainbow Resource Center	3729542	4/21/2022	5/21/2022	37	-	-	-	-	37
Flying Colors Dance	22-008666-02	4/21/2022	5/21/2022	60	-	-	-	-	60
Flying Colors Dance	22-008667-02	4/21/2022	5/21/2022	60	-	-	-	-	60
Mathnasium of North Fresno	22-002980-02	4/21/2022	5/21/2022	261	-	-	-	-	261
Mathnasium of North Fresno	22-011719-02	4/21/2022	5/21/2022	299	-	-	-	-	299
Mathnasium of North Fresno	22-002980-01	4/21/2022	5/21/2022	299	-	-	-	-	299
ARIEL Theatrical	22-003361-01	4/22/2022	5/22/2022	195	-	-	-	-	195
ARIEL Theatrical	22-010844-01	4/22/2022	5/22/2022	195	-	-	-	-	195
Will Aylsworth	22-019193-01	4/22/2022	5/22/2022	126	-	-	-	-	126
Roberta Chatman	22-019428-01	4/22/2022	5/22/2022	120	-	-	-	-	120
Will Aylsworth	22-006062-01	4/22/2022	5/22/2022	126	-	-	-	-	126
Will Aylsworth	22-019194-01	4/22/2022	5/22/2022	126	-	-	-	-	126
Beautiful Feet Books, Inc.	16764	4/22/2022	5/22/2022	257	-	-	-	-	257
Art of Problem Solving	INV225352	4/22/2022	5/22/2022	96	-	-	-	-	96
United Conservatory of Music	22-016859-01	4/22/2022	5/22/2022	320	-	-	-	-	320
United Conservatory of Music	22-019275-01	4/22/2022	5/22/2022	160	-	-	-	-	160
Will Aylsworth	22-019192-01	4/22/2022	5/22/2022	126	-	-	-	-	126
Peace Hill Press, Inc. dba Well Trained Kids	55183	4/22/2022	5/22/2022	79	-	-	-	-	79
Moving Beyond the Page	266753	4/22/2022	5/22/2022	955	-	-	-	-	955
United Conservatory of Music	22-013881-01	4/22/2022	5/22/2022	160	-	-	-	-	160
Will Aylsworth	22-008823-02	4/22/2022	5/22/2022	126	-	-	-	-	126
Will Aylsworth	22-019191-01	4/22/2022	5/22/2022	126	-	-	-	-	126
Wendy DeRaud	22-007407-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-012846-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-015904-01	4/23/2022	5/23/2022	90	-	-	-	55 of 183	90

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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	22-017160-01	4/23/2022	5/23/2022	28	-	-	-	-	28
Wendy DeRaud	22-017518-01	4/23/2022	5/23/2022	89	-	-	-	-	89
Wendy DeRaud	22-005672-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-007409-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-012617-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-017101-01	4/23/2022	5/23/2022	60	-	-	-	-	60
Math-U-See Inc.	0761146-IN	3/24/2022	5/23/2022	119	-	-	-	-	119
Wendy DeRaud	22-012844-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-014716-02	4/23/2022	5/23/2022	60	-	-	-	-	60
Wendy DeRaud	22-019033-01	4/23/2022	5/23/2022	60	-	-	-	-	60
Wendy DeRaud	22-009494-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-010254-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-015058-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-007802-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-007803-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-010259-02	4/23/2022	5/23/2022	30	-	-	-	-	30
Wendy DeRaud	22-015906-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Math-U-See Inc.	0761147-IN	3/24/2022	5/23/2022	119	-	-	-	-	119
Math-U-See Inc.	0761138-IN	3/24/2022	5/23/2022	58	-	-	-	-	58
Peace Hill Press, Inc. dba Well Trained M	55186	4/23/2022	5/23/2022	30	-	-	-	-	30
Wendy DeRaud	22-005670-02	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-012347-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-012622-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Math-U-See Inc.	0761149-IN	3/24/2022	5/23/2022	119	-	-	-	-	119
Wendy DeRaud	22-015055-01	4/23/2022	5/23/2022	90	-	-	-	-	90
Wendy DeRaud	22-016314-01	4/23/2022	5/23/2022	120	-	-	-	-	120
America's Kids Inc.	22-011738-01	4/24/2022	5/24/2022	110	-	-	-	-	110
America's Kids Inc.	22-017619-01	4/24/2022	5/24/2022	53	-	-	-	-	53
America's Kids Inc.	22-018300-01	4/24/2022	5/24/2022	100	-	-	-	-	100
America's Kids Inc.	22-018534-01	4/24/2022	5/24/2022	53	-	-	-	-	53
America's Kids Inc.	22-016991-01	4/24/2022	5/24/2022	100	-	-	-	-	100
BioBox Labs LLC	2078	4/24/2022	5/24/2022	255	-	-	-	-	255
Rachel Kreider	22-013465-01	4/24/2022	5/24/2022	400	-	-	-	-	400
America's Kids Inc.	22-018822-01	4/24/2022	5/24/2022	39	-	-	-	-	39
America's Kids Inc.	22-018817-01	4/24/2022	5/24/2022	39	-	-	-	-	39
America's Kids Inc.	22-008981-01	4/24/2022	5/24/2022	83	-	-	-	-	83
America's Kids Inc.	22-008981-02	4/24/2022	5/24/2022	58	-	-	-	-	58
Rachel Kreider	22-013470-01	4/24/2022	5/24/2022	400	-	-	-	-	400
Rachel Kreider	22-013471-01	4/24/2022	5/24/2022	400	-	-	-	-	400
America's Kids Inc.	22-017027-01	4/24/2022	5/24/2022	72	-	-	-	-	72
Paul Niemand	22-017895-02	4/25/2022	5/25/2022	53	-	-	-	-	53
Moving Beyond the Page	266766	4/25/2022	5/25/2022	176	-	-	-	-	176
Rainbow Resource Center	3731135	4/25/2022	5/25/2022	122	-	-	-	-	122
Paul Niemand	22-017898-02	4/25/2022	5/25/2022	53	-	-	-	-	53
Rich Oliver Racing, Inc.	22-019389-01	4/25/2022	5/25/2022	299	-	-	-	56 of 183	299

Yosemite Valley Charter School

Accounts Payable Aging

April 30, 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
Paul Niemand	22-017460-01	4/25/2022	5/25/2022	140	-	-	-	-	140
Paul Niemand	22-017460-02	4/25/2022	5/25/2022	140	-	-	-	-	140
Rainbow Resource Center	3731402	4/25/2022	5/25/2022	123	-	-	-	-	123
Studies Weekly	436347	4/25/2022	5/25/2022	33	-	-	-	-	33
Oak Meadow Inc.	130131	4/25/2022	5/25/2022	234	-	-	-	-	234
Studies Weekly	436348	4/25/2022	5/25/2022	33	-	-	-	-	33
Studies Weekly	436268	4/25/2022	5/25/2022	32	-	-	-	-	32
Talkbox.Mom, Inc.	578680	4/25/2022	5/25/2022	368	-	-	-	-	368
Studies Weekly	436263	4/25/2022	5/25/2022	124	-	-	-	-	124
Studies Weekly	436269	4/25/2022	5/25/2022	32	-	-	-	-	32
Studies Weekly	436350	4/25/2022	5/25/2022	32	-	-	-	-	32
Moving Beyond the Page	266789	4/25/2022	5/25/2022	388	-	-	-	-	388
Paul Niemand	22-017456-01	4/25/2022	5/25/2022	140	-	-	-	-	140
Paul Niemand	22-017895-01	4/25/2022	5/25/2022	53	-	-	-	-	53
Oak Meadow Inc.	130125	4/25/2022	5/25/2022	1,147	-	-	-	-	1,147
Paul Niemand	22-017898-01	4/25/2022	5/25/2022	53	-	-	-	-	53
Paul Niemand	22-018908-01	4/25/2022	5/25/2022	160	-	-	-	-	160
Peace Hill Press, Inc. dba Well Trained M	55187	4/25/2022	5/25/2022	137	-	-	-	-	137
Imagine Learning LLC	873042	4/28/2022	5/28/2022	136,375	-	-	-	-	136,375
Math-U-See Inc.	0761937-IN	3/30/2022	5/29/2022	119	-	-	-	-	119
LEGO Education	1190499358	3/31/2022	5/30/2022	32	-	-	-	-	32
Math-U-See Inc.	0764504-IN	4/20/2022	6/19/2022	119	-	-	-	-	119
Math-U-See Inc.	0764503-IN	4/20/2022	6/19/2022	125	-	-	-	-	125
Math-U-See Inc.	0764494-IN	4/20/2022	6/19/2022	22	-	-	-	-	22
Math-U-See Inc.	0764496-IN	4/20/2022	6/19/2022	153	-	-	-	-	153
Math-U-See Inc.	0764686-IN	4/21/2022	6/20/2022	58	-	-	-	-	58
Math-U-See Inc.	0764793-IN	4/22/2022	6/21/2022	125	-	-	-	-	125
Total Outstanding Payables in April				\$ 336,064	\$ 83,687	\$ 265	\$ -	\$ 203,528	\$ 623,544

Yosemite Valley Charter School

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
16673	Wrightwood Education Studio LLC	4/5/2022	\$ 1,316.64
16674	Aldrich Services	4/5/2022	1,145.00
16675	Alison Weidenheimer	4/5/2022	750.00
16676	All About Learning Press, Inc.	4/5/2022	366.20
16677	America's Kids Inc.	4/5/2022	Void
16678	America's Kids Inc.	4/5/2022	Void
16679	America's Kids Inc.	4/5/2022	Void
16680	America's Kids Inc.	4/5/2022	Void
16681	America's Kids Inc.	4/5/2022	Void
16682	America's Kids Inc.	4/5/2022	Void
16683	America's Kids Inc.	4/5/2022	21,619.42
16684	Arabic Homeschool LLC	4/5/2022	480.00
16685	Blue Shield of California	4/5/2022	Void
16686	Braille Abilities, LLC	4/5/2022	2,326.50
16687	Brian Hammons Piano	4/5/2022	390.00
16688	Carrie Stumpfhauser	4/5/2022	250.00
16689	Charter Impact, Inc.	4/5/2022	35,463.00
16690	Children's Musical Theaterworks	4/5/2022	2,250.00
16691	Denise Nicholes	4/5/2022	100.00
16692	Dennis Murphy School of Music	4/5/2022	300.00
16693	Evolve Dance Company	4/5/2022	64.00
16694	Good Dirt Pottery Studio	4/5/2022	920.00
16695	Green Kid Crafts Inc	4/5/2022	181.08
16696	Innoved Inc.	4/5/2022	3,955.00
16697	Institute for Excellence in Writing	4/5/2022	194.49
16698	Jonna Durst	4/5/2022	250.00
16699	Kaiser Foundation Health Plan	4/5/2022	3,924.26
16700	Kaiser Foundation Health Plan	4/5/2022	42,882.60
16701	Larry Jarocki	4/5/2022	250.00
16702	Math-U-See Inc.	4/5/2022	213.00
16703	Meet the Masters, Inc.	4/5/2022	44.95
16704	MEL Science U.S. LLC	4/5/2022	226.90
16705	Melanie Sweet	4/5/2022	250.00
16706	Michele Lafferre	4/5/2022	210.00
16707	Michelle Barnes	4/5/2022	1,500.00
16708	Monarch River Academy	4/5/2022	71,942.13
16709	Moore's Martial Arts Clovis	4/5/2022	240.00
16710	Moving Beyond the Page	4/5/2022	37.90
16711	Mutual of Omaha	4/5/2022	2,092.98
16712	Neil Boyer	4/5/2022	295.00
16713	Playground Training Academy, LLC	4/5/2022	Void
16714	Playground Training Academy, LLC	4/5/2022	3,990.00
16715	Principal Life Insurance Company	4/5/2022	9,490.43
16716	PRN Nursing Consultants LLC	4/5/2022	675.00
16717	Rainbow Resource Center	4/5/2022	558.80
16718	Rayford Shorin-Ryu	4/5/2022	650.00
16719	Rich Oliver Racing, Inc.	4/5/2022	979.00
16720	Robert Melendez	4/5/2022	189.00
16721	Roberta Chatman	4/5/2022	150.00
16722	Singapore Math, Inc.	4/5/2022	292.64
16723	SpiritHorse Connections	4/5/2022	1,875.00
16724	Steinway Piano Gallery of Fresno	4/5/2022	560.00
16725	Teacher Synergy, LLC	4/5/2022	111.70
16726	Think Outside, LLC	4/5/2022	155.00
16727	Turnitin LLC	4/5/2022	1,500.00
16728	Tutoring Club	4/5/2022	760.00
16729	Voya Financial FBO CalSTRS Pension2	4/8/2022	7,373.00
16730	Academics in a Box Incorporated	4/13/2022	86.85
16731	Academy of Creative Education	4/13/2022	4,950.00

Yosemite Valley Charter School

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
16732	Activities for Learning Inc.	4/13/2022	35.00
16733	All About Learning Press, Inc.	4/13/2022	1,091.90
16734	Allard's Art Inc.	4/13/2022	49.00
16735	America's Kids Inc.	4/13/2022	Void
16736	America's Kids Inc.	4/13/2022	3,402.50
16737	Amy Spano	4/13/2022	2,450.00
16738	ARIEL Theatrical	4/13/2022	400.00
16739	Axia Group	4/13/2022	249,580.00
16740	Beakerz LLC	4/13/2022	45.00
16741	Beautiful Feet Books, Inc.	4/13/2022	1,249.88
16742	Big Little Ones, LLC	4/13/2022	315.55
16743	Bitsbox	4/13/2022	86.85
16744	BookShark	4/13/2022	169.27
16745	Braille Abilities, LLC	4/13/2022	2,562.00
16746	Brave Writer LLC	4/13/2022	108.75
16747	Break the Barriers, Inc	4/13/2022	Void
16748	Break the Barriers, Inc	4/13/2022	Void
16749	Break the Barriers, Inc	4/13/2022	Void
16750	Break the Barriers, Inc	4/13/2022	34,294.23
16751	BrightThinker	4/13/2022	248.98
16752	Bullett Performance Training	4/13/2022	270.00
16753	Bungalow Lane ALC, Inc	4/13/2022	635.00
16754	Children's Musical Theaterworks	4/13/2022	200.00
16755	CLM Farms	4/13/2022	45.00
16756	Code Ninjas	4/13/2022	479.99
16757	Denise Nicholes	4/13/2022	625.00
16758	Dethrone MMA	4/13/2022	419.97
16759	Document Tracking Services	4/13/2022	355.00
16760	Don Johnston Inc	4/13/2022	129.60
16761	Dustin Arth	4/13/2022	945.00
16762	E-Therapy LLC	4/13/2022	8,116.00
16763	Educational Development Corporation	4/13/2022	83.92
16764	Effectual Educational Consulting Services	4/13/2022	15,126.10
16765	Elemental Science	4/13/2022	107.78
16766	Evan Akuna	4/13/2022	1,185.00
16767	Evan-Moor	4/13/2022	46.27
16768	Fidelity Security Life Insurance Co.	4/13/2022	1,480.10
16769	Film School 4 Teens	4/13/2022	275.00
16770	Flying Colors Dance	4/13/2022	60.00
16771	Frances T Salafia	4/13/2022	1,170.00
16772	Fresno Fencing Academy	4/13/2022	1,290.00
16773	Fresno Jr Hockey Club	4/13/2022	75.00
16774	Fresno Music Academy & Arts	4/13/2022	1,584.00
16775	Good Dirt Pottery Studio	4/13/2022	305.00
16776	Gracie Jiu-Jitsu Clovis	4/13/2022	600.00
16777	Guido's Martial Arts Academy	4/13/2022	2,027.00
16778	Gymnastics Beat	4/13/2022	561.00
16779	H4B Team LLC	4/13/2022	147.99
16780	Hidden Hills Ranch	4/13/2022	Void
16781	Hidden Hills Ranch	4/13/2022	6,210.00
16782	Imagine Learning LLC	4/13/2022	650.00
16783	Innoved Inc.	4/13/2022	1,145.00
16784	Institute for Excellence in Writing	4/13/2022	939.23
16785	Jade Davis	4/13/2022	238.68
16786	Jessica V Riggle	4/13/2022	2,392.50
16787	Just Dance	4/13/2022	1,725.00
16788	Kimberly Schapansky	4/13/2022	120.00
16789	Kumon Center of Clovis	4/13/2022	660.00
16790	Kumon of Carmel	4/13/2022	1,698.00

Yosemite Valley Charter School

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
16791	Lake View Charter School	4/13/2022	15,466.38
16792	Learn and Create Inc	4/13/2022	1,215.74
16793	Learning Without Tears	4/13/2022	138.81
16794	Little Passports	4/13/2022	168.70
16795	Logic of English	4/13/2022	345.79
16796	Lori Boles	4/13/2022	60.37
16797	Lori Pope	4/13/2022	320.00
16798	Mammoth Mountain Ski and Snowboard Team	4/13/2022	3,002.76
16799	Marcia Maunder	4/13/2022	170.24
16800	Maria A. Lazo	4/13/2022	80.00
16801	Mary Beal	4/13/2022	500.00
16802	Math Crazy	4/13/2022	1,650.00
16803	Math-U-See Inc.	4/13/2022	119.00
16804	Maureen M. Solomon	4/13/2022	750.00
16805	McGraw-Hill, LLC	4/13/2022	89.85
16806	MEL Science U.S. LLC	4/13/2022	112.81
16807	Melanie Sweet	4/13/2022	80.00
16808	Modesto Academy of Music and Design	4/13/2022	249.00
16809	Molly C. Oliver	4/13/2022	3,060.00
16810	Monterey Bay Academy of Gymnastics	4/13/2022	1,336.25
16811	Moving Beyond the Page	4/13/2022	2,211.79
16812	MoxieBox Art	4/13/2022	113.85
16813	Nayoung Ryoo	4/13/2022	240.00
16814	Nessy Learning LLC	4/13/2022	140.00
16815	Northwest Studio for Ballet	4/13/2022	189.00
16816	Oak Meadow Inc.	4/13/2022	225.70
16817	Omni Learning Center Inc	4/13/2022	348.00
16818	Pacific Martial Arts	4/13/2022	375.00
16819	Paul Niemand	4/13/2022	1,315.00
16820	Peace Hill Press, Inc. dba Well Trained Mind Press	4/13/2022	143.38
16821	Playground Training Academy, LLC	4/13/2022	1,698.00
16822	PRN Nursing Consultants LLC	4/13/2022	2,250.00
16823	Professional Tutors of America Inc.	4/13/2022	1,685.00
16824	Project Learn	4/13/2022	900.00
16825	Rachel Kreider	4/13/2022	1,560.00
16826	Rainbow Resource Center	4/13/2022	Void
16827	Rainbow Resource Center	4/13/2022	4,846.54
16828	Reverent School of Movement LLC	4/13/2022	300.00
16829	Rich Oliver Racing, Inc.	4/13/2022	525.00
16830	Roberta Chatman	4/13/2022	555.00
16831	San Joaquin County Office of Education	4/13/2022	294.00
16832	Sandy Torosian	4/13/2022	90.00
16833	Silver Bell Barn & Equestrian Center	4/13/2022	420.00
16834	Simba School of Music	4/13/2022	470.00
16835	Singapore Math, Inc.	4/13/2022	547.00
16836	Sona Atoyan	4/13/2022	50.00
16837	Specialized Therapy Services, Inc	4/13/2022	565.00
16838	Studies Weekly	4/13/2022	324.31
16839	Susan Hancock	4/13/2022	5.00
16840	Susan Mason	4/13/2022	1,280.00
16841	Teacher Synergy, LLC	4/13/2022	647.48
16842	Teaching Textbooks	4/13/2022	185.61
16843	Terrific Tutors - Michelle Arciniega	4/13/2022	450.00
16844	The Critical Thinking Co.	4/13/2022	122.41
16845	The Dance Center	4/13/2022	960.32
16846	The Dance Studio 2	4/13/2022	60.00
16847	TheraSens, Inc	4/13/2022	1,437.50
16848	Timberdoodle.com	4/13/2022	315.26
16849	Tina M. Carter	4/13/2022	600.00

Yosemite Valley Charter School

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
16850	Tutoring Club	4/13/2022	320.00
16851	Ultimate Martial Arts Inc	4/13/2022	457.00
16852	United Conservatory of Music	4/13/2022	2,040.00
16853	Wendy DeRaud	4/13/2022	1,110.00
16854	Willis Kempo Kung-Fu School	4/13/2022	150.00
16855	World Languages Institute	4/13/2022	220.00
16856	Wrightwood Education Studio LLC	4/13/2022	957.34
16857	State Board of Equalization	4/14/2022	1,375.24
16858	Blue Shield of California	4/18/2022	127,841.10
16859	Abarca Group	4/19/2022	950.00
16860	Aldrich Services	4/19/2022	1,140.00
16861	All About Learning Press, Inc.	4/19/2022	613.15
16862	America's Kids Inc.	4/19/2022	Void
16863	America's Kids Inc.	4/19/2022	Void
16864	America's Kids Inc.	4/19/2022	Void
16865	America's Kids Inc.	4/19/2022	12,717.08
16866	Arabic Homeschool LLC	4/19/2022	864.00
16867	Barbara Cook	4/19/2022	42.24
16868	Bear Mountain Activity Center	4/19/2022	200.00
16869	Bitsbox	4/19/2022	257.70
16870	Bojuka Ryu	4/19/2022	435.00
16871	BookShark	4/19/2022	438.58
16872	Break the Barriers, Inc	4/19/2022	Void
16873	Break the Barriers, Inc	4/19/2022	10,827.75
16874	Brenda Myers	4/19/2022	500.00
16875	Brian Hammons Piano	4/19/2022	Void
16876	Brian Hammons Piano	4/19/2022	6,426.68
16877	Bright Solutions For Dyslexia, Inc.	4/19/2022	679.40
16878	Brittany Guirell	4/19/2022	450.00
16879	Bullfrog Swim School	4/19/2022	3,050.00
16880	Bungalow Lane ALC, Inc	4/19/2022	425.00
16881	Bushido Kai Karate-do	4/19/2022	105.00
16882	C'est La Vie Arts	4/19/2022	1,040.00
16883	California Dental	4/19/2022	350.68
16884	Chamber Music Unbound	4/19/2022	315.00
16885	Cheryl A. Beyer	4/19/2022	325.00
16886	Children's Musical Theaterworks	4/19/2022	1,146.00
16887	Christine Beltz	4/19/2022	2,076.83
16888	CLM Farms	4/19/2022	450.00
16889	Colette Nelson	4/19/2022	120.00
16890	Cornerstone Dance	4/19/2022	224.00
16891	Craig Daniel	4/19/2022	390.00
16892	Curriculum Associates LLC	4/19/2022	5,776.12
16893	Dance Explosion	4/19/2022	930.00
16894	Deanna Colon	4/19/2022	425.00
16895	Denise Nicholes	4/19/2022	1,725.00
16896	Dethrone MMA	4/19/2022	279.98
16897	Dolce Dance Studio	4/19/2022	320.00
16898	E-Therapy LLC	4/19/2022	4,170.50
16899	Edmentum Inc	4/19/2022	295.00
16900	Evolve Dance Company	4/19/2022	64.00
16901	Fresno Fencing Academy	4/19/2022	350.00
16902	Fresno Music Academy & Arts	4/19/2022	Void
16903	Fresno Music Academy & Arts	4/19/2022	3,780.00
16904	Galindo Kenpo Academy	4/19/2022	600.00
16905	Generation Genius, Inc.	4/19/2022	195.00
16906	Guido's Martial Arts Academy	4/19/2022	169.00
16907	Gymnastics Beat	4/19/2022	Void
16908	Gymnastics Beat	4/19/2022	3,863.00

Yosemite Valley Charter School

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
16909	Home Science Tools	4/19/2022	93.70
16910	Innoved Inc.	4/19/2022	515.00
16911	Institute for Excellence in Writing	4/19/2022	97.92
16912	Jazz Fresno	4/19/2022	225.00
16913	Jennifer McQuarrie	4/19/2022	121.00
16914	Jessica Knutson	4/19/2022	225.00
16915	Jonathan Quijas	4/19/2022	1,329.24
16916	Juli Jones	4/19/2022	1,190.00
16917	KidsArt - Valencia	4/19/2022	296.00
16918	Kumon of Carmel	4/19/2022	742.00
16919	Liminex, Inc.	4/19/2022	8,662.50
16920	Mandie's Cleaning Service	4/19/2022	200.00
16921	Math Crazy	4/19/2022	730.00
16922	MEL Science U.S. LLC	4/19/2022	226.67
16923	Melanie Sweet	4/19/2022	2,213.55
16924	Melissa Ens	4/19/2022	350.00
16925	Michele Lafferre	4/19/2022	240.00
16926	Micheline Fitzgerald	4/19/2022	88.10
16927	Modesto Academy of Music and Design	4/19/2022	124.50
16928	Moving Beyond the Page	4/19/2022	252.88
16929	Nayoung Ryoo	4/19/2022	240.00
16930	Neil Boyer	4/19/2022	2,372.00
16931	Nessy Learning LLC	4/19/2022	560.00
16932	Nicole Medeiros	4/19/2022	175.00
16933	Paul Niemand	4/19/2022	962.50
16934	Peace Hill Press, Inc. dba Well Trained Mind Press	4/19/2022	53.20
16935	Playground Training Academy, LLC	4/19/2022	1,836.50
16936	Powerschool Group LLC	4/19/2022	111,971.83
16937	Pride Learning Co	4/19/2022	1,680.00
16938	Project Learn	4/19/2022	4,748.57
16939	Rainbow Resource Center	4/19/2022	Void
16940	Rainbow Resource Center	4/19/2022	2,945.46
16941	Richard Koogler	4/19/2022	713.10
16942	Robert Melendez	4/19/2022	243.00
16943	Roberta Chatman	4/19/2022	900.00
16944	Rojeski Student Support	4/19/2022	1,115.00
16945	Rose Music Studios LLC	4/19/2022	660.00
16946	Run Fierce Cencal Kids	4/19/2022	310.00
16947	Sandy Torosian	4/19/2022	360.00
16948	Shauna Fleuridor	4/19/2022	900.00
16949	Sherry Dees	4/19/2022	1,400.00
16950	Sona Atoyan	4/19/2022	100.00
16951	Studies Weekly	4/19/2022	806.12
16952	Susan Hancock	4/19/2022	170.00
16953	Susan Mason	4/19/2022	2,160.00
16954	T-Mobile	4/19/2022	120.00
16955	The Advantage Group	4/19/2022	5,876.50
16956	The Dance Center	4/19/2022	2,447.22
16957	The Dance Studio 2	4/19/2022	240.00
16958	The First Tee of Fresno	4/19/2022	1,100.00
16959	The Owl Initiative	4/19/2022	250.00
16960	Thimble Sewciety	4/19/2022	35.00
16961	Transamerica	4/19/2022	690.64
16962	United Conservatory of Music	4/19/2022	690.64
16963	United Conservatory of Music	4/19/2022	4,635.68
16964	Verizon Wireless	4/19/2022	1,342.47
16965	WM Music Lessons	4/19/2022	1,700.00
16966	World Languages Institute	4/19/2022	220.00
16967	Wrightwood Education Studio LLC	4/19/2022	260.00

Yosemite Valley Charter School

Check Register

For the period ended April 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
16968	Yuliya Hess	4/19/2022	900.00
16969	Zaner-Bloser, Inc.	4/19/2022	151.23
16970	Zoom Video Communications Inc	4/19/2022	6,122.92
16971	Old Dominion Capital	4/22/2022	3,605.00
16972	C'est La Vie Arts	4/22/2022	120.00
16973	Art of Problem Solving	4/26/2022	96.00
16974	Axia Group	4/26/2022	249,580.00
16975	Blue Shield of California	4/26/2022	130,752.08
16976	BrightThinker	4/26/2022	357.23
16977	Charter Impact, Inc.	4/26/2022	498.00
16978	Elemental Science	4/26/2022	197.28
16979	Generation Genius, Inc.	4/26/2022	125.00
16980	Green Kid Crafts Inc	4/26/2022	90.35
16981	Home Science Tools	4/26/2022	203.42
16982	Institute for Excellence in Writing	4/26/2022	26.52
16983	McColgan & Associates Inc.	4/26/2022	6,950.30
16984	Merrilee McCain	4/26/2022	258.00
16985	Nicolette Pearce	4/26/2022	27.38
16986	Singapore Math, Inc.	4/26/2022	545.94
16987	Teacher Synergy, LLC	4/26/2022	1,472.12
16988	Teaching Textbooks	4/26/2022	99.13
16989	Timberdoodle.com	4/26/2022	84.09
16990	Time4Learning	4/26/2022	139.65
16991	Yuliya Hess	4/26/2022	1,350.00
16992	Voya Financial FBO CalSTRS Pension2	4/27/2022	7,373.00
16993	Fresno County Office of Education	4/28/2022	203,300.24
16994	Fresno County Office of Education	4/28/2022	590.00
16995	Studies Weekly	4/28/2022	<u>485.69</u>

Total Disbursements Issued in April \$ 1,632,736.79

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	May-09	CALPADS End-of-Year 1, 2, 3 and 4 - The data submission window opens on May 9, 2022 and closes on July 29, 2022. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED.	Client	No	No	https://www.cde.ca.gov/ds/sp/cl/
FINANCE	May-16	Extended Due Date - Form 990 - The IRS form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	Client/Audit firm	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	May-20	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/fp/cr/anreporthelp.asp
FINANCE	May-20	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives outside the LCFF. This decision may be reconsidered on an annual basis.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/csinfosw.asp
FINANCE	Jun-01	Executive School Leadership Review Evaluation - The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Client	Yes	No	<u>This is an IRS requirement for Executive Director positions.</u> <u>If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.</u>
FINANCE	Jun-25	Certification of the 2020-21 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact	No	No	https://www.cde.ca.gov/fp/aa/pa/
FINANCE	Jun-30	Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2022-2023 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Supplement to the Annual Update to the 2021-22 LCAP Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Jun-30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.	Charter Impact	Yes	No	https://www.cde.ca.gov/fp/sl/fr/calendar22district.asp
FINANCE	Jun-30	Pre-Kindergarten Planning and Implementation Grant Plan - State law requires each LEA to create a plan articulating, how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5). Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022	Charter Impact	Yes	No	https://www.cde.ca.gov/ci/gp/em/
OPERATIONS	Jun-30	Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fp/aa/pa/lcfitag.asp
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	Client	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	Client	No	No	https://www.cde.ca.gov/sp/hs/cv/strategies.asp
FINANCE	Jun-30	School Nutrition Application Due to CDE - Funding supports five school meal and milk programs to assist schools, districts, and other nonprofit agencies in providing nutritious meals and milk to children at reasonable prices or free to qualified applicants. The five programs are the National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Feeding Option (SSFO), Special Milk Program (SMP), and State Meal Program (STMP)	Client	No	No	https://www.cde.ca.gov/ls/nul/sn/eligmaterials.asp
FINANCE	Jun-30	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with Client support	Yes	No	https://www.cde.ca.gov/fp/aa/co/index.asp
DATA	Jun-30	Principal Apportionment Data Collection - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30, 2022 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with Client support			https://www.cde.ca.gov/fp/aa/pa/index.asp

Cover Sheet

Charter School Capital Report/Contract

Section:	II. Finance
Item:	B. Charter School Capital Report/Contract
Purpose:	Discussion & Potential Action - Vote
Related Material:	

BACKGROUND:

- [Charter School Capital](#) (CSC) is a company that offers a receivable sales product that has provided access to stable, reliable, and flexible funding that aligns with the school's cash flow needs.

RECOMMENDATION:

- Consider the approval of the CSC Contract.

Cover Sheet

Funding Determination

Section:	II. Finance
Item:	C. Funding Determination
Purpose:	Discussion (Informational)
Related Material:	

BACKGROUND:

- To continue to receive funding for Non-Classroom Based (NCB) Average Daily Attendance, existing NCB charter schools whose funding determination expires at the end of FY 2021–22 must submit a funding determination request by June 30, 2022.
- An existing NCB charter school uses its annual independent financial audit report data from the Fiscal Year (FY) prior to the FY in which the charter school’s funding determination will expire. Generally, the total revenues, expenditures, and fund balance that are reported on the Funding Determination Form should agree with the total revenues, expenditures, and fund balance from the charter school’s audited financial data.
- For existing NCB charter schools whose funding determination expires at the end of FY 2021–22, the school shall receive its current funding level for two years upon submission of a complete funding determination request.
- A school that submits a funding determination request after the applicable deadline shall receive 85 percent funding for two years for its NCB ADA, pursuant to SB 820 Section 75.

Cover Sheet

Planning Amount Buckets

Section:	II. Finance
Item:	D. Planning Amount Buckets
Purpose:	Discussion (Informational)
Related Material:	

BACKGROUND:

- The school model allocates Annual Planning Amounts for each student based on grade level as a way to ensure students have access to learning materials, technology, and both academic and enrichment experiences (educational services) that align with their personalized Educational Plans (Ed Plans).
- In an effort to ensure that students are provided with appropriate and essential materials and educational services, the school is developing strategies and tools to support families and teaching staff.
- This does not necessarily include Special Education materials or services.

Cover Sheet

Public Hearing: Local Control Accountability Plan (LCAP)

Section:	III. Academic Excellence
Item:	A. Public Hearing: Local Control Accountability Plan (LCAP)
Purpose:	Public Hearing
Related Material:	LCAP

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.
- Under the Local Control Funding Formula (LCFF), all LEAs including school districts, COEs, and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC sections 52060(d), 52066(d), and 47605.
- Charter schools are required to consult with parents, students, teachers, administrators, and other school personnel in accordance with EC Section 47606.5 (e) as part of the development of the LCAP.
- The purpose of the Public Hearing is to provide all stakeholders with the opportunity to ask questions and share comments about the LCAP.

YVC & MRA LCAP Overview

Goal 1: Our schools will provide a **high quality educational program** that promotes the **academic achievement** of **all students** through:



1. Qualified Teachers/Staff
2. Regional Coordinators
3. Access to Broad Course of Study through courses & enrichment opportunities
4. Standard aligned texts, materials, & supplies for learning
5. Technology for learning
6. Technology support for families & staff
7. Intervention Teachers
8. School Psychologist
9. Services to support social-emotional health
10. Services & supports for students with IEPs
11. Training for Teachers
12. Supplemental academic support programs
13. English Learner instruction & support



Goal 2: Our schools will operate with strong **parent & community involvement**, including **effective communication** & opportunities for **parent education** through:



1. School & community events for families
2. Effective communication for all educational partners using multiple methods
3. Opportunities for parent education through Parent University

Goal 1: Cont'd

13. Student Study Teams
14. Intervention & supports for struggling students
15. Platforms to support achievement
16. Services & supports for students with 504s
17. Activities to promote family literacy



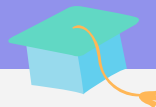
Goal 3: Our schools will maintain a **safe & positive school climate** where all students are **actively engaged** in learning through:



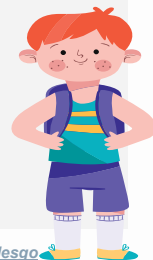
1. Multi-tiered System of Support for all students to promote academic & social-emotional success
2. Enrichment ordering coordination & support
3. Coordination of school & community events for students & families
4. Services & supplies for students experiencing homelessness
5. Clubs, leadership, & academic program opportunities for students
6. Student transition program & supports



Goal 4: Our schools will guide & prepare all students for **college & career readiness** through:



1. Expanded Career Technical Education (CTE) pathways for students
2. Additional progress monitoring & support for students in secondary education (Middle & High School)
3. High School academic counseling & support
4. Expand dual enrollment opportunities for high school students



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yosemite Valley Charter School

CDS Code: 10625470135103

School Year: 2022-23

LEA contact information:

Dr. Laurie Goodman, Principal

Stephanie Johnson, Vice Principal

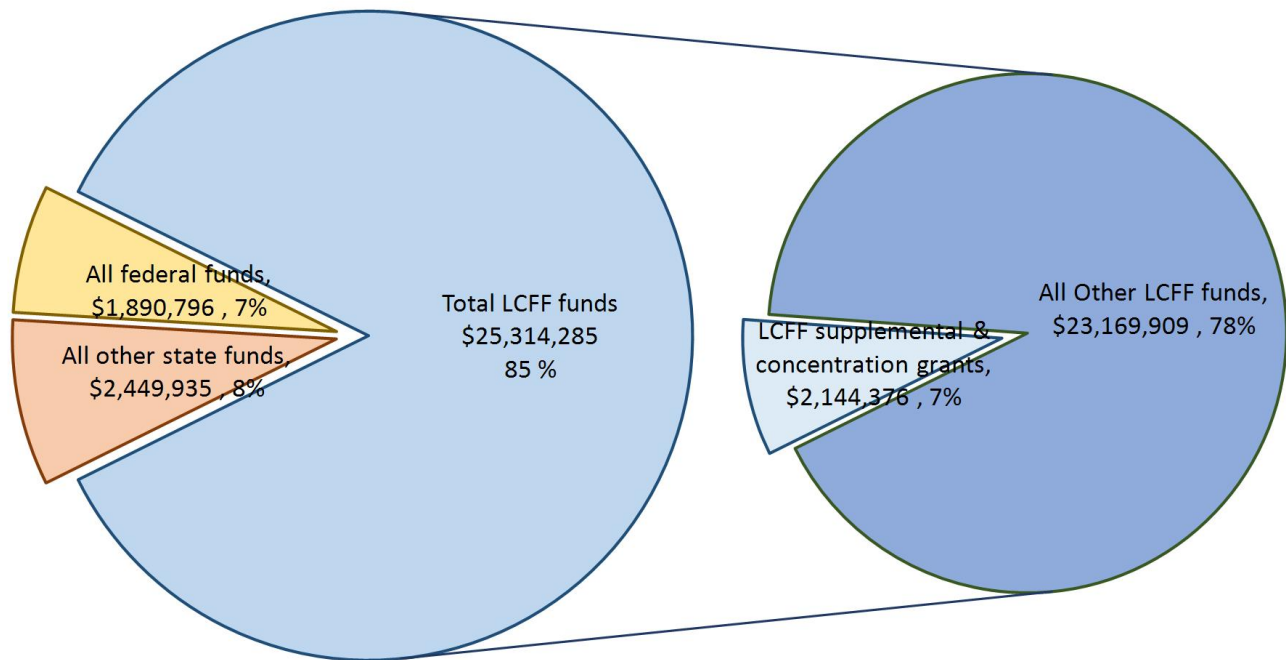
laurie.goodman@monarchriveracademy.org

steph.johnson@monarchriveracademy.org, (559) 258-0787

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



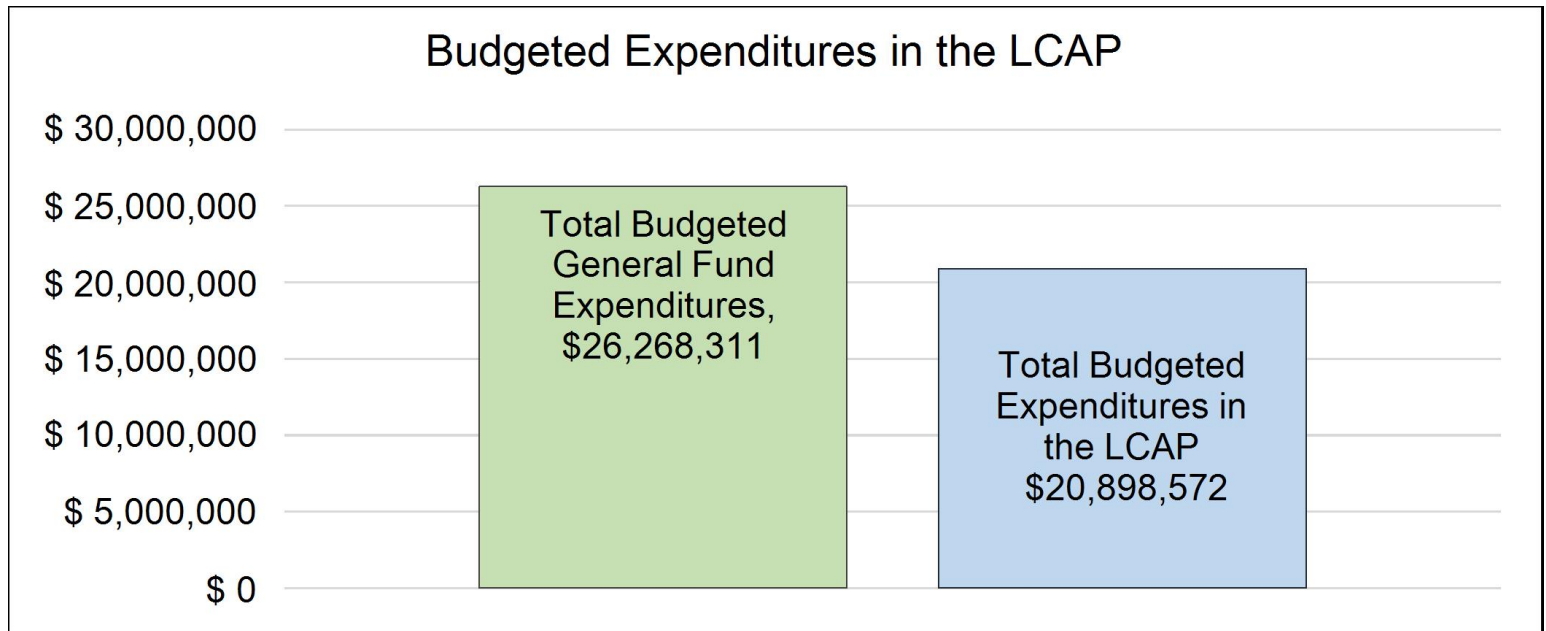
This chart shows the total general purpose revenue Yosemite Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yosemite Valley Charter School is \$29,655,016, of which \$25,314,285 is Local Control Funding Formula (LCFF), \$2,449,935 is other state

funds, \$0 is local funds, and \$1,890,796 is federal funds. Of the \$25,314,285 in LCFF Funds, \$2,144,376 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Yosemite Valley Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yosemite Valley Charter School plans to spend \$26,268,311 for the 2022-23 school year. Of that amount, \$20,898,572 is tied to actions/services in the LCAP and \$5,369,739 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

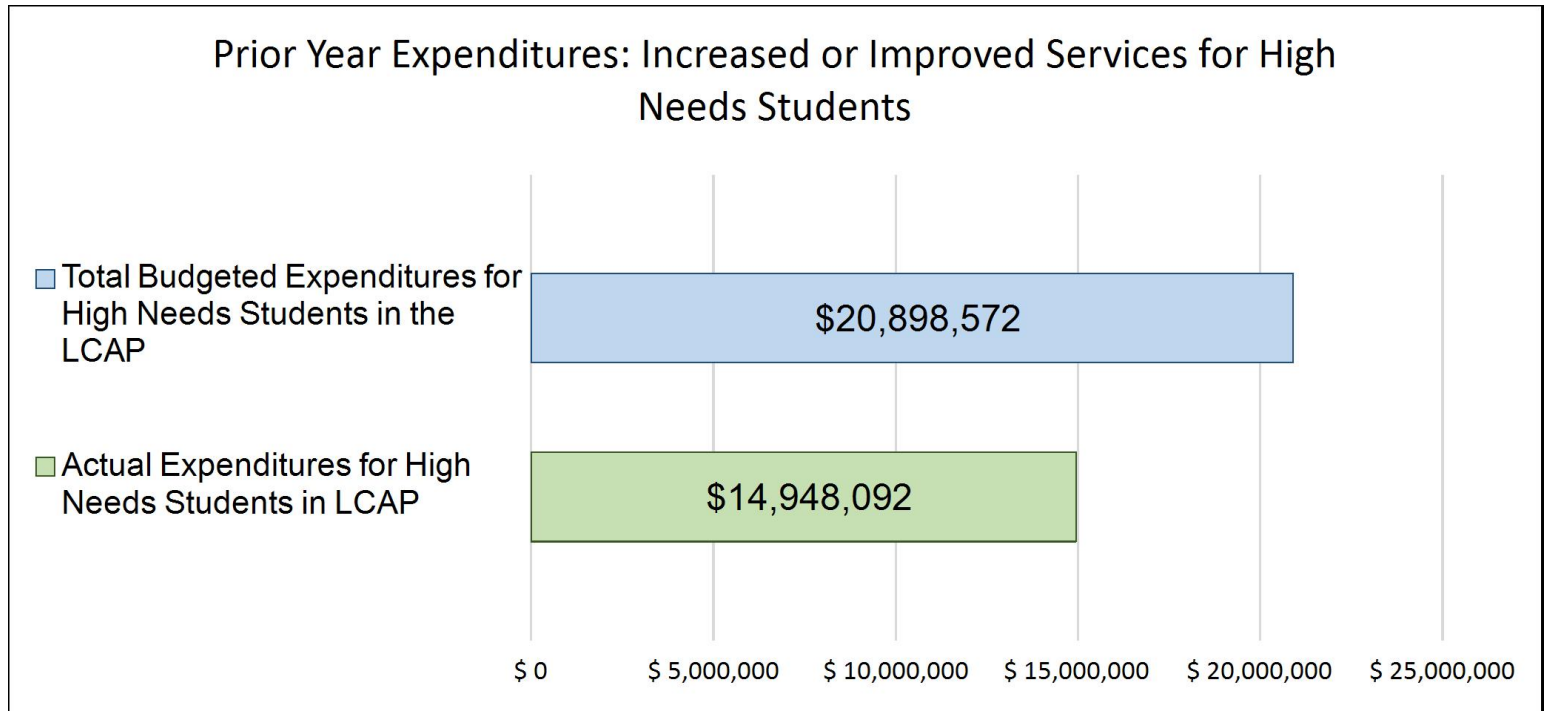
Operational expenses required in order to operate the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Yosemite Valley Charter School is projecting it will receive \$2,144,376 based on the enrollment of foster youth, English learner, and low-income students. Yosemite Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Valley Charter School plans to spend \$19,996,945 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Yosemite Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yosemite Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Yosemite Valley Charter School's LCAP budgeted \$20,898,572 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter School actually spent \$14,948,092 for actions to increase or improve services for high needs students in 2021-22.

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 2020–21 Local Control and Accountability Plan (LCAP).

Yosemite Valley Charter School (YVCS) holds meetings with its 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. Parent 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 (YVCS) 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Yosemite Valley Charter School (YVCS) is a tuition-free public charter school offering personalized student learning in grades TK through 12. We are a non-classroom-based independent study work charter school serving students and families throughout Fresno, Madera, Merced, and Monterey Counties. YVCS serves approximately 2,358 students, grades TK-12, and employs approximately 187 staff members. Our student demographics indicate that 31.4% are of Hispanic descent, 62.2% are Caucasian, 4.3% are Black or African American, 1.3% are Asian, 1.6% are American Indian or Alaska Native, and .2% are Native Hawaiian or Other Pacific Islander. 2% of our student population are English Learners. Almost 46.2% of our students come from socioeconomically disadvantaged backgrounds.

YVCS is unique and provides students with a standards-based public education in an independent-study homeschool environment. We offer multiple educational programs and facilitate the individualization of each child's learning experience alongside our parents and families. Under the direct supervision of a credentialed teacher and through multiple program offerings, students can complete their standards-aligned educational program in a setting that best meets their needs. As a non-classroom-based charter, we are proud to offer our standards-aligned educational program completely online, as part of a blended model of online coursework with some direct instruction, and/or offline through state-adopted course outline and textbook options. Students are also encouraged to participate in project-based or career technical education courses, and/or a multitude of enrichment opportunities to help round out their educational experience. We also partner with local organizations and colleges, to ensure that students are prepared for college and career.

In March of 2020, YVCS halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and educational partners with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all educational partners to plan and prepare for a safe and successful August reopening that considered the challenges related to Covid-19 restrictions. YVCS remained deeply committed to making sure that all

students made academic progress and continued towards college and career readiness. Each of our students was significantly impacted, like other schools, with the initial closure of the school and swift move to distance learning. YVCS continued to provide a full educational program as a non-classroom-based charter school.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of educational partner input, Yosemite Valley Charter has identified the following successes:

California School Dashboard

Note: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, state law required that reliable and valid data that would have been included in the 2020 Dashboard be reported.

1. In 2020, YVC's Graduation rate measured at 82%.
2. In 2019, YVC's Chronic Absenteeism rate decreased by .7% for a total rate of less than one percent and resulting in a blue performance level. In 2020, local data showed that YVC maintained a low Chronic Absenteeism rate.
3. In 2019 YVC did not suspend a single student resulting in a blue performance level. In 2020, local data showed that the school maintained a 0% suspension rate.

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for educational partners to provide survey feedback through Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents. 235 parent surveys were collected and 46 staff surveys were collected. 16 student surveys were collected.

1. 97% of parents feel that their child's school provides access to professionals and resources to support social-emotional learning and other emotional health needs.
2. 98% of parents feel that their child's school provides a quality education that focuses on the academic success of each child.
3. 97% of parents feel that their child's school provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
4. 96% of parents feel that their child's school welcomes parental participation at all levels.
5. 97% of parents feel that their child's school keeps them well-informed about school activities.
6. 97% of parents feel that their child's school has teachers that go out of their way to help students.
7. 95% of the educational partners feel that Yosemite Valley Charter School has a rigorous college and career program which includes: fairs and workshops, transitions programs, high school graduation plans, CTE courses, A-G courses, and college courses (dual and concurrent enrollment) to support student success.

8. 95% of the educational partners feel that Yosemite Valley Charter School have systems in place that support educators in the areas of technology, curriculum, human resources, and EOS when they need assistance

? 97% of the students surveyed feel that Yosemite Valley Charter School works with their parent/guardians to help them do their best in school.

educational partners Input

Meetings were held to ensure that all educational partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where educational partners could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that educational partners feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and the support of their Homeschool teacher HST, especially during the COVID-19 pandemic and resulting school closure.
2. All educational partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students.
3. YVC established a comprehensive Tier 2 intervention program to support struggling learners and/or those students falling below grade-level expectations.
4. Educational partners were excited about the expansion of Career Technical Education (CTE) course offerings for high school students.
5. Educational partners were satisfied with increased efforts to monitor high school academic achievement, including the creation of the high school coordinator positions to offer additional supports.

YVC will continue to strive towards excellence. In order to maintain and build on the successes above, YVC will:

- 1) Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
- 2) Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
- 3) Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
- 4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
- 5) Continue providing increased staff support in the area of high school progress monitoring and academic success.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of educational partners input, Yosemite Valley Charter School (YVCS) has identified the following needs:

California School Dashboard and Locally Collected Assessment Data

YVC's rate of performance for both English Language Arts and Mathematics remains an area of need. The 2019 California Dashboard showed that YVC students did not make significant progress on the California Assessment of Student Performance and Progress (CAASPP) in Mathematics, maintaining slight growth with a gain of 2% of students having met or exceeded standard for a total of 18%. Additionally, the following subgroups continued to struggle: Students with Disabilities (10% met or exceeded standard) and Socio-economically disadvantaged students (9% met or exceeded standard). In English Language Arts, the school maintained its rate of achievement with 40% of students meeting or exceeding standard on the ELA CAASPP. Similarly, Students with Disabilities struggled with only 19% meeting or achieving standards.

Throughout the 2021-22 school year, YVC has maintained attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 86% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 91% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 97% of students participated in the Mathematics diagnostic, 36% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 39% of students were at or above benchmark.

YVC will take the following steps: to improve the academic achievement of students:

- 1) Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
- 2) Provide professional development for staff and learning coaches to ensure that evidence-based practices are being used in daily instruction.
- 3) Continue to provide additional staff members to support the academic achievement of struggling students; including intervention teachers, instructional paraprofessionals, and paraprofessionals to support students with special needs.
- 4) Implement a robust Parent University program designed to engage parents as partners in the academic and social-emotional development and progress of their students.

YVC's college preparedness rate as measured by the Dashboard's College and Career Indicator (CCI) is identified area of need. According to the 2020 Dashboard, 50% of students were either prepared (29%) or approaching prepared (21%). In order to increase the percentage of students who are prepared or approaching prepared, YVC will increase college and career readiness offerings for students including Career

Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. This need was also identified by educational partners as described below.

Annual Self-Assessment and educational partner Input

Through annual surveys that were administered to staff, students in grades 4-12, and parents, as well as through educational partner meetings, YVC has identified the following areas of need:

- 1) Continue to recruit highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement.
- 2) Increase direct instruction course offerings taught by a credentialed teacher in order to increase academic achievement in English-language Arts and Mathematics.
- 3) Increase parent communication through multiple methods, including the school website.
- 4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.

Targeted Review for Students with Disabilities

YVC is currently undergoing a Targeted Review of the Special Education Plan by the California Department of Education. YVC is in year 2 of the review for Elements 3b & 3C, CAASPP testing participation and achievement. During the latest administration of the CAASPP test in English Language arts and Mathematics, students with disabilities had participation rates of 81.94% (ELA) and 82.58% (Math), well below the state target of 95%. As a sub-group, students with disabilities' status for achievement in English Language arts declined to 83.1 points below standard. In Mathematics, students with disabilities scored 104.6 points below standard. YVC is in year 1 of a review for Elements 14a and 14b, Post-School Outcomes-Higher Education and Post-school Outcomes-Higher Education and Competitively Employed. A select committee of both general education and special education personnel worked with the El Dorado County SEPLA to perform a root cause analysis to identify ways in which YVC can work to improve outcomes for students with disabilities. Once the root cause analysis was performed, a plan of action to address each element was submitted to and approved by the California Department of Education. YVC will take the following actions to improve outcomes for students with disabilities:

- 1) HSTs and case managers will work with families to ensure that proper accommodations are provided in each students Individualized Education Plan (IEP).
- 2) Case managers will include test preparation as part of their instruction for students with disabilities.
- 3) Create and maintain a highly qualified transition team, including a job coach, to help students identify, prepare, and gain college and career opportunities after graduation or program completion.
- 4) Review and revise state data reporting process for students with disabilities to ensure accurate data is being collected and provided to the state.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP was written after consulting members from each educational partners group across the school. The four goals outlined below will allow YVC to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent 48% of our total population. These four goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The YVC LCAP broad goals are as follows:

Goal 1: Yosemite Valley Charter School will provide a high-quality educational program that promotes the academic achievement of all students.

Goal 2: Yosemite Valley Charter School will operate with strong parent and community involvement, including effective communication and opportunities for parent education.

Goal 3: Yosemite Valley Charter School will maintain a safe and positive school climate where all students are actively engaged in learning.

Goal 4: Yosemite Valley Charter School will guide and prepare all students for college and career readiness.

Impact of the COVID-19 Pandemic:

In March of 2020, YVC joined with school districts throughout the United States, making the difficult decision to halt in-person activities and meetings to spread of COVID-19. Throughout this time, YVC has remained committed to serving our students through a robust independent-study homeschool learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted YVC in several key areas contained in the 2021-24 LCAP, including, a need for a strong Tier 2 intervention program for students who are struggling or who have experienced learning loss and increased progress monitoring and support for students.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families, and public education systems understandably affected data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Yosemite Valley Charter School (“YVC”) believes that educational partner input is a key component in the creation of its educational programs and services. To gain input and consultation regarding goals, actions, and expenditures in the LCAP, YVC consulted parents, pupils, school personnel, teachers, administrators, the Parent Advocacy Committee (PAC), District English Learner Advisory Committee (DELAC), the SELPA administrator, and the community in the creation of the plan.

Additional efforts to gain input and consultation included the administration of electronic surveys to all employees and parents. YVC also collected additional survey feedback from our Outstanding Direct Intervention (ODI) teachers who have been piloting small-group intervention programs in both English-language arts and Mathematics. This feedback was extremely valuable in the creation of our instructional program offerings.

Virtual meetings were conducted using Zoom on the following dates:

School Site Council Meeting: 10/04/21, 02/28/22, 04/27/22

Parent and Community Meeting: 10/04/21, 02/28/22, 04/27/22

Staff Meeting: 10/04/21, 11/01/21, 12/06/21, 02/07/22, 03/07/22, 04/04/22, 05/02/22

Meeting with Student representatives: 10/04/21, 02/28/22, 04/27/22

Parent Advocacy Committee Meeting: 9/18/20, 10/23/20, 11/13/20, 2/12/21, 3/12/21, 4/16/21, 5/14/21

ELAC/DELAC Meetings: 10/21/21, 05/02/22

Board Meetings: 08/24/21, 09/07/21, 09/28/21, 10/22/21, 11/16/21, 12/07/21, 01/25/22, 02/28/22, 03/22/22, 04/26/22, 05/17/22, 06/21/22

School leadership including YVC Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about YVC’s educational program including actions and services contained herein: April 4th, April 29th, and May 2nd. Additionally, YVC directors and Regional Coordinators met on April 4th, April 25th, May 2nd, May 9th, May 16th, and May 23rd.

Feedback from educational partners was collected and analyzed by school leaders in the creation of the LCAP. YVC consulted with the SELPA Administrator in March of 2022. Recommendations from this consultation included incorporating both formal and informal data collection into our MTSS process and teacher/parent training in order to more effectively drive the selection of appropriate interventions and support. This recommendation was incorporated into Goal 1, Action 13 and Goal 2, Action 3.

Translation services were available as needed. The school made a strong effort to ensure that voices were heard from educational partners throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students. At these meetings, the following information was shared by the school: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and budget information. Educational partners were then given the opportunity to respond to the plan, providing feedback, questions for the Executive Director, or comments. The PAC and DELAC committees did not submit any formal comments to the Executive Director for a written response.

A draft of the plan was made available for public comment in the school's office so that members of the public would have time to review and provide public comment prior to board approval. YVC advertised the publishing of the draft and invitation for public comment via the Weekly Buzz parent and community newsletter and school website. Educational partners were encouraged to provide feedback by telephone, email, or by mailing written comments to our office.

Once all the educational partner feedback was collected, the school leadership team analyzed the feedback and used it to draft the LCAP. The most common topics of success and needs collected throughout the feedback process were given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the school website from April 8th through April 25th in draft form for the public comment period. An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on February 24, 2021, during the Public Hearing. Feedback included the following: YVC was encouraged to offer a more complete demographic breakdown. This change was made to the final draft. At the public hearing, a parent spoke in support of the school's systems and programs, including individualized learning for families with teacher support. The final draft of the LCAP and budget was approved on June 21st at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific educational partners.

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades 4-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for educational partners to provide survey feedback through Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades 4-12, and offered to all parents. 235 parent surveys were collected and 46 staff surveys were collected. 16 student surveys were collected.

1. 95% of parents who had an opinion feel welcome to participate at school.
2. 95% of parents feel that their school promotes academic success for all students.
3. 95.5% of the staff are satisfied with the professional development offered for them.
4. 99% of parents surveyed have internet connectivity in their home.
5. 76.5% of students report they feel safe and connected to their school.
6. 94% of parents who had an opinion believe that their child's school offers effective supports for struggling learners.
7. 91% of parents who had an opinion felt that their child's school gave them opportunities to make decisions about their child's learning.
8. 83% of parents who had an opinion believe that their school informs and supports parents with timely information regarding systems and achievement as well as board meetings and policy changes.

Educational partner Input

Meetings were held to ensure that all educational partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where educational partners could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that educational partners feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and the support of their Homeschool teacher HST, especially during the COVID-19 pandemic and resulting school closure.

2. All educational partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students.
3. YVC established a comprehensive Tier 2 intervention program to support struggling learners and/or those students falling below grade-level expectations.
4. Educational partners were excited about the expansion of Career Technical Education (CTE) course offerings for high school students.
5. Educational partners were satisfied with increased efforts to monitor high school academic achievement, including the creation of the high school coordinator positions to offer additional supports.

Identified Needs

Meetings were held to ensure that all educational partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that educational partners feel our greatest areas of need include:

- 1) Continue to recruit highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement.
- 2) Increase direct instruction course offerings taught by a credentialed teacher in order to increase academic achievement in English-language Arts and Mathematics.
- 3) Increase parent communication through multiple methods, including the school website.
- 4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The four goals of the LCAP were created with educational partner input. This year, educational partner input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan: 1) Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students, 2) Increasing parent and community communication and engagement, 3) Maintaining a safe and positive school climate where students are actively engaged, and 4) Providing guidance and supports to ensure that all students are college and career ready. Both fiscal and human resources will be dedicated to meeting the school's goals in these critical areas.

Aspects of the LCAP Influenced by Educational Partner Input

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students: Educational partners input in this area indicates that educational partners are proud of the efforts made to provide and train credentialed HSTs and educational partners want these efforts to continue. This effort is reflected in Goal 1, Actions 1, and 7-17.

2. Increasing parent and community communication and engagement: Educational partners are very proud of the efforts made to communicate with parents and families during the pandemic but would like to see increased consistent parent communication through

multiple methods, including the school website. Goal 2, Action 2 will address this and Goal 2, Action 3 will expand opportunities for parent education through Parent University offerings.

3. Maintaining a safe and positive school climate where students are actively engaged: Educational partners appreciate the increased effort made over the past year towards engaging students through enrichment opportunities, club offerings, academic and leadership opportunities such as Academic Decathlon and the National Honors Society. Educational partners expressed a desire to see increased opportunities for student engagement such as field trip offerings and continued clubs, and academic and leadership opportunities. YVC will focus on this area (Goal 3, Actions 2, and 6).

4. Providing guidance and supports to ensure that all students are college and career ready: Educational partners would like to see increased college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. Goal 4, Actions 1-6 will focus on this area.

New Aspects of the LCAP Influenced by Specific Educational Partners Input directly related to the effects of the COVID-19 Pandemic:

1. Increased and Improved Technology including Training and Support: Goal 1 Actions 2, 5, 6, and 10 will address the needs for more devices, technology support, and professional development that includes training in new technology and online platforms to support students.
2. YVC will continue to follow all state and local guidelines during the ongoing COVID-19 pandemic. Utilizing CARES act funding, YVC will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE).

Goals and Actions

Goal

Goal #	Description
1	Yosemite Valley Charter School will provide a high quality educational program that promotes the academic achievement of all students. (Priorities Addressed:1,2,4,7,8)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	99% of teachers are appropriately credentialed or assigned.	100% of teachers are appropriately credentialed or assigned.			Maintain 95% or higher of teachers who are appropriately credentialed or assigned
Facilities maintained in good repair	All facilities are maintained in good repair.	All facilities are maintained in good repair.			Maintain all facilities in good repair
Access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.			100% of students have access to standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards for all students	100% implementation of state standards	100% implementation of state standards.			100% implementation of state standards
Enable ELs access to CCSS and ELD standards	33.3% making progress towards English language proficiency in 2019.	<p>The 2020 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2020-21 school year; 3% scored at level 1, 44% scored at level 2, 25% scored at level 3, 28% scored at level 4.</p>			Increase the percentage of students who are making progress towards English proficiency from prior year's data
ELA CAASPP	40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.	<p>Unavailable CAASPP data, the assessment is to be given in the Spring semester.</p> <p>86% of students participated in the reading STAR360. 43% tested above Benchmark for the Fall semester of 2021.</p>			Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP	18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.	Unavailable CAASPP to be given in the Spring semester. 97% of students participated in the math STAR360. 36% tested above			Increase the percentage of students who scored met or exceeded standard on from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Benchmark for the Fall semester of 2021.			
AP Passage Rate	In 2020 80% of students passed with a score of 3 or higher on AP exams.	For YVC in 2021, we had 3 students take AP tests, and only one passed with a 3 or higher. YVC is currently at 33.3% of passing with a 3 or higher.			Increase the percentage of students who passed an AP exam with a 3 or higher from prior year's data
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	64% of high school students scored met or exceeded standard on the ELA CAASPP	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.			Increase the percentage of students scored met or exceeded standard on from prior year's data
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	20% of high school students scored met or exceeded standard on the Math CAASPP	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.			Increase the percentage of students scored met or exceeded standard on from prior year's data
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs.			100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification rate	7 students were reclassified in the 19-20 school year.	As of January 2022, 7 students were reclassified for the 21-22 school year.			Maintain or increase the number of students who are reclassified from prior year's data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Qualified Staff, including appropriately credentialed teachers	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students. Yosemite Valley Charter School (YVCS) will utilize recruitment websites and fairs to have access to highly qualified teachers with single-subject expertise, special education expertise, and multiple subject expertise. A fully credentialed staff increases success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide enough staff to support and increase achievement in our virtual academies as well as support for students, staff, and families. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$7,231,457.00	No
1.2	1.2 Regional Coordinators	State and local assessment data, educational partner feedback, and other collected data indicate that Regional Coordinators are necessary to support teachers and monitor the academic progress of unduplicated students. Yosemite Valley Charter School will utilize Regional Coordinators to provide facilitation of Professional Learning	\$390,552.00	No

Action #	Title	Description	Total Funds	Contributing
		Communities (PLCs) to support teachers and students in ensuring compliance with state and local requirements and completion of a body of work. All students will have access to these Regional Coordinators to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide regional coordinators for the facilitation of PLCs that include disaggregation of data, progress monitoring on state standard implementation, and student progress. These leaders along with team support will increase the success of students, staff, and families as well as support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. We expect this action will continue to reduce the achievement gap by providing leadership support in the area of academy achievement and enrichment as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these leaders will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.3	1.3 Electives and Enrichment opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and full access to courses including electives and opportunities through extensive enrichment. Yosemite Valley Charter School will utilize vendor, Virtual Academy, and A-G courses to provide courses and enrichment opportunities to support students in their core programs and beyond their core programs. All students will have access to these courses and resources, especially for Low Income(LI), Foster Youth(FY), English Learner(EL) students, and students experiencing homelessness(HY) to address equity and access to all courses and resources. By maintaining full access to courses, electives, and enrichment opportunities, YVCS will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through	\$1,929,227.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion, and enhanced learning of unduplicated students. These actions are most associated with LI, FY, HY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment as well as A-G courses in order to address the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment and elective systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
1.4	1.4 Texts, instructional materials, and supplies	<p>State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided with standards-aligned texts, instructional materials, and supplies for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Yosemite Valley Charter School will utilize its extensive curriculum and enrichment ordering systems as well as its lending library. Teachers and students will have all needed curriculum to ensure compliance with state and local requirements and the completion of a body of work. All students will have access to these resources to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to better facilitate helping students and families choose grade-level appropriate curriculum and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with these resources will increase the success of students, staff, and families by supporting the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. We expect this action will continue to reduce the achievement gap by providing resource support in the area of academic achievement as well as addressing the areas of</p>	\$3,971,346.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these resources will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.5	1.5 Technology, including devices and equipment for learning	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and learning platforms for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Yosemite Valley Charter School will utilize its extensive technology department and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with this technology will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of this technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$360,618.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	1.6 Technology Support	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and learning platforms for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Yosemite Valley Charter School will utilize its extensive technology department and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access along with support with this tech will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of this technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$134,985.00	No
1.7	1.7 Intervention Teachers	State and local assessment data, educational partner feedback, and other collected data indicate that students who are provided access to intervention will have greater success. Research indicates that when properly implemented, targeted and individualized support in both	\$163,827.00	No

Action #	Title	Description	Total Funds	Contributing
		English and math will result in greater student access to improving missing skills as well as increased opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small group remediation and acceleration lessons. All students will have access to this intervention program to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Access and intervention support will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve. The impact of this intervention program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.8	1.8 Supplemental School Psychologist	State and local assessment data, educational partner feedback, and other collected data indicate that mental health is a priority and need for families, a need that was exacerbated by the COVID19 pandemic. If students are not physically, mentally, and emotionally ready to learn, they may not reach their academic goals. Yosemite Valley Charter School(YVCS) believes that providing additional school psychology support for struggling students will improve mental health and social-emotional outcomes for students, leading to increased achievement. All students, staff, and families will have access to these professionals to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. YVCS will provide additional school psychology services for students which will result in increased participation and achievement on state and local assessments. The impact of these professionals will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$156,510.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	1.9 Special Education Services	State and local assessment data, educational partner feedback, and other collected data indicate that Special Education Services are a priority and a need for families, a need that was exacerbated by learning loss due to the COVID19 pandemic. Research indicates that when properly implemented, targeted and individualized support in accordance with a student's Individualized Education Plan(IEP), results in greater student access to improving missing skills and improving the opportunity to reach standards, especially when provided by credentialed teachers who have a special education credential. To meet this need, the special education team will continue to provide specialized and targeted support to students through individualized and small group lessons. All students with an IEP will have access to this specialized academic instruction and other services as noted in their IEP to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Yosemite Valley Charter School will provide a rigorous special education program for students with an IEP which will result in increased participation and achievement on state and local assessments. The impact of this program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$1,243,321.00	No
1.10	1.10 Professional development and training for staff	State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for our teachers, parents, and students in this unique model of a non classroom-based program. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School(YVCS) will utilize contracted professional development and experts in the charter to provide professional development. Research indicates that when properly implemented, the first best instruction	\$80,225.00	No

Action #	Title	Description	Total Funds	Contributing
		from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. YVCS believes that providing coordination and implementation of professional development will lead to an increased sense of school connectedness and success among foster and homeless youth, English Learners, and low-income students. This professional development plan will provide several types of support and tailor to the needs of each teacher in the charter. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
1.11	1.11 Supplemental academic support programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple supplemental academic support programs which included subscriptions and software that are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School(YVCS) will utilize various subscriptions and software to provide greater student access to improving missing skills and more opportunities to reach standards. YVCS believes in the coordination and implementation of Multiple Supplemental Academic Support Programs which will result in success among foster and homeless youth, English Learners, and low-income students. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and	\$83,846.00	No

Action #	Title	Description	Total Funds	Contributing
		local assessment data, educational partner feedback, and other collected data.		
1.12	1.12 English Learner Progress and Achievement Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple services for dedicated and integrated English language development(ELD) support programs which include students enrolled in English learner(EL) virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support in EL coordination and facilitation of services to increase success as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School(YVCS) will utilize credentialed and trained teachers to monitor and serve students by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards. YVCS believes in providing coordination and implementation of a specific program for English learners at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$66,242.00	No
1.13	1.13 Student Study Teams and Intervention Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter School will use a student study team to determine and provide a course of action for intervention which may include mental health as well as academic support to students, staff, and families to help reduce the achievement	\$60,480.00	No

Action #	Title	Description	Total Funds	Contributing
		gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a method of analysis and intervention for academic and social-emotional support by providing a team to provide differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of a student study team will lead to intervention in a Multi-Tiered System of Support which will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter School will utilize regional coordinators and directors to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and achievements necessary for all	\$339,878.00	No

Action #	Title	Description	Total Funds	Contributing
		students' academic, behavioral, and social success. These leaders will increase the accessibility to the number of resources that students, staff, and families need in order to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness with learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
1.15	1.15 Academic achievement assessments, management platform, and support	State and local assessment data, educational partner feedback, and other collected data indicate a need for platforms that include assessments, assessment analysis, data analysis, interactive lesson design and application as well as a resource for courses. These web-based platforms and programs will provide additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter School will utilize directors, tech department, and professional development to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and the achievement necessary for all students' academic, behavioral, and social success. These platforms will increase the accessibility to the number of resources that students, staff, and families to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the	\$156,588.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
1.16	1.16 Coordination of services and supports for Students with 504s	State and local assessment data, educational partner feedback, and other collected data indicate a need for coordination of services and support for students with 504 plans which include students enrolled in virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support for 504 students and the coordination and facilitation of services to increase success as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School will utilize credentialed and trained teachers to monitor and serve students with a 504 by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards. Yosemite Valley Charter School believes in providing coordination and implementation of a specific program for 504 students at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$7,469.00	No
1.17	Activities to promote family literacy, including lending library	State and local assessment data, educational partner feedback, and other collected data indicate a need for more literacy activities for families that promote literacy by having events at our lending library that will align with their needs based on data. As identified in the metric section, there is a need to support literacy development for all students by providing a plan that provides coordination and facilitation	\$3,257.00	No

Action #	Title	Description	Total Funds	Contributing
		of services to increase literacy success as well as attendance rate, suspension rate, and behavior that affects learning and academic achievement of these students. Yosemite Valley Charter School(YVCS) will utilize credentialed and trained teachers to present and provide support to students by having specific events that provide greater access to improving missing skills and more opportunities to reach standards through literacy development. YVCS believes in providing coordination and implementation of a specific program for students and families at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference between the actual expenditure and actual expenditures is minor with the expectation of family literacy which was diminished due to COVID-19 restrictions still in place.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local indicators and survey results, MRA made positive progress towards all goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the coming year, there will be a weekly addition of social emotional learning lessons for students in grade TK-12 as requested by our educational partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Yosemite Valley Charter School will operate with strong parent and community involvement, including effective communication and opportunities for parent education. (Priorities Addressed: 3)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to engage and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the YVC community and promote educational success for their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation according to the Fall 2021 Dashboard	Full Implementation according to the 2021 Dashboard			Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication as measured by Beehively and Website platforms	According to local data, there were 98,369 page views of the school website.	This school year 2021-22, Facebook has reached 20,971 individuals and Instagram reached 621. Data from 08/16/21-04/25/22.			Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data from 04/2021-01/2021 shows that our website had 65,755 page views.			
Provide parent education opportunities	YVC provided multiple parent engagement opportunities throughout the 20-21 school year.	<p>We are putting our Parent Education Opportunities in a different format to fit parent needs after feedback from the fall semester.</p> <p>For Math education: Parents/Learning Coaches did not want to attend math workshops put on by TCOE and they were poorly attended in the fall. They requested short recordings on different topics that they could watch on their own time. Therefore for spring, TCOE is making content-specific math workshop recordings that we can now share in a parent library and in newsletters and offering two office hour workshops based on the recorded</p>			Provide parent education opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>sessions in the spring semester. The recording can be watched and recommended to learning coaches at any time rather than parents having to go to a workshop to gain the information.</p> <p>For ELA education: We have developed a teacher education/student academic incentive program for spring called M.A.P (Mastery Academic Program). The English Learner Group is developing short videos and resources about teaching and learning strategies for daily lessons. For the spring they are: Stating Learning the Objective, Speaking in Complete sentences (sentence frames), and Checking for Understanding. Learning Coaches will use these resources</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to teach their students using the strategy, check off when the student used the strategy each day, and students will create an interest-based project based on their learning. The project will be shared in May in a virtual project fair to celebrate learning. This marries helping Learning Coaches teach with good teaching practices, and students learn and respond with critical thinking skills and application in a personal and interest-based format.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 School and community events	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the learning and academic		No

Action #	Title	Description	Total Funds	Contributing
		achievement of these students when parenting engagement and participation increase. Yosemite Valley Charter School(YVCS) school will utilize teams of teachers led by the Director of Community Services and their regional coordinators to engage parents. YVCS believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement which include newsletters, phone calls, monthly meetings, field trips, and other events. YVCS also provides clubs for all students to join throughout the school year for students at all grade levels. Every teacher at YVCS also holds an office hour every day to meet parents and engage in the educational process. The School Site Council meets three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. YVCS parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
2.2	2.2 Communication through multiple methods including website, newsletter	State and local assessment data, educational partner feedback, and other collected data indicate that unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. Yosemite Valley Charter School(YVCS) will utilize its extensive technology department and marketing department to weekly update all online platforms to	\$4,771.00	No

Action #	Title	Description	Total Funds	Contributing
		make sure that parents and students are informed and have access to needed information. When parents are informed and engaged, students are more likely to be engaged in school and to participate in school programs and supports. YVCS will continue to provide multiple methods of parent communication for parents including the school website, home letters, and a weekly electronic newsletter. These platforms will be used to facilitate school-to-parent communication which will lead to increased participation in school programs and support. Access and support with this communication and information will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology and information improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of this technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
2.3	2.3 Parent University	State and local assessment data, educational partner feedback, and other collected data indicate that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress towards the mastery of grade-level knowledge and skills. As identified in the metric section, there is a need for support in professional development and real-time academic support that will affect attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite Valley Charter School will utilize its teacher trainers, regional coordinators, and contracted providers to provide a menu of services and supports known as Parent University with the local county office led by the Director of Student Services. The school	\$144,553.00	No

Action #	Title	Description	Total Funds	Contributing
		will increase parent participation and efficacy through training, support, materials, and supplies focused on academic achievement, utilizing formal and informal data collection and analysis to improve student outcomes, and development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no significant material differences between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local indicators and survey results, MRA made positive progress towards all goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the up-coming year, MRA will increase their in-person events as we partner with our authorizing districts and their parent university success with enrichment academy on-line through modeling and side-by-side (virtually) parent support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Yosemite Valley Charter School will maintain a safe and positive school climate where all students are actively engaged in learning. (Priorities Addressed: 5,6)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	The attendance rate is at 98% according to local data for the 20-21 school year.	99.58% (as of the last full Learning Period ending on 1/7/2022).			Maintain the school attendance rate at or above 95%.
Chronic Absenteeism rate	The Chronic Absenteeism rate remains below 2% for the 20-21 school year.	The Chronic Absenteeism rate remains below 2% for the 21-22 school year.			Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension rate	There were 0 suspensions in 2020-21.	There were 0 suspensions in 2021-22.			Decrease suspension rate from the prior year according to the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	There were 0 expulsions in 2020-21.	There were 0 expulsions in 2021-22.			Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	There were 9 high school dropouts in 2020.	According to the SARC, our dropout rate is 6.6%.			Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 14 middle school dropouts in 2020.	12 students on certified CALPADS data for 2021.			Decrease number of middle school dropouts from the prior year according to CALPADS.
Sense of safety and school connectedness	76% of students felt a sense of safety and connectedness at school according to the local survey.	100% of the students surveyed feel safe and connected to Yosemite Valley Charter School.			The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 MTSS Program implementation and coordination	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth.	\$86,267.00	No

Action #	Title	Description	Total Funds	Contributing
		As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Yosemite Valley Charter School will utilize outside services to provide mental health support and resources to students, staff, and families as well as an internal Social Emotional Learning Team to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide social-emotional tools and support by providing a team to provide differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of the Multi-Tiered System of Support will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
3.2	3.2 Enrichment Coordination and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and opportunities through an extensive enrichment ordering system and a lending library which will provide additional enrichment opportunities for our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). Yosemite Valley Charter School will utilize vendors and other services to provide enrichment activities, resources, and supplies to support students beyond their	\$539,944.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>core program. All students will have access to these resources and activities especially Low Income, Foster Youth, English Learner students, and students experiencing homelessness to address equity and access to all courses and resources. This plan will provide training to parents and students as well as an on-boarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products, as well as the lending library which is equipped with K-12 resources and is located in the Fresno area; however, a mobile van takes materials to parents when they order on-line. Teachers create a student-centered learning plan with individualized student needs identified. These systems along with team support increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The implementation and coordination of the enrichment ordering systems, lending library, and the support team have been designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
3.3	3.3 Coordination of school and community events	<p>State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students when the parent engagement and participation increase. Yosemite Valley Charter School(YVCS) will</p>	\$10,693.50	No

Action #	Title	Description	Total Funds	Contributing
		utilize teams of teachers led by the Director of Community Services and their regional coordinators to engage parents. YVCS believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement which include newsletters, phone calls, monthly meetings, field trips, and other events. YVCS also provides clubs for all students to join throughout the school year for students at all grade levels. Every teacher at YVCS also holds an office hour every day to meet parents and engage in the educational process. The school site council meets three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. YVCS parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.4	3.4 Supplies and services for Homeless Youth	State and local assessment data, educational partner feedback, and other collected data indicate a need for supplies and services to be provided to foster youth and students experiencing homelessness. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Yosemite		No

Action #	Title	Description	Total Funds	Contributing
		Valley Charter School(YVCS) will utilize its transition teams with the local county office led by the Director of Student Services. YVCS believes that providing coordination and implementation of supplies and services will lead to an increased sense of school connectedness among foster and homeless youth. This plan will provide several types of supplies, resources, and enrichment opportunities. The implementation and coordination of multiple support systems to meet the needs of homeless and foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.5	3.5 Increase student participation in clubs, leadership and academic programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for clubs, leadership development, and other academic competitions as a high priority for student success. Yosemite Valley Charter School (YVCS) believes that providing opportunities for students to develop leadership and collaboration skills through clubs, academic competitions, and events, will lead to an increased student engagement and an increase in academic achievement. YVCS will provide a team of teachers led by the Director of Community Engagement to increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership skills which will lead to increased participation and academic achievement in state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness and school engagement. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects		No

Action #	Title	Description	Total Funds	Contributing
		our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.6	3.6 Student transition program and supports	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in a transition program that will create a sense of safety, connectedness, and college and career readiness is a key motivator for attendance resulting in higher academic achievement. Yosemite Valley Charter School (YVCS) believes that providing opportunities for students to develop leadership and collaboration skills through a transition program will lead to increased student engagement and an increase in academic achievement. YVCS will provide a team of trained educators led by the Director of Transition and Student Support to increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership. Through partnership and collaboration, the team will provide a flexible and personalized learning experience with services in the post-secondary areas of education, employment, and independent living for all high school students including young adults with disabilities. YVCS will provide transition programs and support that help prepare students to transition between middle school and high school and between high school and college or career as well as provide agency linkage opportunities to ensure success post-graduation. By preparing students for transitions through training and support, students will be more likely to engage in school. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as	\$205,873.00	No

Action #	Title	Description	Total Funds	Contributing
		measured by state and local assessment data, educational partner feedback, and other collected data.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is a material difference between goal 3,3 and 3.4 due to COVID-19 restitutions and the support of a grant from the county office of education which supported MRA homeless and foster youth population.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local metrics and survey results, MRA was effective and made positive progress towards their goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the up-coming school year, social emotional learning will be added to our MTSS tier system and imbedded into our local clubs and community events for all students including our Title 1 students school-wide.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Yosemite Valley Charter School will guide and prepare all students for college and career readiness. (Priorities Addressed: 4,7,5)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of our students are not prepared or approaching prepared as measured by the Dashboard's College and Career Indicator (CCI). Also, the school's graduation rate is below 100%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	In 2020, YVC's graduation rate was 82%.	As of 2021, according to the SARC, the graduation rate for YVC is 89.5%.			Increase high school graduation rate to meet or exceed state average.
CTE pathway completion rate	In 2020, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	In 2021, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.			Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	In 2020, the A-G completion rate was 21%	The A-G completion rate for 2021 was 15% (14 out of 91 students).			Increase the A-G completion rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or higher on AP exams was 80%	For YVC in 2021, we had 3 students take AP tests, and only one passed with a 3 or higher. YVC is currently at 33.3% of passing with a 3 or higher.			Increase the AP pass rate from the prior year's data.
College and Career Indicator (CCI) Rate	In 2020 50% of students were prepared or approaching prepared	Data is not available from the state for 2021.			Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 CTE pathway expansion	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in an expanding CTE Pathways as well as A-G courses will ensure that unduplicated students are given the opportunity to complete A-G college requirements and be provided with academic support to ensure college and career readiness is a key motivator for attendance resulting in higher academic achievement. Yosemite Valley Charter School (YVCS) believes that providing opportunities for expanded CTE and A-G courses will allow students to develop leadership and collaboration skills that will lead to an increased student engagement and an increase in academic	\$60,594.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement as well as course completion for college and career readiness. Yosemite Valley Charter School will provide a team of trained high school support specialists and counselors led by the Highschool Director to increase opportunities for students to participate in CTE and A-G courses. Since its inception, this action has led to increased participation and achievement in CTE and A-G course and increased achievement on local assessments. The implementation and coordination of multiple support systems in CTE and A-G courses will lead to increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.2	4.2 Secondary student success progress monitoring and coordination	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved by providing a secondary student success team to improve outcomes for middle and high school students through support and progress monitoring. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The secondary student success team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and meeting with students and families. By providing the secondary student success team, Yosemite Valley Charter School believes there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments. We expect this action will continue to reduce the achievement gap through increased student support and engagement	\$245,663.00	No

Action #	Title	Description	Total Funds	Contributing
		which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.3	4.3 High School counseling support	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities to provide High school counseling support to students to ensure academic guidance and support for students to meet A-G requirements to ensure College and Career readiness by providing support and monitoring the academic achievement and learning progress of the Yosemite Valley Charter Schools unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Yosemite Valley Charter School believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$50,974.00	No
4.4	4.4 Expand Dual Enrollment Opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for an expansion of dual enrollment options for high school students in a high	\$54,480.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>priority for student success. The high school success team, directors, and counseling team will plan and collaborate to support students to meet A-G requirements to ensure College and Career readiness by providing dual enrollment opportunities in order to increase the academic achievement and learning progress of the Yosemite Valley Charter School's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in dual enrollment options and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The high school support team will implement a program to ensure all students meet their academic goals and expansion of dual enrollment as needed when they meet with students and families. By providing the expanded dual enrollment opportunities, Yosemite Valley Charter School believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.</p>		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between the budgeted and actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local indicators and survey results, MRA made positive growth towards their goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

During the 2022-23 school year, a focus on increased enrollment in A-G courses will occur due to the A-G grant requirements.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,956,825	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
		\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Yosemite Valley Charter School has calculated that it will receive \$1,715,862 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the school is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds:

Goal 1:

Regional Coordinators (Goal 1, Action 2)

Technology (Goal 1, Action 5)

Technology Support (Goal 1, Action 6)

Speech Pathologist (Goal 1, Action 8)

Student Study Teams and Intervention Support (Goal 1, Action 13)

Coordination of Intervention, Assessment, Analysis, and Achievement (Goal 1, Action 14)

Goal 2:

Communication (Goal 2, Action 2)

Goal 3:

MTSS Program Implementation and Coordination (Goal 1, Action 3)

Student Transition Program and Crisis Support (Goal 3, Action 6)

Goal 4:

CTE Pathway Expansion (Goal 4, Action 1)

Secondary Student Success Progress Monitoring and Coordination (Goal 4, Action 2)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our educational partners. These contributing actions are principally directed toward our unduplicated student population to help YVC to be effective in meeting the school's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action serves the unduplicated student population by helping to close equity and performance gaps and meet the goals of our school. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for educational partners when reading this plan so they can better understand the rationale behind each unique school-wide action. Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our school has calculated that it will receive \$1,715,862 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has

been calculated at 9.19%. Our LEA has demonstrated that it has met the 9.19% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that help provide equity and access for the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,476,113.50	\$2,889,944.00		\$4,417,583.00	\$17,783,640.50	\$7,980,581.50	\$9,803,059.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	All	\$3,129,631.00	\$1,175,801.00		\$2,926,025.00	\$7,231,457.00
1	1.2	1.2 Regional Coordinators	All	\$270,586.00			\$119,966.00	\$390,552.00
1	1.3	1.3 Electives and Enrichment opportunities	All	\$1,716,511.00	\$9,967.00		\$202,749.00	\$1,929,227.00
1	1.4	1.4 Texts, instructional materials, and supplies	All	\$3,535,215.00	\$91,752.00		\$344,379.00	\$3,971,346.00
1	1.5	1.5 Technology, including devices and equipment for learning	All	\$80,981.00			\$279,637.00	\$360,618.00
1	1.6	1.6 Technology Support	All				\$134,985.00	\$134,985.00
1	1.7	1.7 Intervention Teachers	Eligible students, including students eligible for Title I All	\$11,245.00			\$152,582.00	\$163,827.00
1	1.8	1.8 Supplemental School Psychologist	All	\$156,510.00				\$156,510.00
1	1.9	1.9 Special Education Services	Students with Disabilities	\$3,415.00	\$1,239,906.00			\$1,243,321.00
1	1.10	1.10 Professional development and training for staff	All	\$60,802.00	\$12,949.00		\$6,474.00	\$80,225.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	1.11 Supplemental academic support programs	Eligible students, including Title I eligible students	\$76,989.00			\$6,857.00	\$83,846.00
1	1.12	1.12 English Learner Progress and Achievement Support	English Learners	\$5,072.00			\$61,170.00	\$66,242.00
1	1.13	1.13 Student Study Teams and Intervention Support	All	\$60,480.00				\$60,480.00
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	All	\$219,942.00	\$74,458.00		\$45,478.00	\$339,878.00
1	1.15	1.15 Academic achievement assessments, management platform, and support	All	\$156,393.00	\$195.00			\$156,588.00
1	1.16	1.16 Coordination of services and supports for Students with 504s	Students with 504's	\$7,469.00				\$7,469.00
1	1.17	Activities to promote family literacy, including lending library	Students eligible for Title I	\$3,257.00				\$3,257.00
2	2.1	2.1 School and community events	Eligible students, including Title I eligible students					
2	2.2	2.2 Communication through multiple methods including website, newsletter	All	\$4,771.00				\$4,771.00
2	2.3	2.3 Parent University	Eligible students, including Title I eligible students	\$18,352.00	\$500.00		\$125,701.00	\$144,553.00
3	3.1	3.1 MTSS Program implementation and coordination	All		\$86,267.00			\$86,267.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	3.2 Enrichment Coordination and Support	All	\$539,944.00				\$539,944.00
3	3.3	3.3 Coordination of school and community events	All	\$10,693.50				\$10,693.50
3	3.4	3.4 Supplies and services for Homeless Youth	Foster and Homeless Youth					
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs	All					
3	3.6	3.6 Student transition program and supports	All		\$198,149.00		\$7,724.00	\$205,873.00
4	4.1	4.1 CTE pathway expansion	All	\$56,738.00			\$3,856.00	\$60,594.00
4	4.2	4.2 Secondary student success progress monitoring and coordination	All	\$245,663.00				\$245,663.00
4	4.3	4.3 High School counseling support	All	\$50,974.00				\$50,974.00
4	4.4	4.4 Expand Dual Enrollment Opportunities	All	\$54,480.00				\$54,480.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	1,956,825				\$0.00	0.00%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from the Goals section of the 2022 LCAP.

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$20,898,571.19	\$17,788,966.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	No	\$9,365,006.38	7,231,457
1	1.2	1.2 Regional Coordinators		\$522,226.92	390,552
1	1.3	1.3 Electives and Enrichment opportunities	No	\$2,222,623.00	1,929,227
1	1.4	1.4 Texts, instructional materials and supplies	No	\$4,558,093.00	3,971,346
1	1.5	1.5 Technology, including devices and equipment for learning		\$405,857.41	360,618
1	1.6	1.6 Technology Support		\$166,573.28	134,985
1	1.7	1.7 Intervention Teachers	No	\$128,322.00	163,827
1	1.8	1.8 Supplemental School Psychologist		\$85,548.00	156,510
1	1.9	1.9 Special Education Services	No	\$2,000,000.00	1,243,321
1	1.10	1.10 Professional development and training for staff		\$35,645.00	80,225
1	1.11	1.11 Supplemental academic support programs	No	\$70,128.00	83,846

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	1.12 English Learner Progress and Achievement Support	No	\$14,258.00	66,242
1	1.13	1.13 Student Study Teams and Intervention Support		\$14,258.00	60,480
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement		\$279,182.87	339,878
1	1.15	1.15 Academic achievement assessments, management platform, and support	No	\$46,190.00	156,588
1	1.16	1.16 Coordination of services and supports for Students with 504s	No	\$7,129.00	7,469
1	1.17	Activities to promote family literacy, including lending library	No	\$75,905.00	3,257
2	2.1	2.1 School and community events	No	\$5,000.00	
2	2.2	2.2 Communication through multiple methods including website, newsletter		\$70,000.00	4,771
2	2.3	2.3 Parent University	No	\$35,645.00	144,553
3	3.1	3.1 MTSS Program implementation and coordination		\$139,135.08	86,267
3	3.2	3.2 Enrichment Coordination and Support	No	\$142,580.00	539,944
3	3.3	3.3 Coordination of school and community events		\$10,693.50	16,019
3	3.4	3.4 Supplies and services for Homeless Youth	No	\$3,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs		\$15,694.00	
3	3.6	3.6 Student transition program and supports	No	\$279,900.25	205,873
4	4.1	4.1 CTE pathway expansion		\$36,714.00	60,594
4	4.2	4.2 Secondary student success progress monitoring and coordination		\$111,925.00	245,663
4	4.3	4.3 High School counseling support	No	\$46,338.50	50,974
4	4.4	4.4 Expand Dual Enrollment Opportunities	No	\$5,000.00	54,480

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2021 LCAP. Existing content should not be changed, but additional actions/funding can be added.

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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 and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Cover Sheet

Special Education (SPED) Services Report

Section:	III. Academic Excellence
Item:	B. SPED Services Report
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	

BACKGROUND:

- Dr. Steven James will present a report about the school's Special Education program.

Cover Sheet

Monthly Report on Hiring Efforts for Open Occupational Therapist (OT) & Speech & Language Pathologist (SLP) Positions

Section:	III Academic Excellence
Item:	C. Monthly Report on Hiring Efforts for Open Occupational Therapist (OT) & Speech & Language Pathologist (SLP) Positions
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	

BACKGROUND:

- Dr. Steven James will present more information about the school's needs for Occupational Therapists and Speech & Language Pathologist.

Cover Sheet

Declaration of Need

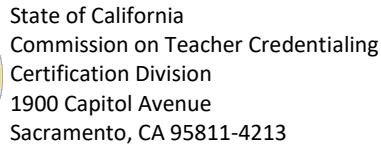
Section:	III. Academic Excellence
Item:	D. Declaration of Need
Purpose:	Discussion & Potential Action (Vote)
Related Material:	Declaration of Need for Fully Qualified Educators - cl500 06.21 - YV

BACKGROUND:

- Compliance with California requirement to submit annual Declaration of Need to employ or continue to employ staff that are not fully credentialed.
- The Commission on Teacher Credentialing (CTC) requires Board approval in a public board meeting, a Declaration of Anticipated needs in terms of staffing in which an employee with an intern status may be allowed to fill the position.
- While the school limits the need to use other than fully credentialed teachers, the Declaration of Need process allows the school the option to retain the services of a partially credentialed or intern status educator in hard-to-fill teaching areas, when necessary.
- There is no anticipated financial impact to the school.

RECOMMENDATION:

- Consider the approval of the Declaration of Need.



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

169 of 183

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Cover Sheet

COVID-19 School Report

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	A. COVID-19 School Report
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	COVID-19 Report - YV

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.

RECOMMENDATION:

- Provide Board feedback to the school leadership.

COVID-19 May Report – Human Resources Report

Yosemite Valley Charter School

Staff Numbers	Current Numbers	Notes
Verified Vaccinated Staff Members	96	
Staff Exemptions Received	0	
Positive Cases Reported	11	
Staff Needing to Administer a COVID Test at Home	9	<ul style="list-style-type: none"> Home testing and proctor testing at home
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	13	4
	February	2	1
	March	0	0
	April	0	0
	May	0	0
	June		
Total Cost (Reimbursements) from July 1, 2021 Through April 2022.	\$1,986.68 Adjusted Amount		

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

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

Cover Sheet

Enrollment Report

(Monthly Board Metrics Chart Item)

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

BACKGROUND:

- Enrollment Report with current student enrollment by grade and withdrawal data.
- The report also includes informational data regarding new student enrollment for the 2022-2023 school year.

ENROLLMENT REPORT

Current Enrollment (As of May 23, 2022)

- 2,252 currently enrolled students
- 196 withdrawals processed since January 1st, 0 pending.
- Of the 196 withdrawals, 26 were students in Special Education, 0 pending.
- Grade level break down:

Grade	Totals
TK	57
KN	240
1	232
2	261
3	219
4	237
5	181
6	166
7	142
8	148
9	100
10	109
11	91
12	69
Totals	2252

2022-2023 Enrollment

- 499 new students that have submitted all Enrollment Documents are being imported into the School's Student Information System.
- 863 Enrollment Interest Forms have been submitted since Open Enrollment began.

Cover Sheet

Closed Session: Anticipated Litigation

Section:	V. Closed Session
Item:	A. ANTICIPATED LITIGATION: Pursuant to paragraph (4) of subdivision (d) of Section 54956.9: 4 Cases - Closed Session
Purpose:	Closed Session

BACKGROUND:

- The Board will meet in Closed Session to be briefed on four cases.

Cover Sheet

Closed Session: Administrator Evaluations

Section:	V. Administrator Evaluations
Item:	B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/Principal
Purpose:	Closed Session
Related Material:	N/A

BACKGROUND:

- The Board will meet in Closed Session to continue the Administrator Evaluation process.

Cover Sheet

Report Out of Closed Session

Section:	V. Closed Session
Item:	C. Report Out of any Action Taken During Closed Session
Purpose:	Report Out (Informational)
Related Material:	None

BACKGROUND:

- The Board President will report out on any action taken in Closed Session.

Cover Sheet

Board Meeting Committees

Section:	VI. Governance
Item:	A. Board Committees
Purpose:	Discussion & Potential Action - Vote
Related Material:	

BACKGROUND:

- The school leadership would like to explore ways to streamline the Board meetings, focusing on Board Policies.
- The school leadership seeks input from the Board about ideas to accomplish this.

Cover Sheet

2022-2023 Board Meeting Calendar

Section:	VI. Governance
Item:	B. 2022-2023 Board Meeting Calendar
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022-2023 Proposed Board Meeting Calendar - YV

BACKGROUND:

- Annual consideration of draft for the 2022-2023 Board Meeting schedule.
- The school leadership seeks Board Member input on dates, times, and locations for the 2022-2023 Regular Board Meetings

RECOMMENDATION:

- Provide school leadership with input and guidance on the Board Meeting Calendar for 2022-2023.
- If the draft is in line with the Board's preferences, it can be voted on at this time, as is or with desired changes.

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						

Important Board Items

Oct	Unaudited Actuals
Nov 1	Dashboard Indicators due to State
Dec	Approval of previous year's Audit
Dec 15	1st Interims due to County

School Closed

Regular Board Meeting

* Important Board Dates

2022-2023 School Board Calendar



School Year Dates

Aug 1	Teachers Back to Work
Aug 15	First Day of School
Dec 16	End of Semester 1
Jan 13	Report Cards Due
June 1	Last Day of School
June 5	Report Cards Due
Jun 9	Last Teacher Work Day

School 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 10	Lincoln Day
Feb 20	Washington Day
Apr 7-14	Spring Break
May 29	Memorial Day

Regular Board Meeting Dates

July 28	Board Meeting
Aug 25	Board Meeting
Sept 8	Board Meeting
Oct 27	Board Meeting
Nov 17	Board Meeting
Dec 15	Board Meeting
Jan 26	Board Meeting
Feb 23	Board Meeting
Mar 30	Board Meeting
Apr 27	Board Meeting
May 25	Board Meeting
Jun 22	Board Meeting

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						
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			

June 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	

Important Board Items

Feb 1	SARC due to the State
Mar 1	Comprehensive School Safety Plan
Mar 15	2nd Interims due to County
Mar 31	Auditor Selection Form due to County
April 1	ormm 700s Due to County Board of Supervisors
May	LCAP Public Hearing
June	Budget adoption & LCAP approval

Cover Sheet

Meeting Format

Section:	VI. Governance
Item:	C. 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 May in a hybrid format, offering both in person and virtual options to attend the Board meeting.