



Yosemite Valley Charter School

Regular Scheduled Board Meeting

Date and Time

Thursday December 10, 2020 at 5:15 PM PST

Location

3610 E. Ashlan Avenue
Fresno, CA 93726

Zoom Link: <https://zoom.us/j/9854259770>

Meeting ID: 985 425 9770
Join by Phone: (669) 900-6833

Agenda

| | Purpose | Presenter | Time |
|---|-----------------|--------------------|----------------|
| I. Opening Items | | | 5:15 PM |
| A. Record Attendance | | | 1 m |
| B. Call the Meeting to Order | | | |
| C. Flag Salute | | | 1 m |
| D. Approval of the Agenda (p. 1-2) | Vote | | 1 m |
| E. Public Comments | | | 2 m |
| F. Executive Director's Report (p. 3-4) | | Dr. Laurie Goodman | 10 m |
| <ul style="list-style-type: none">Average Daily Attendance - 2263Fiscal Crisis Management Assistance Team (FCMAT) Meeting UpdateGraduation Rate - 82.9% for the 18/19 School YearStudent Achievement | | | |
| G. Approve Minutes (p. 5-9) | Approve Minutes | Larry Jarocki | 1 m |
| Approve minutes for Regular Scheduled Board Meeting on October 29, 2020 | | | |
| H. Approve Minutes (p. 10-13) | Approve Minutes | | 1 m |
| Approve minutes for Special Board Meeting on December 3, 2020 | | | |
| II. Finance | | | 5:32 PM |
| A. First Interims/October Financials (p. 14-62) | Vote | Darlington Ahaiwe | 10 m |
| B. Budget Overview for Parents (p. 63-66) | Vote | Dr. Laurie Goodman | 5 m |

| | | | |
|--|---------|--------------------|----------------|
| C. Memorandum of Understanding for Shared Special Education Staff with Monarch River Academy (p. 67-92) | Vote | Dr. Laurie Goodman | 5 m |
| D. Shared Staff Memorandum of Understanding with Monarch River (p. 93-112) | Vote | Dr. Laurie Goodman | 5 m |
| E. Memorandum of Understanding with Monarch River Academy, Clarksville Charter School, Lake View Charter School, Feather River Charter School, and Cottonwood Charter School (p. 113-127) | Vote | Dr. Laurie Goodman | 5 m |
| F. Compensation Policy (p. 128-156) | Vote | Dr. Laurie Goodman | 5 m |
| G. Board Resolution 2020-6 Administrative Credential (p. 157-163) | Vote | Dr. Laurie Goodman | 5 m |
| H. California Teacher of English Learners (CTEL) (p. 164-169) | Vote | Dr. Laurie Goodman | 5 m |
| I. Policy for Hiring and Supervision of Student Tutors as Employees of the Charter (p. 170-171) | Vote | Dr. Laurie Goodman | 5 m |
| J. Payroll Transition 2021-2022 & 2022-2023 (p. 172-176) | Vote | Dr. Laurie Goodman | 5 m |
| III. Academic Excellence | | | 6:27 PM |
| A. Special Education Extended School Year (ESY) for 2020-2021 (p. 177-178) | Vote | Dr. Steven James | 5 m |
| B. Educational Vendor Policies & Procedures (p. 179-184) | Vote | Dr. Laurie Goodman | 5 m |
| IV. Operations | | | 6:37 PM |
| A. CalSTRS 403(b) Board Resolution (p. 185-186) | Vote | Dr. Laurie Goodman | 5 m |
| B. Identification of Consumable Item Categories (p. 187-188) | Vote | Dr. Laurie Goodman | 5 m |
| C. Comprehensive Safety Plan (p. 189-226) | Vote | Dr. Laurie Goodman | 10 m |
| D. Employee Handbook (p. 227-293) | Vote | Dr. Laurie Goodman | 5 m |
| E. Resolution to Establish Policies and Procedures for the Sale and Disposal of Books, Equipment, and Supplies (p. 294-297) | Discuss | Dr. Laurie Goodman | 5 m |
| V. Closing Items | | | 7:07 PM |
| A. Board of Director's Comments & Requests | Discuss | | 2 m |
| B. Announcement of the Next Regularly Scheduled Board Meeting January 28, 2021 at 5:15 pm | FYI | | 1 m |
| C. Adjourn Meeting | Vote | | |

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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Cover Sheet

Executive Director's Report (p. 3-4)

| | |
|--------------------------|---|
| Section: | I. Opening Items |
| Item: | F. Executive Director's Report (p. 3-4) |
| Purpose: | FYI |
| Submitted by: | |
| Related Material: | Inspire-Central Grad Rate 1920.png |

| | Name | Cohort Students | Regular HS Diploma Graduates | Cohort Graduation Rate | Graduates Meeting UC/CSU Requirements | Graduates Earning a Seal of Biliteracy | Graduates Earning a Golden State Seal Merit Diploma |
|---------|---------------------|-----------------|------------------------------|------------------------|---------------------------------------|--|---|
| Central | Central | 35 | 29 | 82.9% | 6 | 1 | 14 |
| | Westside Elementary | 440 | 149 | 33.9% | 9 | 1 | 14 |
| | Fresno County | 15,407 | 12,591 | 81.7% | 5,854 | 1,088 | 2,316 |
| | Statewide Total | 494,602 | 417,333 | 84.4% | 210,930 | 48,303 | 100,922 |

Cover Sheet

Approve Minutes (p. 5-9)

| | |
|--------------------------|---|
| Section: | I. Opening Items |
| Item: | G. Approve Minutes (p. 5-9) |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Regular Scheduled Board Meeting on October 29, 2020 |



Yosemite Valley Charter School

Minutes

Regular Scheduled Board Meeting

Date and Time

Thursday October 29, 2020 at 4:15 PM

Location

3610 E. Ashlan Avenue
Fresno, CA 93726

Zoom Link: <https://zoom.us/j/9854259770>

Meeting ID: 985 425 9770
Join by Phone: (669) 900-6833

Directors Present

Carla Moore (remote), Debbie De Alba, Jonna Durst, Larry Jarocki, Trina Short

Directors Absent

None

Guests Present

Carmen Marroquin (remote), Darlington Ahaiwe (remote), Darlington Ahaiwe (remote), Dr. Laurie Goodman (remote), Jenny Plumb, Kimmi Buzzard (remote), Kimmi Buzzard (remote), Maria Thoeni, Mariah Jordan, Samantha Myers, Shausta Eckland (remote), Steph Johnson, Steven James, Tricia Blum (remote), Yolanda Vazquez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Thursday Oct 29, 2020 @ 4:17 PM.

C. Flag Salute

The Flag Salute was conducted.

D. Approval of the Agenda (p. 1-2)

Carla Moore made a motion to Approve.

Jonna Durst seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Public Comments

None

F. Approve Minutes (p. 3-5)

Trina Short made a motion to approve the minutes from Special Board Meeting on 09-21-20.

Debbie De Alba seconded the motion.

The board **VOTED** unanimously to approve the motion.

G. Approve Minutes (p. 6-10)

Trina Short made a motion to approve the minutes from Regular Scheduled Board Meeting on 09-24-20.

Debbie De Alba seconded the motion.

The board **VOTED** unanimously to approve the motion.

H. Executive Director's Report (p. 11-16)

Dr. Laurie Goodman presented the Executive Director's Report covering the following topics:

- Goals
- Plans for Implementation
- Monitoring
- Outcomes

I. Director's Evaluation and Presentation

Steph Johnson presented the Director's Evaluation and Presentation covering the following topics:

- Goals
- Plans for Implementation
- Monitoring
- Outcomes

J. Assistant Directors' Organizational Chart & Goals (p. 17-22)

Jenny Plumb and Maria Thoeni presented the Assistant Director's Organizational Chart & Goals.

II. Finance

A. Charter School Capital Presentation (p. 89-102)

Darlington Ahaiwe was unable to present the September Financials as scheduled, so the board continued on with the next agenda item. When Darlington Ahaiwe arrived the board revisited the September Financials item.

Shausta Eckland and Tricia Blum presented the Charter School Capital Presentation about California Defferals Solution.

B. September Financials (p. 23-86)

Jonna Durst made a motion to approve the September Financials.
Trina Short seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Payroll Transition 2021-2022 (p. 103-106)

Dr. Laurie Goodman discussed the 2-year plan proposal.

Debbie De Alba made a motion to table the Payroll Transition 2021-2022.
Jonna Durst seconded the motion.
The board requested that the school leadership bring back estimates of what it would look like for a typical teacher's pay to the next board meeting. The motion did not carry.

D. Special Education Stipend (p. 107-133)

Jonna Durst made a motion to approve the Special Education Stipend.
Debbie De Alba seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Academic Excellence

A. Dual Enrollment Presentation (p. 134-139)

Carmen Marroquin presented the Dual Enrollment Presentation.

B. Fresno City College MOU (p. 140-153)

Trina Short made a motion to approve the Fresno City College Memorandum of Understanding.
Jonna Durst seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. El Dorado Charter SELPA Local Plan Section B & Participation Agreement (p. 154-207)

Debbie De Alba made a motion to approve the El Dorado Charter SELPA Local Plan Section B & Participation Agreement.
Trina Short seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Planning Amounts and Intervention Policy Revision (p. 208-213)

School leadership will be bringing back to the board a revised policy to include guidelines for use of Planning Amounts.

IV. Operations

A. CalSTRS Pension2 403(b) Plan (p. 214-237)

Trina Short made a motion to approve the CalSTRS Pension2 403(b) Plan.
Jonna Durst seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Governance

A. Brown Act Training Update

Dr. Laurie Goodman updated that the board that they will be able to participate in the CSDC Brown Act Training and information will be sent out via email.

VI. Closing Items

A. Board of Director's Requests

The board requested that school leadership bring back the graduation rate and estimates of an example of teachers pay on the 10.5 pay period at the next board meeting.

B. Announcement of the Next Regularly Scheduled Board Meeting

November 19, 2020 at 5:15 p.m.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:20 PM.

Respectfully Submitted,
Debbie De Alba

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

Approve Minutes (p. 10-13)

| | |
|--------------------------|---|
| Section: | I. Opening Items |
| Item: | H. Approve Minutes (p. 10-13) |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for Special Board Meeting on December 3, 2020 |

DRAFT



Yosemite Valley Charter School

Minutes

Special Board Meeting

Date and Time

Thursday December 3, 2020 at 5:15 PM

Location

3610 E. Ashlan Avenue
Fresno, CA 93726

Zoom Link: <https://zoom.us/j/9854259770>

Meeting ID: 985 425 9770
Join by Phone: (669) 900-6833

Directors Present

Carla Moore (remote), Debbie De Alba (remote), Larry Jarocki (remote)

Directors Absent

Jonna Durst, Trina Short

Guests Present

Darlington Ahaiwe (remote), Dr. Laurie Goodman (remote), Jenny Plumb (remote), Kimmi Buzzard (remote), Maria Thoeni (remote), Mariah Jordan (remote), Steph Johnson (remote), Steven James (remote), Yolanda Vazquez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Thursday Dec 3, 2020 @ 5:17 PM.

C. Flag Salute

The Flag Salute was conducted.

D. Approval of the Agenda (p.1-2)

Debbie De Alba made a motion to approve the agenda.

Carla Moore seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Public Comments

No public comments were made.

II. Finance

A. Budget Overview for Parents Public Hearing (p. 3-6)

Debbie De Alba made a motion to open the public hearing at 5:20 p.m.

Carla Moore seconded the motion.

The board **VOTED** unanimously to approve the motion.

- Dr. Laurie Goodman presented the Budget Overview for Parents.
- Steph Johnson, Dr. Steven James, Yolanda Vazquez, Maria Thoeni, and Jenny Plumb highlighted intervention, special education, students in crisis, social/emotional and mental health supports that Yosemite Valley Charter School provides.

Debbie De Alba made a motion to close the public hearing at 5:35 p.m.

Carla Moore seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Academic Excellence

A. Educational Vendor Policies and Procedures (p. 7-12)

Debbie De Alba made a motion to Table this item and bring back to the next board meeting.

Carla Moore seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Closing Items

A. Board of Director's Comments & Requests

No comments or requests were made.

B. Announcement of the Next Regularly Scheduled Board Meeting

December 10, 2020 at 5:15 pm

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:49 PM.

Respectfully Submitted,
Debbie De Alba

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

First Interims/October Financials (p. 14-62)

| | |
|--------------------------|--|
| Section: | II. Finance |
| Item: | A. First Interims/October Financials (p. 14-62) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Financial Package_October 2020 + First Interim Report - Yosemite.pdf |



Yosemite Valley Charter School

Monthly Financial Presentation – October 2020

First Interim Report

Interim Reporting- Background

- Charter Schools are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health.
- The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31.
- The interim reports include a certification of whether the LEA can meet its financial obligations.
- Interim reports must be board approved.

First Interim- Components

- LEA Certification Page
- Original board approved budget for current fiscal year.
- October Financials w/ year-end projections.
- Multi-year projections (FY21-22 & FY22-23).

YOSEMITE - Highlights

- Year-end revenue projections increased by \$313k.
- Year-end expense projections increased by \$97k.
- Year-end surplus projected at \$2.1M.
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓
- 25:1 Pupil Teacher Ratio ✓

| Cert. | Instr. |
|-----------|--------|
| 48.7% | 80.0% |
| 1,949,195 | 8,899 |

| Pupil:Teacher Ratio |
|---------------------|
| 21.01 :1 |

YOSEMITE - Revenue

Variance Analysis:

- **State Aid Rev:** Timing delay for State *In-Lieu* Payment. (No Change)
- **Federal Revenue:** Recognition of Learning Loss Mitigation funds.
- **Other State Rev:** Received July State SPED Payment. (No Change)

Revenue

| | <i>Year-to-Date</i> | | |
|----------------------|---------------------|---------------------|-------------------|
| | Actual | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 3,783,285 | \$ 3,928,989 | \$ (145,704) |
| Federal Revenue | 314,473 | 52,393 | 262,080 |
| Other State Revenue | 381,129 | 251,485 | 129,644 |
| Other Local Revenue | 480 | - | 480 |
| Total Revenue | \$ 4,479,367 | \$ 4,232,866 | \$ 246,500 |

| | <i>Annual/Full Year</i> | | |
|----------------------|-------------------------|----------------------|-------------------|
| | Forecast | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ 20,331,235 | \$ 20,333,097 | \$ (1,861) |
| Federal Revenue | 590,224 | 275,751 | 314,473 |
| Other State Revenue | 1,858,306 | 1,849,349 | 8,957 |
| Other Local Revenue | 480 | - | 480 |
| Total Revenue | \$ 22,780,246 | \$ 22,458,197 | \$ 322,049 |

YOSEMITE - Expenses

Variance Analysis:

- **Certificated & Classified Salaries:** (4) Instructors removed compared to budget. (No change)
- **Benefits:** Adjust to projected STRS expense.
- **Sub agreement Services & Professional Services:** Re-allocation of Provenance service agreement.
- **Interest:** Adjustment to anticipated receivables sales. (No change)

| | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|---------------------|---------------------|-------------------|----------------------|----------------------|-------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Expenses | | | | | | |
| Certificated Salaries | \$ 2,308,316 | \$ 2,421,177 | \$ 112,860 | \$ 7,176,154 | \$ 7,633,555 | \$ 457,401 |
| Classified Salaries | 115,327 | 96,625 | (18,702) | 322,580 | 289,875 | (32,705) |
| Benefits | 711,043 | 812,278 | 101,234 | 2,216,919 | 2,538,410 | 321,491 |
| Books and Supplies | 1,130,751 | 852,904 | (277,847) | 2,949,829 | 2,911,762 | (38,068) |
| Subagreement Services | 1,110,874 | 1,503,194 | 392,320 | 5,428,444 | 4,857,812 | (570,632) |
| Operations | 73,053 | 50,567 | (22,487) | 174,187 | 151,700 | (22,487) |
| Facilities | (800) | 1,267 | 2,067 | 1,733 | 3,800 | 2,067 |
| Professional Services | 699,234 | 739,198 | 39,965 | 2,057,720 | 2,492,089 | 434,369 |
| Depreciation | - | - | - | - | - | - |
| Interest | 116,557 | 239,227 | 122,670 | 322,144 | 459,603 | 137,458 |
| Total Expenses | \$ 6,264,357 | \$ 6,716,436 | \$ 452,080 | \$ 20,649,711 | \$ 21,338,606 | \$ 688,895 |

YOSEMITE - Fund Balance

■ YTD and Annual (+) variance due to:

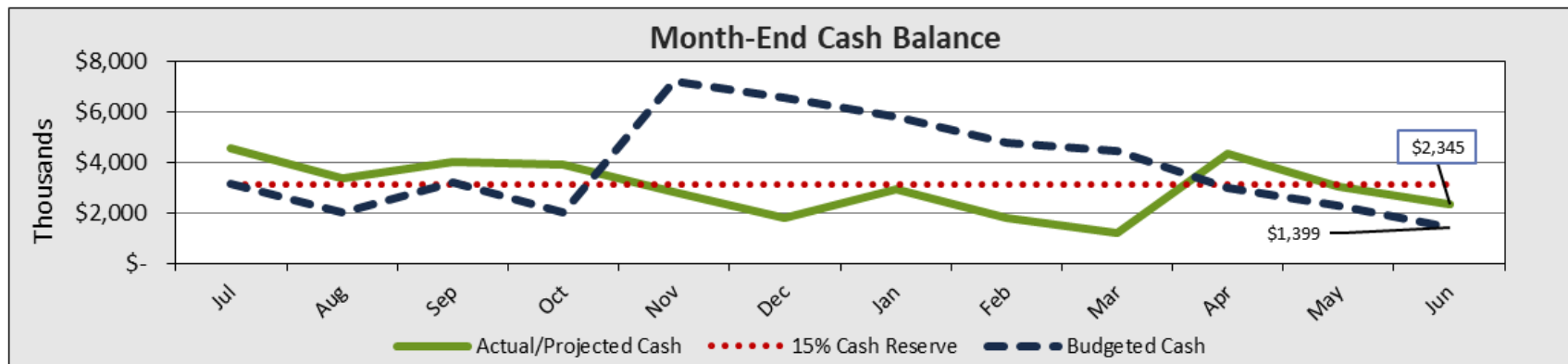
- Lower than budgeted YTD and projected year-end expenses.
- Higher than budgeted YTD and projected year-end revenues.

| | <i>Year-to-Date</i> | | |
|----------------------------------|--------------------------|----------------------------|-------------------|
| | Actual | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ (1,784,990) | \$ (2,483,570) | \$ 698,580 |
| Beginning Fund Balance | <u>2,032,470</u> | <u>2,032,470</u> | |
| Ending Fund Balance | <u>\$ 247,480</u> | <u>\$ (451,100)</u> | |
| <i>As a % of Annual Expenses</i> | 1.2% | -2.1% | |

| | <i>Annual/Full Year</i> | | |
|-------------------------------|----------------------------|----------------------------|---------------------|
| | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ 2,130,535 | \$ 1,119,591 | \$ 1,010,944 |
| Beginning Fund Balance | <u>2,032,470</u> | <u>2,032,470</u> | |
| Ending Fund Balance | <u>\$ 4,163,005</u> | <u>\$ 3,152,061</u> | |
| | 20.2% | 14.8% | |

YOSEMITE - Cash Balance

- Quarter 2 & 3 projected cash deviation due to reduction in anticipated receivable sales.
- Next receivable sale anticipated in January 2021.



YOSEMITE – Multi-Year Projections

Assumptions:

- No funding/enrollment growth projected in FY22.
- 5% annual enrollment increase projected from FY23 through FY25.
- No additional LCFF deferrals projected.
- 2% annual Cost-of-Living Adjustment (COLA).

Results:

- Multi-year surplus and increasing fund balance projected through FY25.
- No cost related to factoring projected in FY22.
- Year-end cash balance rise to 27% in FY25. (% of annual expenses)

YOSEMITE – Multi-Year Projections

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| ADA | 2,206 | 2,206 | 2,316 | 2,432 | 2,554 |
| Total Revenue | \$ 22,780,246 | \$ 22,331,079 | \$ 23,451,067 | \$ 24,609,646 | \$ 25,825,652 |
| Total Expenses | <u>20,649,711</u> | <u>20,890,358</u> | <u>22,232,661</u> | <u>23,010,717</u> | <u>23,827,682</u> |
| Annual Surplus | <u>2,130,535</u> | <u>1,440,721</u> | <u>1,218,406</u> | <u>1,598,929</u> | <u>1,997,970</u> |
| Beginning Fund Balance | <u>2,032,470</u> | <u>3,143,550</u> | <u>4,584,271</u> | <u>5,802,677</u> | <u>7,401,606</u> |
| Ending Fund Balance | <u>\$ 4,163,005</u> | <u>\$ 4,584,271</u> | <u>\$ 5,802,677</u> | <u>\$ 7,401,606</u> | <u>\$ 9,399,576</u> |
| <i>As a % of Annual Expenses</i> | <i>20.2%</i> | <i>21.9%</i> | <i>26.1%</i> | <i>32.2%</i> | <i>39.4%</i> |
| Ending Cash Balance | <u>\$ 2,345,188</u> | <u>\$ 1,946,112</u> | <u>\$ 2,971,560</u> | <u>\$ 4,468,337</u> | <u>\$ 6,359,747</u> |

YOSEMITE - Compliance Reporting

| Due Date | Description | Completed By |
|-------------------------------|---|--------------------------------------|
| Nov-15 | Review and/or Update Non-Profit IRS Form 990 Policies - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. Most schools extend this deadline to the following May 15th. | Yosemite |
| Set by Authorizer (by Dec 15) | 1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th). | Charter Impact |
| Set by Authorizer (by Dec 15) | LCFF Budget Overview for Parents - Senate Bill (SB) 98 added ECSection 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report. | Charter Impact |
| Dec-18 | Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year. Note that the audit report due date was automatically extended to March 31, 2021, due to COVID-19. | Yosemite with Charter Impact support |
| Dec-18 | CALPADS - Fall 1 Certification deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A–G graduate counts. | Yosemite |

YOSEMITE - Appendix

- Monthly Cash Flow / Forecast 20-21
- Multi-Year Forecast
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Due-To/Due-From Balance

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 11/09/2020

ADA = 2206.01



Revenues

State Aid - Revenue Limit

| | | | | | | | | | | | | | |
|------|------------------------------|-------|---------|---------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|-----------|
| 8011 | LCFF State Aid | - | 966,575 | 966,575 | 1,739,834 | 1,739,834 | 1,739,834 | 1,739,834 | 817,407 | 313,050 | 313,050 | 313,050 | 6,939,264 |
| 8012 | Education Protection Account | - | - | - | 110,301 | - | - | 110,301 | - | - | 110,300 | - | 110,301 |
| 8019 | State Aid - Prior Year | 6,076 | (6,076) | - | - | - | - | - | - | - | - | - | - |
| 8096 | In Lieu of Property Taxes | - | - | - | - | 200,414 | 44,951 | 44,951 | 44,951 | 75,541 | 37,771 | 37,771 | 37,771 |

Federal Revenue

| | | | | | | | | | | | | | |
|------|---------------------------------|---|---|---|---------|--------|--------|--------|--------|--------|--------|--------|--------|
| 8181 | Special Education - Entitlement | - | - | - | - | 63,424 | 24,818 | 24,818 | 24,818 | 27,575 | 27,575 | 27,575 | 27,575 |
| 8296 | Other Federal Revenue | - | - | - | 314,473 | - | - | - | - | - | - | - | - |

Other State Revenue

| | | | | | | | | | | | | | |
|------|-------------------------|--------|--------|---------|---------|---------|---------|---------|---------|--------|--------|---------|--------|
| 8311 | State Special Education | 59,213 | 73,705 | 119,627 | 119,627 | 119,125 | 119,125 | 119,125 | 119,125 | 94,987 | 94,987 | 94,987 | 94,987 |
| 8550 | Mandated Cost | - | - | - | - | - | 86,747 | - | - | - | - | 438,996 | - |
| 8560 | State Lottery | - | - | - | - | - | - | - | - | - | - | - | - |
| 8598 | Prior Year Revenue | - | 6,076 | - | - | - | - | - | - | - | - | - | - |
| 8599 | Other State Revenue | - | 2,881 | - | - | - | - | - | - | - | - | - | - |

Other Local Revenue

| | | | | | | | | | | | | | |
|------|------------------|---|---|---|-----|---|---|---|---|---|---|---|---|
| 8660 | Interest Revenue | - | - | - | 480 | - | - | - | - | - | - | - | - |
| | | - | - | - | 480 | - | - | - | - | - | - | - | - |

Total Revenue

Expenses

Certificated Salaries

| | | | | | | | | | | | | | |
|------|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---|
| 1100 | Teachers' Salaries | 463,215 | 477,025 | 477,572 | 478,328 | 472,349 | 472,349 | 472,349 | 472,349 | 472,349 | 472,349 | 472,349 | - |
| 1170 | Teachers' Substitute Hours | - | - | - | - | - | - | - | - | - | - | - | - |
| 1175 | Teachers' Extra Duty/Stipends | 30,922 | 40,601 | 59,356 | 63,228 | 85,023 | 85,023 | 85,023 | 85,023 | 85,023 | 85,023 | 85,023 | - |
| 1200 | Pupil Support Salaries | 35,792 | 41,914 | 34,923 | 34,923 | 34,923 | 34,923 | 34,923 | 34,923 | 34,923 | 34,923 | 34,923 | - |
| 1300 | Administrators' Salaries | 9,167 | 9,167 | 9,167 | 14,943 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | - |
| 1900 | Other Certificated Salaries | 7,019 | 7,019 | 7,019 | 7,019 | 7,019 | 7,019 | 7,019 | 7,019 | 7,019 | 7,019 | 7,019 | - |

Classified Salaries

| | | | | | | | | | | | | | |
|------|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|
| 2100 | Instructional Salaries | 15,756 | 14,595 | 14,651 | 15,135 | 14,673 | 14,673 | 14,673 | 14,673 | 14,673 | 14,673 | 14,673 | - |
| 2200 | Support Salaries | 2,831 | - | - | - | - | - | - | - | - | - | - | - |
| 2300 | Classified Administrators' Salaries | 11,475 | 10,792 | 11,440 | 14,840 | 11,234 | 11,234 | 11,234 | 11,234 | 11,234 | 11,234 | 11,234 | - |
| 2400 | Clerical and Office Staff Salaries | - | - | - | 3,812 | - | - | - | - | - | - | - | - |
| 2900 | Other Classified Salaries | - | - | - | - | - | - | - | - | - | - | - | - |

Benefits

| | | | | | | | | | | | | | |
|------|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|
| 3101 | STRS | 86,289 | 91,143 | 92,924 | 74,137 | 97,661 | 97,661 | 97,661 | 97,661 | 97,661 | 97,661 | 97,661 | - |
| 3202 | PERS | - | - | - | - | - | - | - | - | - | - | - | - |
| 3301 | OASDI | 1,829 | 1,539 | 1,582 | 2,060 | 1,548 | 1,548 | 1,548 | 1,548 | 1,548 | 1,548 | 1,548 | - |
| 3311 | Medicare | 8,005 | 8,321 | 8,508 | 8,786 | 9,130 | 9,130 | 9,130 | 9,130 | 9,130 | 9,130 | 9,130 | - |
| 3401 | Health and Welfare | 49,910 | 75,371 | 91,866 | 77,916 | 65,000 | 65,000 | 65,000 | 65,000 | 65,000 | 65,000 | 65,000 | - |
| 3501 | State Unemployment | 6,501 | 2,802 | 569 | 772 | 2,646 | 2,646 | 13,230 | 10,584 | 5,292 | 2,646 | 2,646 | - |
| 3601 | Workers' Compensation | 8,838 | 1,268 | 5,053 | 5,053 | 8,815 | 8,815 | 8,815 | 8,815 | 8,815 | 8,815 | 8,815 | - |
| 3901 | Other Benefits | - | - | - | - | 789 | 789 | 789 | 789 | 789 | 789 | 789 | - |

Books and Supplies

| | | | | | | | | | | | | | |
|------|-------------------------------|---------|---------|---------|---------|---------|--------|--------|--------|--------|---------|---------|---------|
| 4100 | Textbooks and Core Materials | - | - | - | - | - | - | - | - | - | - | - | - |
| 4200 | Books and Reference Materials | - | - | - | - | - | - | - | - | - | - | - | - |
| 4302 | School Supplies | 150,907 | 290,268 | 255,085 | 243,146 | 104,666 | 72,934 | 88,119 | 72,632 | 88,622 | 144,310 | 123,905 | 143,112 |
| 4305 | Software | 284 | 21,858 | 17,009 | 61,660 | 16,758 | 16,758 | 16,758 | 16,758 | 16,758 | 16,758 | 16,758 | - |
| 4310 | Office Expense | 2,610 | 5,905 | 1,327 | 1,516 | 1,642 | 1,642 | 1,642 | 1,642 | 1,642 | 1,642 | 1,642 | - |
| 4311 | Business Meals | - | - | - | - | 125 | 125 | 125 | 125 | 125 | 125 | 125 | - |
| 4312 | School Fundraising Expense | - | - | - | - | - | - | - | - | - | - | - | - |
| 4400 | Noncapitalized Equipment | - | 2,057 | 13,549 | 63,571 | 83,096 | 57,904 | 69,959 | 57,664 | 70,358 | 114,570 | 98,370 | 113,619 |
| 4700 | Food Services | - | - | - | - | - | - | - | - | - | - | - | - |

Subagreement Services

| | | | | | | | | | | | | | |
|------|-------------------------------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5101 | Nursing | - | - | - | - | - | - | - | - | - | - | - | - |
| 5102 | Special Education | 1,729 | 14,516 | 51,729 | 270,409 | 99,750 | 99,750 | 99,750 | 99,750 | 99,750 | 99,750 | 99,750 | - |
| 5103 | Substitute Teacher | - | - | - | - | - | - | - | - | - | - | - | - |
| 5104 | Transportation | - | - | - | - | - | - | - | - | - | - | - | - |
| 5105 | Security | - | - | - | - | - | - | - | - | - | - | - | - |
| 5106 | Other Educational Consultants | 14,213 | 48,969 | 157,331 | 157,995 | 255,564 | 178,085 | 215,161 | 177,347 | 216,389 | 352,365 | 302,540 | 349,439 |
| 5107 | Instructional Services | 105,229 | 91,763 | 98,496 | 98,496 | 155,665 | 155,665 | 155,665 | 155,665 | 155,665 | 155,665 | 155,665 | - |

Operations and Housekeeping

| | | | | | | | | | | | | | |
|------|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|
| 5201 | Auto and Travel | - | 173 | 158 | 8,435 | 1,050 | 1,050 | 1,050 | 1,050 | 1,050 | 1,050 | 1,050 | - |
| 5300 | Dues & Memberships | - | 1,070 | - | - | 683 | 683 | 683 | 683 | 683 | 683 | 683 | - |
| 5400 | Insurance | 13,289 | 16,799 | 15,044 | 15,044 | 10,908 | 10,908 | 10,908 | 10,908 | 10,908 | 10,908 | 10,908 | - |

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 11/09/2020

ADA = 2206.01



5501 Utilities
5502 Janitorial Services
5516 Miscellaneous Expense
5531 ASB Fundraising Expense
5900 Communications
5901 Postage and Shipping

Facilities, Repairs and Other Leases

5601 Rent
5602 Additional Rent
5603 Equipment Leases
5604 Other Leases
5605 Real/Personal Property Taxes
5610 Repairs and Maintenance

Professional/Consulting Services

5801 IT
5802 Audit & Taxes
5803 Legal
5804 Professional Development
5805 General Consulting
5806 Special Activities/Field Trips
5807 Bank Charges
5808 Printing
5809 Other taxes and fees
5810 Payroll Service Fee
5811 Management Fee
5812 District Oversight Fee
5813 County Fees
5814 SPED Encroachment
5815 Public Relations/Recruitment

Depreciation

6900 Depreciation Expense

Interest

7438 Interest Expense

Total Expenses

Monthly Surplus (Deficit)

Cash Flow Adjustments

Monthly Surplus (Deficit)
Cash flows from operating activities
Depreciation/Amortization
Public Funding Receivables
Grants and Contributions Rec.
Due To/From Related Parties
Prepaid Expenses
Other Assets
Accounts Payable
Accrued Expenses
Other Liabilities
Cash flows from financing activities
Proceeds from Factoring
Payments on Factoring
Proceeds from Debt
Payments on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

| | Jul-20 | Aug-20 | Sep-20 | Oct-20 | Nov-20 | Dec-20 | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-----------|----------------------|--------------------|--------------------------|-------------------------|
| 5501 Utilities | 531 | - | - | - | - | - | - | - | - | - | - | - | - | 531 | - | (531) |
| 5502 Janitorial Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5516 Miscellaneous Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5531 ASB Fundraising Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5900 Communications | - | 219 | 389 | 369 | - | - | - | - | - | - | - | - | - | 977 | - | (977) |
| 5901 Postage and Shipping | - | 229 | 1,147 | 156 | - | - | - | - | - | - | - | - | - | 1,533 | - | (1,533) |
| | 13,820 | 18,490 | 16,738 | 24,005 | 12,642 | 12,642 | 12,642 | 12,642 | 12,642 | 12,642 | 12,642 | 12,642 | - | 174,187 | 151,700 | (22,487) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5602 Additional Rent | - | - | - | - | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | - | 667 | 1,000 | 333 |
| 5603 Equipment Leases | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5604 Other Leases | - | - | - | (800) | 233 | 233 | 233 | 233 | 233 | 233 | 233 | 233 | - | 1,067 | 2,800 | 1,733 |
| 5605 Real/Personal Property Taxes | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5610 Repairs and Maintenance | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | (800) | 317 | 317 | 317 | 317 | 317 | 317 | 317 | 317 | - | 1,733 | 3,800 | 2,067 |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | - | 158 | - | - | 58 | 58 | 58 | 58 | 58 | 58 | 58 | 58 | - | 625 | 700 | 75 |
| 5802 Audit & Taxes | - | - | - | - | 2,100 | 2,100 | - | - | - | - | - | - | - | 4,200 | 6,300 | 2,100 |
| 5803 Legal | - | 872 | - | 13,936 | 3,208 | 3,208 | 3,208 | 3,208 | 3,208 | 3,208 | 3,208 | 3,208 | - | 40,475 | 38,500 | (1,975) |
| 5804 Professional Development | 3,100 | 5,045 | 6,198 | 464 | 2,975 | 2,975 | 2,975 | 2,975 | 2,975 | 2,975 | 2,975 | 2,975 | - | 38,607 | 35,700 | (2,907) |
| 5805 General Consulting | - | 3,199 | 459 | - | 5,442 | 5,442 | 5,442 | 5,442 | 5,442 | 5,442 | 5,442 | 5,442 | - | 47,192 | 65,300 | 18,108 |
| 5806 Special Activities/Field Trips | 36 | 672 | 3,100 | - | 14,579 | 10,159 | 12,274 | 10,117 | 12,344 | 20,101 | 17,259 | 12,970 | 19,934 | 133,546 | 133,546 | - |
| 5807 Bank Charges | 1,824 | 965 | 33 | 905 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | - | 4,447 | 1,035 | (3,412) |
| 5808 Printing | - | - | 584 | - | - | - | - | - | - | - | - | - | - | 584 | - | (584) |
| 5809 Other taxes and fees | 2,925 | 515 | 520 | 592 | 490 | 490 | 490 | 490 | 490 | 490 | 490 | 490 | - | 8,472 | 5,635 | (2,837) |
| 5810 Payroll Service Fee | - | 2,134 | 435 | 1,737 | 1,159 | 1,159 | 1,159 | 1,159 | 1,159 | 1,159 | 1,159 | 1,159 | - | 13,576 | 14,806 | 1,230 |
| 5811 Management Fee | 140,305 | 126,830 | 133,863 | 134,313 | 76,883 | 76,883 | 76,883 | 76,883 | 76,883 | 76,883 | 76,883 | 76,883 | - | 1,150,377 | 1,572,074 | 421,696 |
| 5812 District Oversight Fee | - | 28,997 | 28,997 | 55,504 | 58,207 | 53,544 | 56,853 | 53,544 | 26,788 | 13,834 | 10,525 | 10,525 | 212,620 | 609,937 | 609,993 | 56 |
| 5813 County Fees | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5814 SPED Encroachment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5815 Public Relations/Recruitment | 15 | - | - | - | 708 | 708 | 708 | 708 | 708 | 708 | 708 | 708 | - | 5,682 | 8,500 | 2,818 |
| | 148,205 | 169,388 | 174,189 | 207,452 | 165,900 | 156,816 | 160,141 | 154,674 | 130,146 | 124,949 | 118,797 | 114,508 | 232,554 | 2,057,720 | 2,492,089 | 434,369 |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest | | | | | | | | | | | | | | | | |
| 7438 Interest Expense | 284 | 284 | 115,482 | 507 | - | - | 70,436 | - | - | 135,151 | - | - | - | 322,144 | 459,603 | 137,458 |
| | 284 | 284 | 115,482 | 507 | - | - | 70,436 | - | - | 135,151 | - | - | - | 322,144 | 459,603 | 137,458 |
| | | | | | | | | | | | | | | | | |
| Total Expenses | 1,174,830 | 1,445,053 | 1,715,566 | 1,928,907 | 1,716,099 | 1,572,613 | 1,721,272 | 1,577,129 | 1,615,034 | 1,978,219 | 1,750,485 | 1,615,779 | 838,724 | 20,649,711 | 21,338,606 | 688,895 |
| Monthly Surplus (Deficit) | (1,109,542) | (401,893) | (629,364) | 355,808 | 406,697 | 442,863 | 317,756 | 351,599 | (599,524) | (1,394,536) | (1,277,103) | (703,401) | 6,371,173 | 2,130,535 | 1,119,591 | 1,010,944 |
| | | | | | | | | | | | | | | 10% | | |
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (1,109,542) | (401,893) | (629,364) | 355,808 | 406,697 | 442,863 | 317,756 | 351,599 | (599,524) | (1,394,536) | (1,277,103) | (703,401) | 6,371,173 | 2,130,535 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Public Funding Receivables | 2,582,148 | (966,575) | | 1,168,532 | - | - | - | - | - | - | - | - | (7,209,898) | (4,425,792) | | |
| Grants and Contributions Rec. | 4,742 | - | (418,003) | 442,139 | - | - | - | - | - | - | - | - | - | 28,877 | | |
| Due To/From Related Parties | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Prepaid Expenses | 16,528 | (40,031) | 441,329 | (15,117) | - | - | - | - | - | - | - | - | - | 402,709 | | |
| Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | 98,637 | 135,526 | (3,807,469) | (102,537) | - | - | - | - | - | - | - | - | 838,724 | (2,837,119) | | |
| Accrued Expenses | (109,632) | 78,504 | (87,272) | 50,194 | - | - | - | - | - | - | - | - | - | (68,206) | | |
| Other Liabilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | 5,915,200 | - | - | | 2,347,871 | | - | 4,505,029 | | | - | 12,768,100 | | |
| Payments on Factoring | | | (709,900) | (1,987,800) | (1,478,800) | (1,478,800) | (1,478,800) | (1,478,800) | - | - | | | - | (8,612,900) | | |
| Proceeds from Debt | 284 | 284 | 284 | 284 | - | - | - | - | - | - | - | - | - | 1,136 | | |
| Payments on Debt | - | - | (20,833) | (20,833) | (20,833) | (20,833) | (20,833) | - | | - | | - | - | (104,167) | | |
| Total Change in Cash | 1,483,165 | (1,194,184) | 683,972 | (109,331) | (1,092,936) | (1,056,771) | 1,165,994 | (1,127,201) | (599,524) | 3,110,493 | (1,277,103) | (703,401) | | | | |
| Cash, Beginning of Month | 3,062,014 | 4,545,179 | 3,350,995 | 4,034,967 | 3,925,636 | 2,832,700 | 1,775,929 | 2,941,923 | 1,814,723 | 1,215,199 | 4,325,692 | 3,048,589 | | | | |
| Cash, End of Month | 4,545,179 | 3,350,995 | 4,034,967 | 3,925,636 | 2,832,700 | 1,775,929 | 2,941,923 | 1,814,723 | 1,215,199 | 4,325,692 | 3,048,589 | 2,345,188 | | | | |

| Cert. | Instr. |
|-----------|-----------|
| 48.7% | 78.1% |
| 1,949,195 | (439,777) |

| Pupil:Teacher Ratio | |
|---------------------|----|
| 21.01 | :1 |

Yosemite Valley Charter School

Multi-Year Forecast

Revised 11/09/2020



| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Forecast | Forecast | Forecast | Forecast | Forecast |
| Assumptions | | | | | |
| LCFF COLA | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Non-LCFF Revenue COLA | n/a | 0.00% | 0.00% | 0.00% | 0.00% |
| Expense COLA | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% |
| Enrollment | 2,251.03 | 2,251.03 | 2,363.58 | 2,481.76 | 2,605.85 |
| Average Daily Attendance | 2,206.01 | 2,206.01 | 2,316.31 | 2,432.13 | 2,553.73 |
| Revenues | | | | | |
| State Aid - Revenue Limit | | | | | |
| 8011 LCFF State Aid | \$ 19,328,141 | \$ 19,324,045 | \$ 20,298,019 | \$ 21,312,922 | \$ 22,378,569 |
| 8012 Education Protection Account | 441,202 | 441,202 | 463,262 | 486,425 | 510,746 |
| 8096 In Lieu of Property Taxes | 561,893 | 561,893 | 589,987 | 619,487 | 650,461 |
| | 20,331,235 | 20,327,140 | 21,351,269 | 22,418,834 | 23,539,776 |
| Federal Revenue | | | | | |
| 8181 Special Education - Entitlement | 275,751 | 275,751 | 289,539 | 289,539 | 289,539 |
| 8296 Other Federal Revenue | 314,473 | 314,473 | 330,197 | 346,706 | 364,042 |
| 8299 Prior Year Federal Revenue | - | - | - | - | - |
| | 590,224 | 590,224 | 619,735 | 636,245 | 653,581 |
| Other State Revenue | | | | | |
| 8311 State Special Education | 1,323,606 | 1,323,606 | 1,389,786 | 1,459,276 | 1,532,239 |
| 8550 Mandated Cost | 525,743 | 86,747 | 86,747 | 91,586 | 96,165 |
| 8598 Prior Year Revenue | 6,076 | - | - | - | - |
| 8599 Other State Revenue | 2,881 | 2,881 | 3,025 | 3,176 | 3,335 |
| | 1,858,306 | 1,413,234 | 1,479,559 | 1,554,038 | 1,631,740 |
| Total Revenue | \$ 22,780,246 | \$ 22,331,079 | \$ 23,451,067 | \$ 24,609,646 | \$ 25,825,652 |
| Expenses | | | | | |
| Certificated Salaries | | | | | |
| 1100 Teachers' Salaries | 5,674,929 | 5,781,548 | 6,351,741 | 6,478,776 | 6,608,351 |
| 1175 Teachers' Extra Duty/Stipends | 874,289 | 867,232 | 884,577 | 902,268 | 920,314 |
| 1200 Pupil Support Salaries | 426,934 | 427,455 | 436,004 | 444,725 | 453,619 |
| 1300 Administrators' Salaries | 115,776 | 112,199 | 114,443 | 116,732 | 119,066 |
| 1900 Other Certificated Salaries | 84,227 | 85,912 | 87,630 | 89,382 | 91,170 |
| | 7,176,154 | 7,274,346 | 7,874,395 | 8,031,883 | 8,192,520 |
| 2100 Instructional Salaries | 177,518 | 179,592 | 183,184 | 186,848 | 190,585 |
| 2200 Support Salaries | 2,831 | - | - | - | - |
| | 322,580 | 317,096 | 323,438 | 329,906 | 336,505 |
| Benefits | | | | | |
| 3101 STRS | 1,125,780 | 1,174,807 | 1,271,715 | 1,297,149 | 1,323,092 |
| 3202 PERS | - | - | - | - | - |
| 3301 OASDI | 19,393 | 19,660 | 20,053 | 20,454 | 20,863 |
| 3311 Medicare | 106,658 | 110,076 | 118,869 | 121,246 | 123,671 |
| 3401 Health and Welfare | 815,064 | 795,600 | 866,133 | 883,456 | 901,125 |
| 3501 State Unemployment | 52,981 | 52,920 | 56,350 | 56,350 | 56,350 |
| 3601 Workers' Compensation | 90,731 | 106,280 | 114,770 | 117,065 | 119,406 |
| 3901 Other Benefits | 6,312 | 227,743 | 245,935 | 250,854 | 255,871 |
| | 2,216,919 | 2,487,086 | 2,693,824 | 2,746,574 | 2,800,378 |
| Books and Supplies | | | | | |
| 4100 Textbooks and Core Curricula | - | - | - | - | - |
| 4200 Books and Other Materials | - | - | - | - | - |
| 4302 School Supplies | 1,870,819 | 1,908,235 | 2,043,720 | 2,188,824 | 2,344,230 |
| 4305 Software | 234,877 | 239,575 | 256,584 | 274,802 | 294,313 |
| 4310 Office Expense | 24,491 | 24,980 | 26,754 | 28,654 | 30,688 |
| 4311 Business Meals | 1,000 | 1,020 | 1,092 | 1,170 | 1,253 |
| 4400 Noncapitalized Equipment | 818,643 | 835,016 | 894,302 | 957,797 | 1,025,801 |
| | 2,949,829 | 3,008,826 | 3,222,453 | 3,451,247 | 3,696,285 |
| Subagreement Services | | | | | |
| 5102 Special Education | 1,136,383 | 1,159,111 | 1,241,408 | 1,329,548 | 1,423,946 |
| 5106 Other Educational Consultants | 2,652,757 | 2,705,812 | 2,759,928 | 2,815,127 | 2,871,429 |
| 5107 Instructional Services | 1,639,304 | 1,672,090 | 1,705,532 | 1,739,642 | 1,774,435 |
| | 5,428,444 | 5,537,013 | 5,706,868 | 5,884,317 | 6,069,810 |
| Operations and Housekeeping | | | | | |
| 5201 Auto and Travel | 17,167 | 17,510 | 18,753 | 20,085 | 21,511 |

Yosemite Valley Charter School

Multi-Year Forecast

Revised 11/09/2020



| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Forecast | Forecast | Forecast | Forecast | Forecast |
| 5300 Dues & Memberships | 6,537 | 6,667 | 7,141 | 7,648 | 8,191 |
| 5400 Insurance | 147,443 | 150,392 | 161,069 | 172,505 | 184,753 |
| | 174,187 | 177,670 | 190,285 | 203,795 | 218,265 |
| Facilities, Repairs and Other Leases | | | | | |
| 5602 Additional Rent | 667 | 680 | 728 | 780 | 835 |
| 5604 Other Leases | 1,067 | 1,088 | 1,165 | 1,248 | 1,337 |
| | 1,733 | 1,768 | 1,894 | 2,028 | 2,172 |
| Professional/Consulting Services | | | | | |
| 5801 IT | 625 | 637 | 682 | 731 | 783 |
| 5802 Audit & Taxes | 4,200 | 4,284 | 4,370 | 4,457 | 4,546 |
| 5803 Legal | 40,475 | 41,284 | 42,110 | 42,952 | 43,811 |
| 5804 Professional Development | 38,607 | 39,379 | 42,175 | 45,169 | 48,376 |
| 5805 General Consulting | 47,192 | 48,136 | 51,554 | 55,214 | 59,134 |
| 5806 Special Activities/Field Trips | 133,546 | 136,217 | 145,889 | 156,247 | 167,340 |
| 5807 Bank Charges | 4,447 | 4,536 | 4,858 | 5,203 | 5,573 |
| 5809 Other taxes and fees | 8,472 | 8,642 | 9,255 | 9,912 | 10,616 |
| 5810 Payroll Service Fee | 13,576 | 13,848 | 14,831 | 15,884 | 17,012 |
| 5811 Management Fee | 1,150,377 | 1,173,385 | 1,256,695 | 1,345,921 | 1,441,481 |
| 5812 District Oversight Fee | 609,937 | 609,814 | 640,538 | 672,565 | 706,193 |
| 5815 Public Relations/Recruitment | 5,682 | 5,795 | 5,911 | 6,029 | 6,150 |
| | 2,057,720 | 2,086,553 | 2,219,506 | 2,360,968 | 2,511,747 |
| Interest | | | | | |
| 7438 Interest Expense | 322,144 | - | - | - | - |
| | 322,144 | - | - | - | - |
| Total Expenses | \$ 20,649,711 | \$ 20,890,358 | \$ 22,232,661 | \$ 23,010,717 | \$ 23,827,682 |
| Surplus (Deficit) | \$ 2,130,535 | \$ 1,440,721 | \$ 1,218,406 | \$ 1,598,929 | \$ 1,997,970 |
| Fund Balance, Beginning of Year | \$ 1,013,015 | \$ 3,143,550 | \$ 4,584,271 | \$ 5,802,677 | \$ 7,401,606 |
| Fund Balance, End of Year | \$ 3,143,550 | \$ 4,584,271 | \$ 5,802,677 | \$ 7,401,606 | \$ 9,399,576 |
| | 15.2% | 21.9% | 26.1% | 32.2% | 39.4% |
| Cash Flow Adjustments | | | | | |
| Surplus (Deficit) | 2,130,535 | 1,440,721 | 1,218,406 | 1,598,929 | 1,997,970 |
| Cash Flows From Operating Activities | | | | | |
| Depreciation/Amortization | - | - | - | - | - |
| Public Funding Receivables | (4,425,792) | 5,176,870 | (225,219) | (132,993) | (139,142) |
| Grants and Contributions Rec. | 28,877 | - | - | - | - |
| Due To/From Related Parties | - | - | - | - | - |
| Prepaid Expenses | 402,709 | - | - | - | - |
| Other Assets | - | - | - | - | - |
| Accounts Payable | (2,837,119) | (163,767) | 32,261 | 30,840 | 32,582 |
| Accrued Expenses | (68,206) | - | - | - | - |
| Other Liabilities | - | - | - | - | - |
| Cash Flows From Investing Activities | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - |
| Notes Receivable | - | - | - | - | - |
| Cash Flows From Financing Activities | | | | | |
| Proceeds from Factoring | 12,768,100 | - | - | - | - |
| Payments on Factoring | (8,612,900) | (6,852,900) | - | - | - |
| Proceeds from Debt | 1,136 | - | - | - | - |
| Payments on Debt | (104,167) | - | - | - | - |
| Total Change in Cash | (716,826) | (399,076) | 1,025,448 | 1,496,777 | 1,891,411 |
| Cash, Beginning of Year | 3,062,014 | 2,345,188 | 1,946,112 | 2,971,560 | 4,468,337 |
| Cash, End of Year | \$ 2,345,188 | \$ 1,946,112 | \$ 2,971,560 | \$ 4,468,337 | \$ 6,359,747 |

Yosemite Valley Charter School

Budget vs Actual

For the period ended October 31, 2020

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|--------------------------|--------------------------|----------------------------|---------------------|---------------------|------------------------|----------------------|
| Revenues | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF State Aid | \$ 1,739,834 | \$ 1,739,834 | \$ (0) | \$ 3,672,984 | \$ 3,672,983 | \$ 1 | \$ 19,331,492 |
| Education Protection Account | 110,301 | 110,301 | 1 | 110,301 | 110,301 | 1 | 441,202 |
| In Lieu of Property Taxes | - | 44,832 | (44,832) | - | 145,705 | (145,705) | 560,402 |
| Total State Aid - Revenue Limit | 1,850,135 | 1,894,967 | (44,832) | 3,783,285 | 3,928,989 | (145,704) | 20,333,097 |
| Federal Revenue | | | | | | | |
| Special Education - Entitlement | - | 24,818 | (24,818) | - | 52,393 | (52,393) | 275,751 |
| Other Federal Revenue | 314,473 | - | 314,473 | 314,473 | - | 314,473 | - |
| Total Federal Revenue | 314,473 | 24,818 | 289,655 | 314,473 | 52,393 | 262,080 | 275,751 |
| Other State Revenue | | | | | | | |
| State Special Education | 119,627 | 119,125 | 502 | 372,172 | 251,485 | 120,687 | 1,323,606 |
| Mandated Cost | - | - | - | - | - | - | 525,743 |
| Prior Year Revenue | - | - | - | 6,076 | - | 6,076 | - |
| Other State Revenue | - | - | - | 2,881 | - | 2,881 | - |
| Total Other State Revenue | 119,627 | 119,125 | 502 | 381,129 | 251,485 | 129,644 | 1,849,349 |
| Other Local Revenue | | | | | | | - |
| Interest Revenue | 480 | - | 480 | 480 | - | 480 | - |
| Total Other Local Revenue | 480 | - | 480 | 480 | - | 480 | - |
| Total Revenues | \$ 2,284,715 | \$ 2,038,909 | \$ 245,806 | \$ 4,479,367 | \$ 4,232,866 | \$ 246,500 | \$ 22,458,197 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Teachers' Salaries | \$ 478,328 | \$ 513,924 | \$ 35,597 | \$ 1,896,140 | \$ 2,055,697 | \$ 159,557 | \$ 6,167,091 |
| Teachers' Extra Duty/Stipends | 63,228 | 92,506 | 29,279 | 194,106 | 185,013 | (9,094) | 925,064 |
| Pupil Support Salaries | 34,923 | 27,317 | (7,605) | 147,552 | 109,270 | (38,282) | 327,809 |
| Administrators' Salaries | 14,943 | 10,895 | (4,048) | 42,443 | 43,580 | 1,137 | 130,740 |
| Other Certificated Salaries | 7,019 | 6,904 | (115) | 28,076 | 27,617 | (458) | 82,852 |
| Total Certificated Salaries | 598,440 | 651,547 | 53,107 | 2,308,316 | 2,421,177 | 112,860 | 7,633,555 |
| Classified Salaries | | | | | | | |
| Instructional Salaries | 15,135 | 14,219 | (916) | 60,137 | 56,875 | (3,262) | 170,625 |
| Support Salaries | - | - | - | 2,831 | - | (2,831) | - |
| Supervisors' and Administrators' Salaries | 14,840 | 9,938 | (4,903) | 48,547 | 39,750 | (8,797) | 119,250 |
| Clerical and Office Staff Salaries | 3,812 | - | (3,812) | 3,812 | - | (3,812) | - |
| Total Classified Salaries | 33,787 | 24,156 | (9,631) | 115,327 | 96,625 | (18,702) | 289,875 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 74,137 | 119,885 | 45,748 | 344,493 | 445,497 | 101,004 | 1,404,574 |
| OASDI/Medicare/Alternative, certificated positions | 2,060 | 1,498 | (562) | 7,009 | 5,991 | (1,019) | 17,972 |
| Medicare/Alternative, certificated positions | 8,786 | 9,798 | 1,012 | 33,620 | 36,508 | 2,888 | 114,890 |
| Health and Welfare Benefits, certificated positions | 77,916 | 68,750 | (9,166) | 295,064 | 275,000 | (20,064) | 825,000 |
| State Unemployment Insurance, certificated positions | 772 | 2,818 | 2,045 | 10,645 | 11,270 | 625 | 56,350 |
| Workers' Compensation Insurance, certificated positions | 5,053 | 9,460 | 4,407 | 20,212 | 35,249 | 15,038 | 110,928 |
| Other Benefits, certificated positions | - | 742 | 742 | - | 2,763 | 2,763 | 8,696 |
| Total Benefits | 168,724 | 212,949 | 44,225 | 711,043 | 812,278 | 101,235 | 2,538,410 |
| Books & Supplies | | | | | | | |
| School Supplies | 243,146 | 193,621 | (49,525) | 939,406 | 541,745 | (397,661) | 1,870,819 |
| Software | 61,660 | 16,758 | (44,901) | 100,810 | 67,033 | (33,777) | 201,100 |
| Office Expense | 1,516 | 1,642 | 126 | 11,357 | 6,567 | (4,791) | 19,700 |
| Business Meals | - | 125 | 125 | - | 500 | 500 | 1,500 |
| Noncapitalized Equipment | 63,571 | 84,726 | 21,154 | 79,177 | 237,060 | 157,882 | 818,643 |
| Total Books & Supplies | 369,893 | 296,872 | (73,021) | 1,130,751 | 852,904 | (277,847) | 2,911,762 |
| Subagreement Services | | | | | | | |
| Special Education | 270,409 | 85,500 | (184,909) | 338,383 | 342,000 | 3,617 | 1,026,000 |
| Other Educational Consultants | 157,995 | 274,548 | 116,553 | 378,507 | 768,175 | 389,669 | 2,652,757 |
| Instructional Services | 98,496 | 98,255 | (241) | 393,984 | 393,018 | (965) | 1,179,055 |
| Total Subagreement Services | 526,899 | 458,303 | (68,597) | 1,110,874 | 1,503,194 | 392,320 | 4,857,812 |

Yosemite Valley Charter School

Budget vs Actual

For the period ended October 31, 2020

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|--|--------------------------|--------------------------|----------------------------|---------------------|--------------|------------------------|---------------|
| Operations & Housekeeping | | | | | | | |
| Auto and Travel | 8,435 | 1,050 | (7,385) | 8,767 | 4,200 | (4,567) | 12,600 |
| Dues & Memberships | - | 683 | 683 | 1,070 | 2,733 | 1,663 | 8,200 |
| Insurance | 15,044 | 10,908 | (4,136) | 60,176 | 43,633 | (16,543) | 130,900 |
| Miscellaneous Expense | - | - | - | 531 | - | (531) | - |
| Communications | 369 | - | (369) | 977 | - | (977) | - |
| Postage and Shipping | 156 | - | (156) | 1,533 | - | (1,533) | - |
| Total Operations & Housekeeping | 24,005 | 12,642 | (11,363) | 73,053 | 50,567 | (22,487) | 151,700 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Additional Rent | - | 83 | 83 | - | 333 | 333 | 1,000 |
| Other Leases | (800) | 233 | 1,033 | (800) | 933 | 1,733 | 2,800 |
| Total Facilities, Repairs & Other Leases | (800) | 317 | 1,117 | (800) | 1,267 | 2,067 | 3,800 |
| Professional/Consulting Services | | | | | | | |
| IT | - | 58 | 58 | 158 | 233 | 75 | 700 |
| Audit & Taxes | - | 2,100 | 2,100 | - | 2,100 | 2,100 | 6,300 |
| Legal | 13,936 | 3,208 | (10,728) | 21,007 | 12,833 | (8,174) | 38,500 |
| Professional Development | 464 | 2,975 | 2,511 | 9,068 | 11,900 | 2,832 | 35,700 |
| General Consulting | - | 5,442 | 5,442 | 6,299 | 21,767 | 15,467 | 65,300 |
| Special Activities/Field Trips | - | 13,821 | 13,821 | 741 | 38,672 | 37,931 | 133,546 |
| Bank Charges | 905 | 90 | (815) | 4,278 | 315 | (3,963) | 1,035 |
| Other Taxes and Fees | 592 | 490 | (102) | 4,552 | 1,715 | (2,837) | 5,635 |
| Payroll Service Fee | 1,737 | 1,234 | (503) | 4,306 | 4,935 | 629 | 14,806 |
| Management Fee | 134,313 | 131,006 | (3,307) | 535,311 | 524,025 | (11,286) | 1,572,074 |
| District Oversight Fee | 55,504 | 56,849 | 1,345 | 113,499 | 117,870 | 4,371 | 609,993 |
| Public Relations/Recruitment | - | 708 | 708 | 15 | 2,833 | 2,818 | 8,500 |
| Total Professional/Consulting Services | 207,452 | 217,982 | 10,531 | 699,234 | 739,198 | 39,964 | 2,492,089 |
| Interest | | | | | | | |
| Interest Expense | 507 | - | (507) | 116,557 | 239,227 | 122,670 | 459,603 |
| Total Interest | 507 | - | (507) | 116,557 | 239,227 | 122,670 | 459,603 |
| Total Expenses | \$ 1,928,907 | \$ 1,874,768 | \$ (54,139) | \$ 6,264,357 | \$ 6,716,436 | \$ 452,079 | \$ 21,338,606 |
| Change in Net Assets | 355,808 | 164,141 | 191,667 | (1,784,990) | (2,483,570) | 698,579 | 1,119,591 |
| Net Assets, Beginning of Period | (108,328) | | | 2,032,470 | | | |
| Net Assets, End of Period | \$ 247,480 | | | \$ 247,480 | | | |

Yosemite Valley Charter School

Statement of Financial Position

October 31, 2020

| | Current Balance | Beginning Year Balance | YTD Change | YTD % Change |
|---|---------------------|---------------------------|-----------------------|--------------|
| Assets | | | | |
| Current Assets | | | | |
| Cash & Cash Equivalents | \$ 3,925,636 | \$ 3,062,014 | \$ 863,623 | 28% |
| Accounts Receivable | (9,195) | 19,682 | (28,877) | -147% |
| Public Funding Receivable | 430,178 | 3,214,283 | (2,784,106) | -87% |
| Factored Receivables | (5,915,200) | (2,697,700) | (3,217,500) | 119% |
| Due To/From Related Parties | 4,234,197 | 4,234,197 | - | 0% |
| Prepaid Expenses | 1,384,021 | 1,786,730 | (402,709) | -23% |
| Total Current Assets | 4,049,637 | 9,619,206 | (5,569,569) | -58% |
| Total Assets | \$ 4,049,637 | \$ 9,619,206 | \$ (5,569,569) | -58% |
| Liabilities | | | | |
| Current Liabilities | | | | |
| Accounts Payable | \$ 1,021,295 | \$ 4,697,138 | \$ (3,675,843) | -78% |
| Accrued Liabilities | 989,951 | 1,058,157 | (68,206) | -6% |
| Notes Payable, Current Portion | 172,324 | 172,326 | (2) | 0% |
| Total Current Liabilities | 2,183,570 | 5,927,621 | (3,744,051) | -63% |
| Long-Term Liabilities | | | | |
| Notes Payable, Net of Current Portion | 1,618,587 | 1,659,115 | (40,528) | -2% |
| Total Long-Term Liabilities | 1,618,587 | 1,659,115 | (40,528) | -2% |
| Total Liabilities | 3,802,157 | 7,586,735 | (3,784,579) | -50% |
| Total Net Assets | 247,480 | 2,032,470 | (1,784,990) | -88% |
| Total Liabilities and Net Assets | \$ 4,049,637 | \$ 9,619,206 | \$ (5,569,569) | -58% |

Yosemite Valley Charter School**Statement of Cash Flows****For the period ended October 31, 2020**

| | Month Ended 10/31/20 | YTD Ended 10/31/20 |
|--|---------------------------------|-------------------------------|
| Cash Flows from Operating Activities | | |
| Change in Net Assets | \$ 355,808 | \$ (1,784,990) |
| Adjustments to reconcile change in net assets to net cash flows from operating activities: | | |
| Decrease/(Increase) in Operating Assets: | | |
| Public Funding Receivable | 1,168,532 | 2,784,106 |
| Grants, Contributions & Pledges Receivable | (1,545,661) | 3,246,377 |
| Prepaid Expenses | (15,117) | 402,709 |
| (Decrease)/Increase in Operating Liabilities: | | |
| Accounts Payable | (102,537) | (3,675,843) |
| Accrued Expenses | 50,194 | (68,206) |
| Total Cash Flows from Operating Activities | (88,782) | 904,152 |
| Cash Flows from Financing Activities | | |
| Proceeds from (payments on) Long-Term Debt | (20,549) | (40,530) |
| Total Cash Flows from Financing Activities | (20,549) | (40,530) |
| Change in Cash & Cash Equivalents | (109,330) | 863,623 |
| Cash & Cash Equivalents, Beginning of Period | 4,034,967 | 3,062,014 |
| Cash and Cash Equivalents, End of Period | \$ 3,925,636 | \$ 3,925,636 |

Yosemite Valley Charter School

Check Register

For the period ended October 31, 2020

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 10947 | Amazon Capital Services | 10/1/2020 | \$ 2,794.20 |
| 10948 | Amazon Capital Services | 10/1/2020 | Void |
| 10949 | Amazon Capital Services | 10/1/2020 | Void |
| 10950 | Amazon Capital Services | 10/1/2020 | Void |
| 10951 | Amazon Capital Services | 10/1/2020 | 3,338.27 |
| 10952 | Amazon Capital Services | 10/1/2020 | Void |
| 10953 | Amazon Capital Services | 10/1/2020 | Void |
| 10954 | Amazon Capital Services | 10/1/2020 | 1,753.61 |
| 10955 | Amazon Capital Services | 10/1/2020 | Void |
| 10956 | Amazon Capital Services | 10/1/2020 | Void |
| 10957 | Rainbow Resource Center | 10/1/2020 | 7,404.87 |
| 10958 | Rainbow Resource Center | 10/1/2020 | Void |
| 10959 | Rainbow Resource Center | 10/1/2020 | Void |
| 10960 | Rainbow Resource Center | 10/1/2020 | 8,966.61 |
| 10961 | 3P Learning Inc. | 10/1/2020 | 1,053.00 |
| 10962 | Beautiful Feet Books, Inc. | 10/1/2020 | 826.24 |
| 10963 | Bitsbox | 10/1/2020 | 128.85 |
| 10964 | Brenda Myers | 10/1/2020 | 370.00 |
| 10965 | Brian Hammons Piano | 10/1/2020 | 8,654.98 |
| 10966 | BrightThinker | 10/1/2020 | 941.25 |
| 10967 | BYU Independent Study | 10/1/2020 | 1,746.00 |
| 10968 | CARD | 10/1/2020 | 511.55 |
| 10969 | Craig Daniel | 10/1/2020 | 310.00 |
| 10970 | Discount School Supply | 10/1/2020 | 717.44 |
| 10971 | Dustin Arth | 10/1/2020 | 1,980.00 |
| 10972 | Educational Development Corporation | 10/1/2020 | 752.66 |
| 10973 | EMH Sports USA, Inc. | 10/1/2020 | 340.00 |
| 10974 | Gravitas Publications, Inc. | 10/1/2020 | 36.33 |
| 10975 | Growing Minds, LLC | 10/1/2020 | 225.00 |
| 10976 | Guido's Martial Arts Academy | 10/1/2020 | 3,329.00 |
| 10977 | Hands 4 Building, LLC | 10/1/2020 | 428.97 |
| 10978 | Home Science Tools | 10/1/2020 | 17.53 |
| 10979 | Homeschool Buyers Co-op | 10/1/2020 | 50.00 |
| 10980 | Hooked on Phonics | 10/1/2020 | 474.45 |
| 10981 | Institute for Excellence in Writing | 10/1/2020 | 150.21 |
| 10982 | Jennifer McQuarrie | 10/1/2020 | 330.00 |
| 10983 | Jessica Pyne | 10/1/2020 | 1,380.00 |
| 10984 | Jostens | 10/1/2020 | 672.00 |
| 10985 | Kitchen Kid, LLC | 10/1/2020 | 1,418.03 |
| 10986 | Kitchen Kid, LLC | 10/1/2020 | Void |
| 10987 | KiwiCo, Inc | 10/1/2020 | 4,838.82 |
| 10988 | Learning Without Tears | 10/1/2020 | 91.79 |
| 10989 | Lighthouse Therapy LLC | 10/1/2020 | 1,570.55 |
| 10990 | Math Crazy | 10/1/2020 | 2,130.00 |
| 10991 | MEL Science U.S. LLC | 10/1/2020 | 1,535.60 |
| 10992 | Melissa Bogle | 10/1/2020 | 2,700.00 |
| 10993 | Miaplaza Inc. | 10/1/2020 | 168.00 |
| 10994 | Moving Beyond the Page | 10/1/2020 | 382.85 |
| 10995 | MoxieBox Art | 10/1/2020 | 153.03 |
| 10996 | Mr. D Math, LLC | 10/1/2020 | 1,948.00 |
| 10997 | Mystery Science Inc. | 10/1/2020 | 207.00 |
| 10998 | Naeim Saddavi | 10/1/2020 | 720.00 |
| 10999 | Nicole Medeiros | 10/1/2020 | 2,904.21 |
| 11000 | Oak Meadow Inc. | 10/1/2020 | 590.00 |
| 11001 | Outschool, Inc. | 10/1/2020 | 100.00 |
| 11002 | Peace Hill Press, Inc. dba Well Trained Mind Press | 10/1/2020 | 89.57 |

Yosemite Valley Charter School

Check Register

For the period ended October 31, 2020

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 11003 | Pride Learning Co | 10/1/2020 | 720.00 |
| 11004 | Provenance | 10/1/2020 | 29,564.82 |
| 11005 | Rising Star Gymnastics | 10/1/2020 | 876.00 |
| 11006 | Rodeo Tough Productions | 10/1/2020 | 165.00 |
| 11007 | Sandy Torosian | 10/1/2020 | 380.00 |
| 11008 | Singapore Math, Inc. | 10/1/2020 | 239.08 |
| 11009 | Studies Weekly | 10/1/2020 | 97.18 |
| 11010 | Teacher Synergy, LLC | 10/1/2020 | 135.89 |
| 11011 | Teaching Textbooks | 10/1/2020 | 167.13 |
| 11012 | Timberdoodle.com | 10/1/2020 | 537.94 |
| 11013 | West Martial Arts | 10/1/2020 | 1,060.00 |
| 11014 | Wieser Educational | 10/1/2020 | 208.60 |
| 11015 | WriteShop | 10/1/2020 | 135.02 |
| 11016 | Charlene Perry | 10/7/2020 | 250.00 |
| 11017 | Little Global Citizens LLC | 10/7/2020 | 149.85 |
| 11018 | Macy Corby | 10/7/2020 | 17.23 |
| 11019 | United Conservatory of Music | 10/7/2020 | 2,300.00 |
| 11020 | Valley Center for the Blind | 10/7/2020 | 437.50 |
| 11021 | LEGO Education | 10/7/2020 | 548.65 |
| 11022 | Amazon Capital Services | 10/8/2020 | Void |
| 11023 | Amazon Capital Services | 10/8/2020 | 811.29 |
| 11024 | Brave Writer LLC | 10/8/2020 | 368.00 |
| 11025 | Brenda Myers | 10/8/2020 | 205.00 |
| 11026 | Brian Hammons Piano | 10/8/2020 | 3,325.00 |
| 11027 | CARD | 10/8/2020 | 5,395.00 |
| 11028 | Charter Impact, Inc. | 10/8/2020 | 35,414.54 |
| 11029 | Craig Daniel | 10/8/2020 | 320.00 |
| 11030 | Educational Development Corporation | 10/8/2020 | 35.58 |
| 11031 | EMH Sports USA, Inc. | 10/8/2020 | 552.50 |
| 11032 | History Unboxed LLC | 10/8/2020 | 1,596.61 |
| 11033 | Home Science Tools | 10/8/2020 | 16.15 |
| 11034 | Institute for Excellence in Writing | 10/8/2020 | 80.23 |
| 11035 | KiwiCo, Inc | 10/8/2020 | 129.30 |
| 11036 | Learning Without Tears | 10/8/2020 | 161.65 |
| 11037 | Marnie Young | 10/8/2020 | 783.75 |
| 11038 | Marti Stevens | 10/8/2020 | 1,080.00 |
| 11039 | Monterey Bay Taekwondo Academy | 10/8/2020 | 813.00 |
| 11040 | Mr. C's Karate School of Shito-Ryu | 10/8/2020 | 664.50 |
| 11041 | Neil Boyer | 10/8/2020 | 1,200.00 |
| 11042 | Peace Hill Press, Inc. dba Well Trained Mind Press | 10/8/2020 | 17.90 |
| 11043 | Provenance | 10/8/2020 | 311,128.66 |
| 11044 | Rainbow Resource Center | 10/8/2020 | Void |
| 11045 | Rainbow Resource Center | 10/8/2020 | 4,239.02 |
| 11046 | Rising Star Gymnastics | 10/8/2020 | 1,772.00 |
| 11047 | Specialized Therapy Services, Inc | 10/8/2020 | 328.00 |
| 11048 | The Critical Thinking Co. | 10/8/2020 | 395.09 |
| 11049 | Timberdoodle.com | 10/8/2020 | 1,579.15 |
| 11050 | Tina M. Carter | 10/8/2020 | 147.00 |
| 11051 | Vera Kotenkov | 10/8/2020 | 850.00 |
| 11052 | West Martial Arts | 10/8/2020 | 390.00 |
| 11053 | Zaner-Bloser, Inc. | 10/8/2020 | 18.35 |
| 11054 | Layne Williams | 10/9/2020 | 45.00 |
| 11055 | Fresno County Superintendent of Schools | 10/13/2020 | 100.00 |
| 11056 | Marti Stevens | 10/14/2020 | 480.00 |
| 11057 | A Brighter Child, Inc | 10/15/2020 | 372.93 |
| 11058 | Activities for Learning Inc. | 10/15/2020 | 681.73 |

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For the period ended October 31, 2020

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|-------------------------------------|------------|--------------|
| 11059 | Aikido of Fresno | 10/15/2020 | 750.00 |
| 11060 | All About Learning Press, Inc. | 10/15/2020 | 610.75 |
| 11061 | All About Learning Press, Inc. | 10/15/2020 | Void |
| 11062 | Amazon Capital Services | 10/15/2020 | 1,364.07 |
| 11063 | Beautiful Feet Books, Inc. | 10/15/2020 | 3,597.61 |
| 11064 | Bitsbox | 10/15/2020 | 925.65 |
| 11065 | Braille Abilities, LLC | 10/15/2020 | 405.00 |
| 11066 | Brenda Myers | 10/15/2020 | 320.00 |
| 11067 | Bright Solutions For Dyslexia, Inc. | 10/15/2020 | 111.88 |
| 11068 | BrightThinker | 10/15/2020 | Void |
| 11069 | BrightThinker | 10/15/2020 | Void |
| 11070 | BrightThinker | 10/15/2020 | 12,449.65 |
| 11071 | C'est La Vie Arts | 10/15/2020 | 2,940.00 |
| 11072 | CharterSafe | 10/15/2020 | 20,097.00 |
| 11073 | Cullinan Education Center, Inc. | 10/15/2020 | 490.00 |
| 11074 | Dance Explosion | 10/15/2020 | 190.00 |
| 11075 | Dennis Murphy School of Music | 10/15/2020 | 180.00 |
| 11076 | Easy Does It Farms | 10/15/2020 | 1,810.00 |
| 11077 | eat2explore | 10/15/2020 | 629.04 |
| 11078 | Educational Development Corporation | 10/15/2020 | 224.94 |
| 11079 | eDynamic Learning | 10/15/2020 | Void |
| 11080 | eDynamic Learning | 10/15/2020 | 5,070.00 |
| 11081 | Elemental Science | 10/15/2020 | 189.20 |
| 11082 | Emily Catron | 10/15/2020 | 120.00 |
| 11083 | Erin Soares | 10/15/2020 | 82.80 |
| 11084 | Evan-Moor | 10/15/2020 | 55.87 |
| 11085 | Fresno Music Academy & Arts | 10/15/2020 | 4,788.00 |
| 11086 | Global Teletherapy | 10/15/2020 | 62,358.71 |
| 11087 | Gravitas Publications, Inc. | 10/15/2020 | 117.00 |
| 11088 | Growing Minds, LLC | 10/15/2020 | 70.00 |
| 11089 | Home Science Tools | 10/15/2020 | 1,303.15 |
| 11090 | Hooked on Phonics | 10/15/2020 | 562.01 |
| 11091 | Institute for Excellence in Writing | 10/15/2020 | 3,096.47 |
| 11092 | JoAnn Denney | 10/15/2020 | 270.00 |
| 11093 | Katherine Talbot | 10/15/2020 | 54.57 |
| 11094 | Katie Millikan | 10/15/2020 | 12.19 |
| 11095 | Kevin Freeman | 10/15/2020 | 8,223.50 |
| 11096 | Kitchen Stewardship LLC | 10/15/2020 | 149.95 |
| 11097 | KiwiCo, Inc | 10/15/2020 | Void |
| 11098 | KiwiCo, Inc | 10/15/2020 | Void |
| 11099 | KiwiCo, Inc | 10/15/2020 | 10,172.64 |
| 11100 | Kristen Rhodes | 10/15/2020 | 45.60 |
| 11101 | Kumon Center of Clovis | 10/15/2020 | 720.00 |
| 11102 | Learning Success for Everyone | 10/15/2020 | 480.00 |
| 11103 | Learning Without Tears | 10/15/2020 | 264.33 |
| 11104 | Little Passports | 10/15/2020 | 4,403.72 |
| 11105 | Lotus Educational Services, Inc. | 10/15/2020 | 2,520.30 |
| 11106 | Mandi Frost | 10/15/2020 | 990.00 |
| 11107 | Marti Stevens | 10/15/2020 | 400.00 |
| 11108 | Math-U-See Inc. | 10/15/2020 | 863.00 |
| 11109 | McColgan & Associates Inc. | 10/15/2020 | 2,538.75 |
| 11110 | MEL Science U.S. LLC | 10/15/2020 | 1,879.50 |
| 11111 | Melanie Suderman Sweet | 10/15/2020 | 1,087.50 |
| 11112 | Melissa Bogle | 10/15/2020 | 2,610.00 |
| 11113 | Miaplaza Inc. | 10/15/2020 | 336.00 |
| 11114 | Michael A. Manjarrez | 10/15/2020 | 1,785.00 |

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| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 11115 | Michelle Barnes | 10/15/2020 | 750.00 |
| 11116 | Moving Beyond the Page | 10/15/2020 | void |
| 11117 | Moving Beyond the Page | 10/15/2020 | void |
| 11118 | Moving Beyond the Page | 10/15/2020 | 13,867.96 |
| 11119 | MoxieBox Art | 10/15/2020 | 1,090.64 |
| 11120 | Mystery Science Inc. | 10/15/2020 | 187.00 |
| 11121 | N2Y, LLC | 10/15/2020 | 191.08 |
| 11122 | Nicole Thomas | 10/15/2020 | 247.00 |
| 11123 | Oak Meadow Inc. | 10/15/2020 | 3,655.00 |
| 11124 | Outschool, Inc. | 10/15/2020 | 195.00 |
| 11125 | Pacific Martial Arts | 10/15/2020 | 885.00 |
| 11126 | Peace Hill Press, Inc. dba Well Trained Mind Press | 10/15/2020 | 631.35 |
| 11127 | Provenance | 10/15/2020 | 1,722.50 |
| 11128 | Rainbow Resource Center | 10/15/2020 | Void |
| 11129 | Rainbow Resource Center | 10/15/2020 | Void |
| 11130 | Rainbow Resource Center | 10/15/2020 | Void |
| 11131 | Rainbow Resource Center | 10/15/2020 | 10,361.54 |
| 11132 | Rayford Shorin-Ryu | 10/15/2020 | 390.00 |
| 11133 | Reading with TLC | 10/15/2020 | 240.83 |
| 11134 | Rebecca Bennett | 10/15/2020 | 61.18 |
| 11135 | Rebecca Duyette | 10/15/2020 | 9.60 |
| 11136 | Reedley School of Music | 10/15/2020 | 2,554.00 |
| 11137 | Savvas Learning Company LLC | 10/15/2020 | 134.34 |
| 11138 | Savvas Learning Company LLC | 10/15/2020 | 122.74 |
| 11139 | Scholastic Inc. Education | 10/15/2020 | 180.57 |
| 11140 | School Pathways, LLC | 10/15/2020 | 5,304.05 |
| 11141 | SchoolMate | 10/15/2020 | 5,653.25 |
| 11142 | Sherilyn Collins | 10/15/2020 | 34.84 |
| 11143 | ShillerLearning | 10/15/2020 | 623.59 |
| 11144 | Shirley Winters Ballet | 10/15/2020 | 1,054.00 |
| 11145 | Signing Online | 10/15/2020 | 75.00 |
| 11146 | Simba School of Music | 10/15/2020 | 1,335.00 |
| 11147 | Singapore Math, Inc. | 10/15/2020 | 561.04 |
| 11148 | SpiritHorse Connections | 10/15/2020 | 140.00 |
| 11149 | Studies Weekly | 10/15/2020 | void |
| 11150 | Studies Weekly | 10/15/2020 | void |
| 11151 | Studies Weekly | 10/15/2020 | 2,427.84 |
| 11152 | Teacher Synergy, LLC | 10/15/2020 | 194.75 |
| 11153 | Teaching Textbooks | 10/15/2020 | 2,287.21 |
| 11154 | Teresa Jacobsen | 10/15/2020 | 70.84 |
| 11155 | The Lampo Group, LLC | 10/15/2020 | 189.88 |
| 11156 | The Talk Team | 10/15/2020 | void |
| 11157 | The Talk Team | 10/15/2020 | 6,085.00 |
| 11158 | Timberdoodle.com | 10/15/2020 | 9,321.99 |
| 11159 | Time4Learning | 10/15/2020 | 609.30 |
| 11160 | United Conservatory of Music | 10/15/2020 | 3,318.75 |
| 11161 | Wendy DeRaud | 10/15/2020 | 2,582.50 |
| 11162 | Will Aylsworth | 10/15/2020 | 348.00 |
| 11163 | Wonder Crate | 10/15/2020 | 449.85 |
| 11164 | WriteShop | 10/15/2020 | 100.00 |
| 11165 | Amazon Capital Services | 10/21/2020 | Void |
| 11166 | Amazon Capital Services | 10/21/2020 | Void |
| 11167 | Amazon Capital Services | 10/21/2020 | Void |
| 11168 | Amazon Capital Services | 10/21/2020 | 2,521.58 |
| 11169 | Amazon Capital Services | 10/21/2020 | Void |
| 11170 | Amazon Capital Services | 10/21/2020 | Void |

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| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|---|------------|--------------|
| 11171 | Amazon Capital Services | 10/21/2020 | Void |
| 11172 | Amazon Capital Services | 10/21/2020 | 3,002.68 |
| 11173 | Amazon Capital Services | 10/21/2020 | Void |
| 11174 | Amazon Capital Services | 10/21/2020 | Void |
| 11175 | Amazon Capital Services | 10/21/2020 | Void |
| 11176 | Amazon Capital Services | 10/21/2020 | 2,884.80 |
| 11177 | 8x8 Inc. | 10/22/2020 | 388.52 |
| 11178 | Activities for Learning Inc. | 10/22/2020 | 108.91 |
| 11179 | All About Learning Press, Inc. | 10/22/2020 | 21.95 |
| 11180 | Amy Spano | 10/22/2020 | 4,950.00 |
| 11181 | Arlene Steffen | 10/22/2020 | 1,170.00 |
| 11182 | Aspire Speech & Learning Center | 10/22/2020 | 1,795.00 |
| 11183 | Beautiful Feet Books, Inc. | 10/22/2020 | 974.40 |
| 11184 | Bitsbox | 10/22/2020 | 584.25 |
| 11185 | Bojuka Ryu | 10/22/2020 | 425.00 |
| 11186 | Boutwell Fay LLP | 10/22/2020 | 272.25 |
| 11187 | Braille Consultants, Inc. | 10/22/2020 | 1,700.00 |
| 11188 | Brenda Myers | 10/22/2020 | 1,600.00 |
| 11189 | Bright Solutions For Dyslexia, Inc. | 10/22/2020 | 393.83 |
| 11190 | BrightThinker | 10/22/2020 | 2,641.34 |
| 11191 | BYU Independent Study | 10/22/2020 | 4,039.00 |
| 11192 | CARD | 10/22/2020 | 1,299.35 |
| 11193 | Central Coast Language & Learning Center, Inc. | 10/22/2020 | 450.00 |
| 11194 | Charter Impact, Inc. | 10/22/2020 | 875.34 |
| 11195 | CharterSafe | 10/22/2020 | 20,097.00 |
| 11196 | Crafty School Crates | 10/22/2020 | 488.22 |
| 11197 | Dance Explosion | 10/22/2020 | 590.00 |
| 11198 | Dayna Hopkins | 10/22/2020 | 591.27 |
| 11199 | Deanna Colon | 10/22/2020 | 315.00 |
| 11200 | Deanna Colon | 10/22/2020 | 675.00 |
| 11201 | Deborah Lemen Acting Studio | 10/22/2020 | 545.00 |
| 11202 | Dolce Dance Studio | 10/22/2020 | 470.00 |
| 11203 | Dustin Arth | 10/22/2020 | 160.00 |
| 11204 | E-Therapy LLC | 10/22/2020 | 93.00 |
| 11205 | Educational Development Corporation | 10/22/2020 | 80.15 |
| 11206 | eDynamic Learning | 10/22/2020 | 435.00 |
| 11207 | Effectual Educational Consulting Services | 10/22/2020 | 2,080.00 |
| 11208 | Elemental Science | 10/22/2020 | 51.69 |
| 11209 | Fresno Fencing Academy | 10/22/2020 | 150.00 |
| 11210 | Generation Genius, Inc. | 10/22/2020 | 360.00 |
| 11211 | GL Kenpo | 10/22/2020 | 2,750.00 |
| 11212 | Global Teletherapy | 10/22/2020 | 56,489.00 |
| 11213 | Goodfellow Occupational Therapy, Inc. | 10/22/2020 | 1,925.00 |
| 11214 | Growing Healthy Children Therapy Services, Inc. | 10/22/2020 | 50.50 |
| 11215 | History Unboxed LLC | 10/22/2020 | 122.65 |
| 11216 | Home Science Tools | 10/22/2020 | 194.57 |
| 11217 | HomeschoolSupercenter.com | 10/22/2020 | 93.65 |
| 11218 | Honest History Co | 10/22/2020 | 76.46 |
| 11219 | imm3rse.in | 10/22/2020 | 1,500.00 |
| 11220 | Institute for Excellence in Writing | 10/22/2020 | 355.38 |
| 11221 | Interpreters Unlimited, Inc. | 10/22/2020 | 515.10 |
| 11222 | KiwiCo, Inc | 10/22/2020 | 3,079.26 |
| 11223 | Kumon Center of Clovis | 10/22/2020 | 720.00 |
| 11224 | Learning Without Tears | 10/22/2020 | 26.41 |
| 11225 | Lighthouse Therapy LLC | 10/22/2020 | 6,375.14 |
| 11226 | Little Passports | 10/22/2020 | 1,509.41 |

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| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|---|------------|--------------|
| 11227 | Marti Stevens | 10/22/2020 | 1,260.00 |
| 11228 | Math-U-See Inc. | 10/22/2020 | 2,242.00 |
| 11229 | Megan Dorais | 10/22/2020 | 168.07 |
| 11230 | MEL Science U.S. LLC | 10/22/2020 | 314.10 |
| 11231 | Merced Academy of Dance | 10/22/2020 | 35.00 |
| 11232 | Moving Beyond the Page | 10/22/2020 | 522.06 |
| 11233 | Nicole Thomas | 10/22/2020 | 49.00 |
| 11234 | Omni Learning Center | 10/22/2020 | 2,440.00 |
| 11235 | Outschool, Inc. | 10/22/2020 | 104.00 |
| 11236 | Outside the Box Creation | 10/22/2020 | 263.68 |
| 11237 | Pacific Grove Art Center | 10/22/2020 | 157.50 |
| 11238 | Piano Lessons with Kim Schapansky | 10/22/2020 | 550.00 |
| 11239 | Pride Learning Co | 10/22/2020 | 1,440.00 |
| 11240 | Procopio, Cory, Hargreaves & Savitch LLP | 10/22/2020 | 9,480.22 |
| 11241 | Provenance | 10/22/2020 | 43,704.26 |
| 11242 | Rainbow Resource Center | 10/22/2020 | 2,416.45 |
| 11243 | Rayford Shorin-Ryu | 10/22/2020 | 65.00 |
| 11244 | Rich Oliver Racing, Inc. | 10/22/2020 | 998.00 |
| 11245 | Richard Moreno - Rock Fuzion Creative Music | 10/22/2020 | 1,740.00 |
| 11246 | SchoolMate | 10/22/2020 | 144.00 |
| 11247 | Serendipity Media Group, Gina Meyers | 10/22/2020 | 55.00 |
| 11248 | ShillerLearning | 10/22/2020 | 246.95 |
| 11249 | Shirley Winters Ballet | 10/22/2020 | 212.00 |
| 11250 | Singapore Math, Inc. | 10/22/2020 | 294.52 |
| 11251 | SpiritHorse Connections | 10/22/2020 | 1,230.00 |
| 11252 | Starfall Education Foundation | 10/22/2020 | 70.00 |
| 11253 | Studies Weekly | 10/22/2020 | 1,095.12 |
| 11254 | TDCC LLC | 10/22/2020 | 1,108.80 |
| 11255 | Teacher Synergy, LLC | 10/22/2020 | 858.24 |
| 11256 | Teaching Textbooks | 10/22/2020 | Void |
| 11257 | Teaching Textbooks | 10/22/2020 | 2,959.96 |
| 11258 | The Critical Thinking Co. | 10/22/2020 | 142.92 |
| 11259 | The Dance Center | 10/22/2020 | 6,094.50 |
| 11260 | The First Tee of Fresno | 10/22/2020 | 80.00 |
| 11261 | The Talk Team | 10/22/2020 | Void |
| 11262 | The Talk Team | 10/22/2020 | 6,422.50 |
| 11263 | Wendy DeRaud | 10/22/2020 | 1,950.00 |
| 11264 | Wieser Educational | 10/22/2020 | 165.31 |
| 11265 | N2Y, LLC | 10/22/2020 | 5,591.93 |
| 11266 | Fresno County Office of Education | 10/28/2020 | 153,832.92 |
| 11267 | Fresno County Office of Education | 10/28/2020 | 515.00 |
| 11268 | Amazon Capital Services | 10/29/2020 | Void |
| 11269 | Amazon Capital Services | 10/29/2020 | Void |
| 11270 | Amazon Capital Services | 10/29/2020 | Void |
| 11271 | Amazon Capital Services | 10/29/2020 | 2,021.75 |
| 11272 | Amazon Capital Services | 10/29/2020 | Void |
| 11273 | Amazon Capital Services | 10/29/2020 | Void |
| 11274 | Amazon Capital Services | 10/29/2020 | 2,351.37 |
| 11275 | Abarca Group | 10/29/2020 | 2,425.00 |
| 11276 | Academy of Creative Education | 10/29/2020 | 2,400.00 |
| 11277 | Activities for Learning Inc. | 10/29/2020 | 430.11 |
| 11278 | Alison Weidenheimer | 10/29/2020 | 1,120.00 |
| 11279 | All About Learning Press, Inc. | 10/29/2020 | 1,236.85 |
| 11280 | America's Kids in Motion | 10/29/2020 | 15,845.50 |
| 11281 | Amy Heinrichs | 10/29/2020 | 448.39 |
| 11282 | Beautiful Feet Books, Inc. | 10/29/2020 | 3,165.77 |

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| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|---------------------------------------|------------|--------------|
| 11283 | Bitsbox | 10/29/2020 | 251.70 |
| 11284 | Bobby Griffin | 10/29/2020 | 600.00 |
| 11285 | Bon Voyage World Languages Academy | 10/29/2020 | 2,200.00 |
| 11286 | Braille Abilities, LLC | 10/29/2020 | 207.50 |
| 11287 | Break the Barriers, Inc | 10/29/2020 | 4,417.50 |
| 11288 | Brenda Myers | 10/29/2020 | 1,130.00 |
| 11289 | Brian Hammons Piano | 10/29/2020 | 1,110.00 |
| 11290 | Bright Solutions For Dyslexia, Inc. | 10/29/2020 | 338.20 |
| 11291 | BrightThinker | 10/29/2020 | 5,796.88 |
| 11292 | Bullfrog Swim School | 10/29/2020 | 1,455.00 |
| 11293 | C'est La Vie Arts | 10/29/2020 | 600.00 |
| 11294 | Charter Impact, Inc. | 10/29/2020 | 419.00 |
| 11295 | Charter's Choice Educational Services | 10/29/2020 | 2,887.50 |
| 11296 | Crafty School Crates | 10/29/2020 | 2,525.55 |
| 11297 | Dayna Hopkins | 10/29/2020 | 54.45 |
| 11298 | Dennis Murphy School of Music | 10/29/2020 | 225.00 |
| 11299 | Dino Lingo Inc | 10/29/2020 | 95.20 |
| 11300 | Discount School Supply | 10/29/2020 | 206.48 |
| 11301 | Drivers Ed Direct | 10/29/2020 | 195.00 |
| 11302 | E-Therapy LLC | 10/29/2020 | 43.50 |
| 11303 | Easy Does It Farms | 10/29/2020 | 405.00 |
| 11304 | Education.com Holdings, Inc. | 10/29/2020 | 767.78 |
| 11305 | Educational Development Corporation | 10/29/2020 | 1,105.84 |
| 11306 | Educational Services (Colette Nelson) | 10/29/2020 | 540.00 |
| 11307 | Elizabeth Markfield | 10/29/2020 | 14,215.00 |
| 11308 | EMH Sports USA, Inc. | 10/29/2020 | 35.00 |
| 11309 | Evan-Moor | 10/29/2020 | 1,640.72 |
| 11310 | Fresno Fencing Academy | 10/29/2020 | 450.00 |
| 11311 | Fresno Music Academy & Arts | 10/29/2020 | 4,086.00 |
| 11312 | Generation Genius, Inc. | 10/29/2020 | 245.00 |
| 11313 | GL Kenpo | 10/29/2020 | 1,650.00 |
| 11314 | Guido's Martial Arts Academy | 10/29/2020 | 2,959.00 |
| 11315 | Guitar Center, Inc. | 10/29/2020 | 327.00 |
| 11316 | Haynes Family of Programs | 10/29/2020 | 2,311.25 |
| 11317 | Healing Hearts Health & Wellness | 10/29/2020 | 330.00 |
| 11318 | Heather Piccolo | 10/29/2020 | 57.00 |
| 11319 | High School Math Live LLC | 10/29/2020 | 337.50 |
| 11320 | Home Science Tools | 10/29/2020 | 456.97 |
| 11321 | Homeschool Planet | 10/29/2020 | 290.55 |
| 11322 | Hooked on Phonics | 10/29/2020 | 312.46 |
| 11323 | Innoved Inc. | 10/29/2020 | 2,198.75 |
| 11324 | Institute for Excellence in Writing | 10/29/2020 | 650.87 |
| 11325 | JackKris Publishing, LLC | 10/29/2020 | 197.70 |
| 11326 | Joshua Heflebower | 10/29/2020 | 275.00 |
| 11327 | Just Dance | 10/29/2020 | 1,615.00 |
| 11328 | Katherine Sullivan | 10/29/2020 | 1,400.00 |
| 11329 | KidsArt - Valencia | 10/29/2020 | 175.00 |
| 11330 | KiwiCo, Inc | 10/29/2020 | 8,069.72 |
| 11331 | Kumon Center of Clovis | 10/29/2020 | 720.00 |
| 11332 | Lab Rat Academy | 10/29/2020 | 2,250.00 |
| 11333 | Lauren G. MacQuown | 10/29/2020 | 850.00 |
| 11334 | Learning Without Tears | 10/29/2020 | 19.45 |
| 11335 | Little Global Citizens LLC | 10/29/2020 | 79.90 |
| 11336 | LitWits Workshops, LLC | 10/29/2020 | 65.00 |
| 11337 | LivFit Training | 10/29/2020 | 834.00 |
| 11338 | Logic of English | 10/29/2020 | 134.49 |

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| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 11339 | Maria A. Lazo | 10/29/2020 | 440.00 |
| 11340 | Marnie Young | 10/29/2020 | 451.25 |
| 11341 | Marti Stevens | 10/29/2020 | 730.00 |
| 11342 | Math Crazy | 10/29/2020 | 1,510.00 |
| 11343 | Math-U-See Inc. | 10/29/2020 | 212.00 |
| 11344 | McColgan & Associates Inc. | 10/29/2020 | 5,668.75 |
| 11345 | MEL Science U.S. LLC | 10/29/2020 | 1,385.80 |
| 11346 | Melanie Suderman Sweet | 10/29/2020 | 2,797.00 |
| 11347 | Melissa Bogle | 10/29/2020 | 225.00 |
| 11348 | Merced Academy of Dance | 10/29/2020 | 245.00 |
| 11349 | Michelle Egoroy | 10/29/2020 | 30.25 |
| 11350 | Moving Beyond the Page | 10/29/2020 | 3,688.53 |
| 11351 | MoxieBox Art | 10/29/2020 | 153.03 |
| 11352 | Mr. D Math, LLC | 10/29/2020 | 197.00 |
| 11353 | Mystery Science Inc. | 10/29/2020 | 285.00 |
| 11354 | Nicole Medeiros | 10/29/2020 | 1,590.14 |
| 11355 | Nicole Thomas | 10/29/2020 | 148.00 |
| 11356 | Northwest Studio for Ballet | 10/29/2020 | 431.00 |
| 11357 | Oak Meadow Inc. | 10/29/2020 | 335.00 |
| 11358 | Outschool, Inc. | 10/29/2020 | 675.00 |
| 11359 | Peace Hill Press, Inc. dba Well Trained Mind Press | 10/29/2020 | 328.20 |
| 11360 | PresenceLearning, Inc. | 10/29/2020 | 20.98 |
| 11361 | Provenance | 10/29/2020 | 2,421.72 |
| 11362 | Rainbow Resource Center | 10/29/2020 | VOID |
| 11363 | Rainbow Resource Center | 10/29/2020 | VOID |
| 11364 | Rainbow Resource Center | 10/29/2020 | 7,696.96 |
| 11365 | Rayford Shorin-Ryu | 10/29/2020 | 950.00 |
| 11366 | Rebecca Bennett | 10/29/2020 | 137.89 |
| 11367 | Richard Koogler | 10/29/2020 | 203.50 |
| 11368 | Rising Star Gymnastics | 10/29/2020 | 2,100.00 |
| 11369 | Roddy Jackson | 10/29/2020 | 300.00 |
| 11370 | Savvas Learning Company LLC | 10/29/2020 | 137.22 |
| 11371 | Singapore Math Live, LLC | 10/29/2020 | 110.00 |
| 11372 | Singapore Math, Inc. | 10/29/2020 | 141.22 |
| 11373 | Sona Atoyan | 10/29/2020 | 1,000.00 |
| 11374 | Sondra White | 10/29/2020 | 1,270.42 |
| 11375 | Specialized Therapy Services, Inc | 10/29/2020 | 302.50 |
| 11376 | SpiritHorse Connections | 10/29/2020 | 890.00 |
| 11377 | Starfall Education Foundation | 10/29/2020 | 70.00 |
| 11378 | Storybook Binds | 10/29/2020 | 300.00 |
| 11379 | Studies Weekly | 10/29/2020 | VOID |
| 11380 | Studies Weekly | 10/29/2020 | VOID |
| 11381 | Studies Weekly | 10/29/2020 | 3,104.74 |
| 11382 | Studio on the Hill | 10/29/2020 | 480.00 |
| 11383 | Susan Hancock | 10/29/2020 | 2,550.00 |
| 11384 | Teacher Synergy, LLC | 10/29/2020 | VOID |
| 11385 | Teacher Synergy, LLC | 10/29/2020 | 837.83 |
| 11386 | Teaching Textbooks | 10/29/2020 | 67.08 |
| 11387 | Terrific Tutors - Michelle Arciniega | 10/29/2020 | 562.50 |
| 11388 | The Critical Thinking Co. | 10/29/2020 | 26.94 |
| 11389 | The Dance Company | 10/29/2020 | 594.00 |
| 11390 | The Lampo Group, LLC | 10/29/2020 | 167.48 |
| 11391 | The Talk Team | 10/29/2020 | 1,027.50 |
| 11392 | TheraSens, Inc | 10/29/2020 | 570.00 |
| 11393 | Tina M. Carter | 10/29/2020 | 1,069.00 |
| 11394 | Trigger Memory Co. | 10/29/2020 | 84.85 |

Yosemite Valley Charter School

Check Register

For the period ended October 31, 2020

| Check Number | Vendor Name | Check Date | Check Amount |
|---------------------------------------|------------------------------|------------|-----------------|
| 11395 | United Conservatory of Music | 10/29/2020 | 2,887.50 |
| 11396 | VocabularySpellingCity | 10/29/2020 | 69.90 |
| 11397 | Wendy DeRaud | 10/29/2020 | <u>4,215.00</u> |
| Total Disbursements Issued in October | | | ##### |

Yosemite Valley Charter School

Accounts Payable Aging

October 31, 2020

| 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 |
|---------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|---------|
| California Arts Academy | 1989 | 11/12/2019 | 10/13/2019 | \$ - | \$ - | \$ - | \$ - | \$ 240 | \$ 240 |
| Harley Boyer | White | 4/6/2020 | 3/30/2020 | - | - | (280) | - | - | (280) |
| Heartland Charter School | HCS-YVCS | 6/30/2020 | 6/30/2020 | 471,238 | - | - | - | - | 471,238 |
| Granite Mountain Charter School | GMCS-YVCS | 6/30/2020 | 6/30/2020 | 196,872 | - | - | - | - | 196,872 |
| Triumph Academy | TA-YVCS | 6/30/2020 | 6/30/2020 | 6,572 | - | - | - | - | 6,572 |
| CM School Supply #2 | 24335 | 7/4/2020 | 6/4/2020 | (87) | - | - | - | - | (87) |
| Think Outside, LLC | 20324 | 8/5/2020 | 8/5/2020 | 441 | - | - | - | - | 441 |
| Drive Rite Driving School | 072920 | 8/28/2020 | 7/29/2020 | 60 | - | - | - | - | 60 |
| Think Outside, LLC | 20325 | 9/4/2020 | 8/5/2020 | 441 | - | - | - | - | 441 |
| Think Outside, LLC | 20326 | 9/4/2020 | 8/5/2020 | 441 | - | - | - | - | 441 |
| Brave Writer LLC | 12954730 | 9/9/2020 | 9/9/2020 | 15 | - | - | - | - | 15 |
| Nessy Learning LLC | NESUS3450 | 9/16/2020 | 8/17/2020 | 125 | - | - | - | - | 125 |
| Mary Lowe | LOWE091720 | 9/17/2020 | 9/17/2020 | 293 | - | - | - | - | 293 |
| Charter Impact, Inc. | PR091520 | 9/17/2020 | 9/17/2020 | 435 | - | - | - | - | 435 |
| JoAnn Denney | 16 | 9/17/2020 | 8/18/2020 | 270 | - | - | - | - | 270 |
| Mary Lowe | LOWE091820 | 9/18/2020 | 9/18/2020 | 191 | - | - | - | - | 191 |
| Timberdoodle.com | 332594 | 9/19/2020 | 8/20/2020 | 823 | - | - | - | - | 823 |
| Timberdoodle.com | 332884 | 9/20/2020 | 8/21/2020 | 226 | - | - | - | - | 226 |
| Allyson Strachan | STRA092120 | 9/21/2020 | 9/21/2020 | 55 | - | - | - | - | 55 |
| Dayna Hopkins | HOPK092120 | 9/21/2020 | 9/21/2020 | 510 | - | - | - | - | 510 |
| Allyson Strachan | STRA092320 | 9/23/2020 | 9/23/2020 | 189 | - | - | - | - | 189 |
| Allyson Strachan | STRA092420 | 9/24/2020 | 9/24/2020 | 155 | - | - | - | - | 155 |
| Timberdoodle.com | 333354 | 9/24/2020 | 8/25/2020 | 115 | - | - | - | - | 115 |
| Timberdoodle.com | 333414 | 9/24/2020 | 8/25/2020 | 206 | - | - | - | - | 206 |
| Allyson Strachan | STRA092520 | 9/25/2020 | 9/25/2020 | 57 | - | - | - | - | 57 |
| Allyson Strachan | STRA092620 | 9/26/2020 | 9/26/2020 | 41 | - | - | - | - | 41 |
| Allyson Strachan | STRA092720 | 9/27/2020 | 9/27/2020 | 61 | - | - | - | - | 61 |
| Timberdoodle.com | 334233 | 9/27/2020 | 8/28/2020 | 1,119 | - | - | - | - | 1,119 |
| Provenance | YVC093020 | 9/30/2020 | 9/30/2020 | (988) | - | - | - | - | (988) |
| Diana Porter | 82020 | 9/30/2020 | 8/31/2020 | 306 | - | - | - | - | 306 |
| Charter Impact, Inc. | PR093020 | 9/30/2020 | 9/30/2020 | 884 | - | - | - | - | 884 |
| Christopher Trevisan | 022-CZZO | 9/30/2020 | 8/31/2020 | 945 | - | - | - | - | 945 |
| Nessy Learning LLC | NESUS3505 | 10/9/2020 | 9/9/2020 | 140 | - | - | - | - | 140 |
| Studies Weekly | 359828 | 10/9/2020 | 9/10/2020 | 32 | - | - | - | - | 32 |
| Nessy Learning LLC | NESUS3509 | 10/10/2020 | 9/10/2020 | 140 | - | - | - | - | 140 |
| Bitsbox | 3156 | 10/15/2020 | 10/15/2020 | 252 | - | - | - | - | 252 |
| Bitsbox | 3165 | 10/16/2020 | 10/16/2020 | 203 | - | - | - | - | 203 |
| Nessy Learning LLC | NESUS3536 | 10/17/2020 | 9/17/2020 | 140 | - | - | - | - | 140 |
| Nessy Learning LLC | NESUS3537 | 10/18/2020 | 9/18/2020 | 155 | - | - | - | - | 155 |
| Nessy Learning LLC | NESUS3538 | 10/18/2020 | 9/18/2020 | 25 | - | - | - | - | 25 |
| Nessy Learning LLC | NESUS3539 | 10/18/2020 | 9/18/2020 | 100 | - | - | - | - | 100 |
| Nessy Learning LLC | NESUS3542 | 10/18/2020 | 9/18/2020 | 140 | - | - | - | - | 140 |
| Studies Weekly | 362786 | 10/18/2020 | 10/1/2020 | 32 | - | - | - | - | 32 |
| Supercharged Science | 2947 | 10/19/2020 | 10/19/2020 | 333 | - | - | - | - | 333 |
| Kern County Hockey Club | 1 | 10/21/2020 | 10/21/2020 | 240 | - | - | - | - | 240 |

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| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|----------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Halau Hula I Ka La | 0020 | 10/21/2020 | 10/21/2020 | 100 | - | - | - | - | 100 |
| MEL Science U.S. LLC | JD2020092101 | 10/21/2020 | 9/21/2020 | 279 | - | - | - | - | 279 |
| Mary Lowe | LOWE102220 | 10/22/2020 | 10/22/2020 | 323 | - | - | - | - | 323 |
| Michelle Egoroy | EGOR102320 | 10/23/2020 | 10/23/2020 | 276 | - | - | - | - | 276 |
| Michelle Egoroy | EGOR102320-01 | 10/23/2020 | 10/23/2020 | 192 | - | - | - | - | 192 |
| Teresa Jacobsen | JACO102320 | 10/23/2020 | 10/23/2020 | 1,184 | - | - | - | - | 1,184 |
| Crystal Deatherage | DEAT102320 | 10/23/2020 | 10/23/2020 | 20 | - | - | - | - | 20 |
| Kristen Karr | KARR102320 | 10/23/2020 | 10/23/2020 | 151 | - | - | - | - | 151 |
| Home Science Tools | 1058757A | 10/25/2020 | 9/25/2020 | 250 | - | - | - | - | 250 |
| Starfall Education Foundation | 2221-2707-3902 | 10/25/2020 | 9/25/2020 | 35 | - | - | - | - | 35 |
| Studies Weekly | 365124 | 10/25/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365137 | 10/25/2020 | 9/28/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 365189 | 10/25/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365199 | 10/25/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365205 | 10/25/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365208 | 10/25/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365288 | 10/25/2020 | 9/29/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 365291 | 10/25/2020 | 9/28/2020 | 65 | - | - | - | - | 65 |
| Steinway Piano Gallery of Fresno | 75 | 10/25/2020 | 9/25/2020 | 1,696 | - | - | - | - | 1,696 |
| Evan-Moor | INV293039 | 10/25/2020 | 9/25/2020 | 22 | - | - | - | - | 22 |
| Evan-Moor | INV293040 | 10/25/2020 | 9/25/2020 | 22 | - | - | - | - | 22 |
| Evan-Moor | INV292417 | 10/25/2020 | 9/25/2020 | 21 | - | - | - | - | 21 |
| Evan-Moor | INV292538 | 10/25/2020 | 9/25/2020 | 370 | - | - | - | - | 370 |
| Rebecca Galli | 1010 | 10/25/2020 | 9/25/2020 | 240 | - | - | - | - | 240 |
| Rebecca Galli | 1011 | 10/25/2020 | 9/25/2020 | 240 | - | - | - | - | 240 |
| Sandy Torosian | 1048 | 10/25/2020 | 9/25/2020 | 240 | - | - | - | - | 240 |
| Sandy Torosian | 1049 | 10/25/2020 | 9/25/2020 | 90 | - | - | - | - | 90 |
| Scholastic Inc. Education | 24013496 | 10/25/2020 | 9/25/2020 | 121 | - | - | - | - | 121 |
| Crafty School Crates | 18108 | 10/25/2020 | 9/25/2020 | 192 | - | - | - | - | 192 |
| Crafty School Crates | 18109 | 10/25/2020 | 9/25/2020 | 192 | - | - | - | - | 192 |
| Crafty School Crates | 18110 | 10/25/2020 | 9/25/2020 | 192 | - | - | - | - | 192 |
| BrightThinker | SINV2343 | 10/25/2020 | 9/25/2020 | 124 | - | - | - | - | 124 |
| BrightThinker | SINV2344 | 10/25/2020 | 9/25/2020 | 233 | - | - | - | - | 233 |
| Education.com Holdings, Inc. | E10500 | 10/25/2020 | 9/25/2020 | 120 | - | - | - | - | 120 |
| The Critical Thinking Co. | 162529A | 10/25/2020 | 9/25/2020 | 149 | - | - | - | - | 149 |
| The Critical Thinking Co. | 162530A | 10/25/2020 | 9/25/2020 | 134 | - | - | - | - | 134 |
| Nessy Learning LLC | NESUS3549 | 10/25/2020 | 9/25/2020 | 100 | - | - | - | - | 100 |
| Oak Meadow Inc. | 110264 | 10/25/2020 | 9/25/2020 | 416 | - | - | - | - | 416 |
| Beautiful Feet Books, Inc. | 13163 | 10/25/2020 | 9/25/2020 | 285 | - | - | - | - | 285 |
| Amazon Capital Services | 16QW-9DFM-M1WM | 10/25/2020 | 8/26/2020 | 5 | - | - | - | - | 5 |
| Math-U-See Inc. | 0653860-IN | 10/25/2020 | 8/26/2020 | 177 | - | - | - | - | 177 |
| Math-U-See Inc. | 0653861-IN | 10/25/2020 | 8/26/2020 | 174 | - | - | - | - | 174 |
| Math-U-See Inc. | 0653862-IN | 10/25/2020 | 8/26/2020 | 119 | - | - | - | - | 119 |
| Math-U-See Inc. | 0653895-IN | 10/25/2020 | 8/26/2020 | 167 | - | - | - | - | 167 |
| Math-U-See Inc. | 0654769-IN | 10/26/2020 | 8/27/2020 | 102 | - | - | - | - | 102 |
| Amazon Capital Services | 1CTW-WTK3-6XYJ | 10/26/2020 | 8/27/2020 | 50 | - | - | - | - | 50 |

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| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|---------------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Amazon Capital Services | 1NDT-9PRM-4G7X | 10/26/2020 | 8/27/2020 | 19 | - | - | - | - | 19 |
| Amazon Capital Services | 161W-4G9Q-17K6 | 10/26/2020 | 8/27/2020 | 54 | - | - | - | - | 54 |
| Nicole Thomas | 2674 | 10/26/2020 | 9/26/2020 | 79 | - | - | - | - | 79 |
| Nicole Thomas | 2690 | 10/26/2020 | 9/26/2020 | 79 | - | - | - | - | 79 |
| Nicole Thomas | 2693 | 10/26/2020 | 9/26/2020 | 49 | - | - | - | - | 49 |
| Dayna Hopkins | HOPK102620 | 10/26/2020 | 10/26/2020 | 1,407 | - | - | - | - | 1,407 |
| Brian Hammons Piano | 429 | 10/26/2020 | 9/26/2020 | 53 | - | - | - | - | 53 |
| Brian Hammons Piano | 430 | 10/26/2020 | 9/26/2020 | 53 | - | - | - | - | 53 |
| Brian Hammons Piano | 431 | 10/26/2020 | 9/26/2020 | 53 | - | - | - | - | 53 |
| VocabularySpellingCity | 1704185 | 10/27/2020 | 9/27/2020 | 35 | - | - | - | - | 35 |
| Amazon Capital Services | 141F-VQJM-N9RN | 10/27/2020 | 8/28/2020 | 22 | - | - | - | - | 22 |
| Amazon Capital Services | 1D1Q-1D99-RXNF | 10/27/2020 | 8/28/2020 | 11 | - | - | - | - | 11 |
| LEGO Education | 1190436967 | 10/27/2020 | 8/28/2020 | 470 | - | - | - | - | 470 |
| LEGO Education | 1190436968 | 10/27/2020 | 8/28/2020 | 501 | - | - | - | - | 501 |
| Amazon Capital Services | 1THM-HKJT-KR9L | 10/27/2020 | 8/28/2020 | 6 | - | - | - | - | 6 |
| Teacher Synergy, LLC | 129403781 | 10/27/2020 | 10/6/2020 | 13 | - | - | - | - | 13 |
| Teacher Synergy, LLC | 129405265 | 10/27/2020 | 10/6/2020 | 24 | - | - | - | - | 24 |
| Teacher Synergy, LLC | 129415492 | 10/27/2020 | 10/6/2020 | 134 | - | - | - | - | 134 |
| Goodfellow Occupational Therapy, Inc. | 1662 | 10/27/2020 | 10/2/2020 | 5,995 | - | - | - | - | 5,995 |
| Huckleberry Friend Productions | 210 | 10/28/2020 | 9/28/2020 | 385 | - | - | - | - | 385 |
| Huckleberry Friend Productions | 211 | 10/28/2020 | 9/28/2020 | 385 | - | - | - | - | 385 |
| Studies Weekly | 365712 | 10/28/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365791 | 10/28/2020 | 9/28/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 365811 | 10/28/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365812 | 10/28/2020 | 9/28/2020 | 32 | - | - | - | - | 32 |
| Learning Without Tears | INV92495 | 10/28/2020 | 9/28/2020 | 16 | - | - | - | - | 16 |
| Wendy DeRaud | 409 | 10/28/2020 | 9/28/2020 | 870 | - | - | - | - | 870 |
| Logic of English | INV9965 | 10/28/2020 | 9/28/2020 | 253 | - | - | - | - | 253 |
| Logic of English | INV9966 | 10/28/2020 | 9/28/2020 | 188 | - | - | - | - | 188 |
| All About Learning Press, Inc. | 904394 | 10/28/2020 | 9/28/2020 | 64 | - | - | - | - | 64 |
| The Dance Company | 10124020 | 10/28/2020 | 9/28/2020 | 297 | - | - | - | - | 297 |
| Nessy Learning LLC | NESUS3566 | 10/28/2020 | 9/28/2020 | 155 | - | - | - | - | 155 |
| Outside the Box Creation | 3028 | 10/28/2020 | 9/28/2020 | 264 | - | - | - | - | 264 |
| Paul Grether | 19 | 10/28/2020 | 9/28/2020 | 90 | - | - | - | - | 90 |
| Moving Beyond the Page | 226645 | 10/28/2020 | 9/28/2020 | 452 | - | - | - | - | 452 |
| Moving Beyond the Page | 226794 | 10/28/2020 | 9/28/2020 | 432 | - | - | - | - | 432 |
| Moving Beyond the Page | 226796 | 10/28/2020 | 9/28/2020 | 676 | - | - | - | - | 676 |
| Rainbow Resource Center | 3155047 | 10/28/2020 | 9/28/2020 | 349 | - | - | - | - | 349 |
| Evan-Moor | INV292660 | 10/28/2020 | 9/28/2020 | 415 | - | - | - | - | 415 |
| Evan-Moor | INV292672 | 10/28/2020 | 9/28/2020 | 93 | - | - | - | - | 93 |
| Evan-Moor | INV293005 | 10/29/2020 | 9/29/2020 | 16 | - | - | - | - | 16 |
| Evan-Moor | INV293008 | 10/29/2020 | 9/29/2020 | 351 | - | - | - | - | 351 |
| Evan-Moor | INV293011 | 10/29/2020 | 9/29/2020 | 39 | - | - | - | - | 39 |
| Evan-Moor | INV293012 | 10/29/2020 | 9/29/2020 | 15 | - | - | - | - | 15 |
| Scholastic | M7032662 | 10/29/2020 | 9/29/2020 | 29 | - | - | - | - | 29 |
| Sona Atoyan | 76 | 10/29/2020 | 9/29/2020 | 300 | - | - | - | - | 300 |

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|-------------------------------------|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rainbow Resource Center | 3156416 | 10/29/2020 | 9/29/2020 | 44 | - | - | - | - | 44 |
| Education.com Holdings, Inc. | E10513 | 10/29/2020 | 9/29/2020 | 120 | - | - | - | - | 120 |
| Educational Development Corporation | DIR7438324 | 10/29/2020 | 9/29/2020 | 19 | - | - | - | - | 19 |
| Brian Hammons Piano | 432 | 10/29/2020 | 9/29/2020 | 375 | - | - | - | - | 375 |
| Brian Hammons Piano | 433 | 10/29/2020 | 9/29/2020 | 300 | - | - | - | - | 300 |
| Brian Hammons Piano | 434 | 10/29/2020 | 9/29/2020 | 300 | - | - | - | - | 300 |
| Brian Hammons Piano | 435 | 10/29/2020 | 9/29/2020 | 375 | - | - | - | - | 375 |
| BrightThinker | SINV2357 | 10/29/2020 | 9/29/2020 | 465 | - | - | - | - | 465 |
| BrightThinker | SINV2358 | 10/29/2020 | 9/29/2020 | 249 | - | - | - | - | 249 |
| BrightThinker | SINV2359 | 10/29/2020 | 9/29/2020 | 249 | - | - | - | - | 249 |
| Coarsgold Kenpo Karate | 92920 | 10/29/2020 | 9/29/2020 | 1,650 | - | - | - | - | 1,650 |
| Brenda Myers | 47 | 10/29/2020 | 9/29/2020 | 360 | - | - | - | - | 360 |
| All About Learning Press, Inc. | 904404 | 10/29/2020 | 9/29/2020 | 252 | - | - | - | - | 252 |
| All About Learning Press, Inc. | 904415 | 10/29/2020 | 9/29/2020 | 85 | - | - | - | - | 85 |
| All About Learning Press, Inc. | 904434 | 10/29/2020 | 9/29/2020 | 45 | - | - | - | - | 45 |
| All About Learning Press, Inc. | 904440 | 10/29/2020 | 9/29/2020 | 73 | - | - | - | - | 73 |
| MEL Science U.S. LLC | AH202009309 | 10/29/2020 | 9/29/2020 | 314 | - | - | - | - | 314 |
| MEL Science U.S. LLC | JH202009310 | 10/29/2020 | 9/29/2020 | 100 | - | - | - | - | 100 |
| MEL Science U.S. LLC | NT202009313 | 10/29/2020 | 9/29/2020 | 279 | - | - | - | - | 279 |
| MEL Science U.S. LLC | SM2020092906 | 10/29/2020 | 9/29/2020 | 100 | - | - | - | - | 100 |
| Beautiful Feet Books, Inc. | 13200 | 10/29/2020 | 9/29/2020 | 33 | - | - | - | - | 33 |
| Learning Without Tears | INV93186 | 10/29/2020 | 9/29/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 365870 | 10/29/2020 | 9/30/2020 | 32 | - | - | - | - | 32 |
| Susan Hancock | 78 | 10/29/2020 | 9/29/2020 | 700 | - | - | - | - | 700 |
| Starfall Education Foundation | 8627-6710-0125 | 10/29/2020 | 9/29/2020 | 35 | - | - | - | - | 35 |
| Teacher Synergy, LLC | 129741513 | 10/29/2020 | 10/8/2020 | 19 | - | - | - | - | 19 |
| Teacher Synergy, LLC | 129741903 | 10/29/2020 | 10/8/2020 | 28 | - | - | - | - | 28 |
| Teacher Synergy, LLC | 129742095 | 10/29/2020 | 10/8/2020 | 6 | - | - | - | - | 6 |
| Teacher Synergy, LLC | 129742386 | 10/29/2020 | 10/8/2020 | 48 | - | - | - | - | 48 |
| Institute for Excellence in Writing | 724572 | 10/29/2020 | 9/29/2020 | 38 | - | - | - | - | 38 |
| Hooked on Phonics | HOP1164 | 10/29/2020 | 9/29/2020 | 216 | - | - | - | - | 216 |
| Katherine Sullivan | 003 | 10/29/2020 | 9/29/2020 | 900 | - | - | - | - | 900 |
| Home Science Tools | 1058192A | 10/29/2020 | 9/29/2020 | 141 | - | - | - | - | 141 |
| Home Science Tools | 1059961A | 10/30/2020 | 9/30/2020 | 45 | - | - | - | - | 45 |
| Home Science Tools | 1060025A | 10/30/2020 | 9/30/2020 | 50 | - | - | - | - | 50 |
| Home Science Tools | 1060027A | 10/30/2020 | 9/30/2020 | 50 | - | - | - | - | 50 |
| Historical Conquest | 1005 | 10/30/2020 | 9/30/2020 | 340 | - | - | - | - | 340 |
| Just Dance | 28 | 10/30/2020 | 9/30/2020 | 440 | - | - | - | - | 440 |
| Joshua Heflebower | 50 | 10/30/2020 | 9/30/2020 | 100 | - | - | - | - | 100 |
| Teacher Synergy, LLC | 129759126 | 10/30/2020 | 10/9/2020 | 88 | - | - | - | - | 88 |
| Teacher Synergy, LLC | 129812398 | 10/30/2020 | 10/9/2020 | 48 | - | - | - | - | 48 |
| Teacher Synergy, LLC | 129871866 | 10/30/2020 | 10/9/2020 | 44 | - | - | - | - | 44 |
| Studies Weekly | 366245 | 10/30/2020 | 10/1/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 366331 | 10/30/2020 | 9/30/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 366368 | 10/30/2020 | 9/30/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 366470 | 10/30/2020 | 10/1/2020 | 32 | - | - | - | - | 32 |

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|---------------------------------------|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| United Conservatory of Music | 10804290 | 10/30/2020 | 9/30/2020 | 300 | - | - | - | - | 300 |
| Beautiful Feet Books, Inc. | 13208 | 10/30/2020 | 9/30/2020 | 246 | - | - | - | - | 246 |
| Beautiful Feet Books, Inc. | 13209 | 10/30/2020 | 9/30/2020 | 358 | - | - | - | - | 358 |
| Beautiful Feet Books, Inc. | 13210 | 10/30/2020 | 9/30/2020 | 238 | - | - | - | - | 238 |
| Aspire Speech & Learning Center | 093020AiGam | 10/30/2020 | 9/30/2020 | 75 | - | - | - | - | 75 |
| Aspire Speech & Learning Center | 093020ALMcC | 10/30/2020 | 9/30/2020 | 300 | - | - | - | - | 300 |
| Aspire Speech & Learning Center | 093020AnFry | 10/30/2020 | 9/30/2020 | 300 | - | - | - | - | 300 |
| Aspire Speech & Learning Center | 093020BrNic | 10/30/2020 | 9/30/2020 | 450 | - | - | - | - | 450 |
| Aspire Speech & Learning Center | 093020GrRid | 10/30/2020 | 9/30/2020 | 675 | - | - | - | - | 675 |
| Aspire Speech & Learning Center | 093020JeGua | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Aspire Speech & Learning Center | 093020JoMil | 10/30/2020 | 9/30/2020 | 300 | - | - | - | - | 300 |
| Aspire Speech & Learning Center | 093020KaSpr | 10/30/2020 | 9/30/2020 | 320 | - | - | - | - | 320 |
| Aspire Speech & Learning Center | 093020MaBat | 10/30/2020 | 9/30/2020 | 150 | - | - | - | - | 150 |
| Aspire Speech & Learning Center | 093020MiEsp | 10/30/2020 | 9/30/2020 | 150 | - | - | - | - | 150 |
| Aspire Speech & Learning Center | 093020NaMil | 10/30/2020 | 9/30/2020 | 300 | - | - | - | - | 300 |
| Aspire Speech & Learning Center | 093020WyJar | 10/30/2020 | 9/30/2020 | 450 | - | - | - | - | 450 |
| Monterey Bay Taekwondo Academy | 14 | 10/30/2020 | 9/30/2020 | 770 | - | - | - | - | 770 |
| Will Aylsworth | 179 | 10/30/2020 | 9/30/2020 | 234 | - | - | - | - | 234 |
| Melanie Suderman Sweet | INSP 77 | 10/30/2020 | 9/30/2020 | 375 | - | - | - | - | 375 |
| Melanie Suderman Sweet | INSP 98 | 10/30/2020 | 9/30/2020 | 336 | - | - | - | - | 336 |
| All About Learning Press, Inc. | 904468 | 10/30/2020 | 9/30/2020 | 95 | - | - | - | - | 95 |
| All About Learning Press, Inc. | 904469 | 10/30/2020 | 9/30/2020 | 167 | - | - | - | - | 167 |
| The Lampo Group, LLC | 8773680 | 10/30/2020 | 9/30/2020 | 30 | - | - | - | - | 30 |
| Pacific Grove Art Center | 201894 | 10/30/2020 | 9/30/2020 | 105 | - | - | - | - | 105 |
| Pacific Grove Art Center | 201895 | 10/30/2020 | 9/30/2020 | 105 | - | - | - | - | 105 |
| Nicole Medeiros | 53 | 10/30/2020 | 9/30/2020 | 420 | - | - | - | - | 420 |
| Moving Beyond the Page | 227301 | 10/30/2020 | 9/30/2020 | 465 | - | - | - | - | 465 |
| Evan-Moor | INV293192 | 10/30/2020 | 9/30/2020 | 466 | - | - | - | - | 466 |
| Evan-Moor | INV293193 | 10/30/2020 | 9/30/2020 | 393 | - | - | - | - | 393 |
| Evan-Moor | INV293195 | 10/30/2020 | 9/30/2020 | 77 | - | - | - | - | 77 |
| Naeim Saddavi | 002 | 10/30/2020 | 9/30/2020 | 840 | - | - | - | - | 840 |
| Braille Consultants, Inc. | 78 | 10/30/2020 | 9/30/2020 | 3,740 | - | - | - | - | 3,740 |
| Christopher Trevisan | 023-CZZO | 10/30/2020 | 9/30/2020 | 1,070 | - | - | - | - | 1,070 |
| Central Coast Language & Learning Cen | 85147 | 10/30/2020 | 9/30/2020 | 1,305 | - | - | - | - | 1,305 |
| Educational Development Corporation | DIR7442325 | 10/30/2020 | 9/30/2020 | 98 | - | - | - | - | 98 |
| Educational Development Corporation | DIR7442326 | 10/30/2020 | 9/30/2020 | 98 | - | - | - | - | 98 |
| Education.com Holdings, Inc. | E10533 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10534 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10546 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10554 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10556 | 10/30/2020 | 9/30/2020 | 60 | - | - | - | - | 60 |
| Education.com Holdings, Inc. | E10563 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10564 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10567 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10568 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10569 | 10/30/2020 | 9/30/2020 | 60 | - | - | - | - | 60 |

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|------------------------------|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Education.com Holdings, Inc. | E10570 | 10/30/2020 | 9/30/2020 | 60 | - | - | - | - | 60 |
| Education.com Holdings, Inc. | E10598 | 10/30/2020 | 9/30/2020 | 120 | - | - | - | - | 120 |
| Education.com Holdings, Inc. | E10599 | 10/30/2020 | 9/30/2020 | 60 | - | - | - | - | 60 |
| Rainbow Resource Center | 3159091 | 10/30/2020 | 9/30/2020 | 45 | - | - | - | - | 45 |
| Rainbow Resource Center | 3159098 | 10/30/2020 | 9/30/2020 | 65 | - | - | - | - | 65 |
| Rainbow Resource Center | 3159104 | 10/30/2020 | 9/30/2020 | 159 | - | - | - | - | 159 |
| Rainbow Resource Center | 3159110 | 10/30/2020 | 9/30/2020 | 255 | - | - | - | - | 255 |
| Rainbow Resource Center | 3159115 | 10/30/2020 | 9/30/2020 | 69 | - | - | - | - | 69 |
| Rainbow Resource Center | 3159130 | 10/30/2020 | 9/30/2020 | 66 | - | - | - | - | 66 |
| Rainbow Resource Center | 3159139 | 10/30/2020 | 9/30/2020 | 109 | - | - | - | - | 109 |
| Evan-Moor | INV293178 | 10/30/2020 | 9/30/2020 | 365 | - | - | - | - | 365 |
| eDynamic Learning | 20-3079 | 10/30/2020 | 9/30/2020 | 85 | - | - | - | - | 85 |
| E-Therapy LLC | 15043 | 10/30/2020 | 9/30/2020 | 44 | - | - | - | - | 44 |
| School Pathways, LLC | 66435 | 10/30/2020 | 9/30/2020 | 8,361 | - | - | - | - | 8,361 |
| Teaching Textbooks | 30790 | 10/30/2020 | 9/30/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 30874 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30884 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30890 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30899 | 10/30/2020 | 9/30/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 30902 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30916 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30920 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30926 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30928 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30932 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30936 | 10/30/2020 | 9/30/2020 | 100 | - | - | - | - | 100 |
| Teaching Textbooks | 30937 | 10/30/2020 | 9/30/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 30938 | 10/30/2020 | 9/30/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 30939 | 10/30/2020 | 9/30/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 30940 | 10/30/2020 | 9/30/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 30941 | 10/30/2020 | 9/30/2020 | 167 | - | - | - | - | 167 |
| Teaching Textbooks | 30942 | 10/30/2020 | 9/30/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 30943 | 10/30/2020 | 9/30/2020 | 112 | - | - | - | - | 112 |
| Teaching Textbooks | 30998 | 10/31/2020 | 10/1/2020 | 63 | - | - | - | - | 63 |
| Teaching Textbooks | 31062 | 10/31/2020 | 10/1/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 31076 | 10/31/2020 | 10/1/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31077 | 10/31/2020 | 10/1/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31080 | 10/31/2020 | 10/1/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 31150 | 10/31/2020 | 10/1/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31151 | 10/31/2020 | 10/1/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 31191 | 10/31/2020 | 10/1/2020 | 131 | - | - | - | - | 131 |
| ShillerLearning | 283787 | 10/31/2020 | 10/1/2020 | 388 | - | - | - | - | 388 |
| ShillerLearning | 283791 | 10/31/2020 | 10/1/2020 | 291 | - | - | - | - | 291 |
| ShillerLearning | 283804 | 10/31/2020 | 10/1/2020 | 396 | - | - | - | - | 396 |
| ShillerLearning | 283811 | 10/31/2020 | 10/1/2020 | 396 | - | - | - | - | 396 |
| Sandy Torosian | 1050 | 10/31/2020 | 10/1/2020 | 270 | - | - | - | - | 270 |

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|---------------------------------------|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Educational Services (Colette Nelson) | 9 | 10/31/2020 | 10/1/2020 | 540 | - | - | - | - | 540 |
| Scholastic Inc. Education | 24091695 | 10/31/2020 | 10/1/2020 | 22 | - | - | - | - | 22 |
| Singapore Math, Inc. | 50883 | 10/31/2020 | 10/1/2020 | 103 | - | - | - | - | 103 |
| Singapore Math, Inc. | 50884 | 10/31/2020 | 10/1/2020 | 77 | - | - | - | - | 77 |
| Singapore Math, Inc. | 50902 | 10/31/2020 | 10/1/2020 | 88 | - | - | - | - | 88 |
| Singapore Math, Inc. | 51056 | 10/31/2020 | 10/1/2020 | 23 | - | - | - | - | 23 |
| Singapore Math, Inc. | 51057 | 10/31/2020 | 10/1/2020 | 26 | - | - | - | - | 26 |
| Singapore Math, Inc. | 51058 | 10/31/2020 | 10/1/2020 | 132 | - | - | - | - | 132 |
| Singapore Math, Inc. | 51059 | 10/31/2020 | 10/1/2020 | 83 | - | - | - | - | 83 |
| Singapore Math, Inc. | 51060 | 10/31/2020 | 10/1/2020 | 54 | - | - | - | - | 54 |
| Singapore Math, Inc. | 51061 | 10/31/2020 | 10/1/2020 | 23 | - | - | - | - | 23 |
| Singapore Math, Inc. | 51062 | 10/31/2020 | 10/1/2020 | 13 | - | - | - | - | 13 |
| Singapore Math, Inc. | 51063 | 10/31/2020 | 10/1/2020 | 13 | - | - | - | - | 13 |
| Singapore Math, Inc. | 51064 | 10/31/2020 | 10/1/2020 | 13 | - | - | - | - | 13 |
| Singapore Math, Inc. | 51065 | 10/31/2020 | 10/1/2020 | 13 | - | - | - | - | 13 |
| Singapore Math, Inc. | 51066 | 10/31/2020 | 10/1/2020 | 13 | - | - | - | - | 13 |
| Singapore Math, Inc. | 51067 | 10/31/2020 | 10/1/2020 | 13 | - | - | - | - | 13 |
| Singapore Math, Inc. | 51182 | 10/31/2020 | 10/1/2020 | 63 | - | - | - | - | 63 |
| Rainbow Resource Center | 3160198 | 10/31/2020 | 10/1/2020 | 111 | - | - | - | - | 111 |
| Rainbow Resource Center | 3160220 | 10/31/2020 | 10/1/2020 | 23 | - | - | - | - | 23 |
| Rainbow Resource Center | 3160223 | 10/31/2020 | 10/1/2020 | 91 | - | - | - | - | 91 |
| Rainbow Resource Center | 3160227 | 10/31/2020 | 10/1/2020 | 59 | - | - | - | - | 59 |
| Rainbow Resource Center | 3160231 | 10/31/2020 | 10/1/2020 | 217 | - | - | - | - | 217 |
| Rainbow Resource Center | 3160235 | 10/31/2020 | 10/1/2020 | 263 | - | - | - | - | 263 |
| Rainbow Resource Center | 3160240 | 10/31/2020 | 10/1/2020 | 80 | - | - | - | - | 80 |
| Craig Daniel | 201001 | 10/31/2020 | 10/1/2020 | 280 | - | - | - | - | 280 |
| America's Kids in Motion | 158-YVS | 10/31/2020 | 10/1/2020 | 4,299 | - | - | - | - | 4,299 |
| America's Kids in Motion | 159-YVS | 10/31/2020 | 10/1/2020 | 1,805 | - | - | - | - | 1,805 |
| BrightThinker | SINV2363 | 10/31/2020 | 10/1/2020 | 249 | - | - | - | - | 249 |
| Evolve Dance Company | 010120-093020 | 10/31/2020 | 10/1/2020 | 700 | - | - | - | - | 700 |
| Evolve Dance Company | 100120-103120 | 10/31/2020 | 10/1/2020 | 350 | - | - | - | - | 350 |
| Evan-Moor | INV293305 | 10/31/2020 | 10/1/2020 | 460 | - | - | - | - | 460 |
| Moving Beyond the Page | 227492 | 10/31/2020 | 10/1/2020 | 55 | - | - | - | - | 55 |
| Moving Beyond the Page | 227494 | 10/31/2020 | 10/1/2020 | 299 | - | - | - | - | 299 |
| Moving Beyond the Page | 227495 | 10/31/2020 | 10/1/2020 | 428 | - | - | - | - | 428 |
| Moving Beyond the Page | 227496 | 10/31/2020 | 10/1/2020 | 47 | - | - | - | - | 47 |
| Terrific Tutors - Michelle Arciniega | 37 | 10/31/2020 | 10/1/2020 | 433 | - | - | - | - | 433 |
| Time4Writing.com | T4W11912 | 10/31/2020 | 10/1/2020 | 119 | - | - | - | - | 119 |
| All About Learning Press, Inc. | 904488 | 10/31/2020 | 10/1/2020 | 130 | - | - | - | - | 130 |
| 8x8 Inc. | 2783828 | 10/31/2020 | 10/1/2020 | 369 | - | - | - | - | 369 |
| MEL Science U.S. LLC | EM2020100106 | 10/31/2020 | 10/1/2020 | 100 | - | - | - | - | 100 |
| MEL Science U.S. LLC | KM2020100117 | 10/31/2020 | 10/1/2020 | 279 | - | - | - | - | 279 |
| MEL Science U.S. LLC | JM2020100107 | 10/31/2020 | 10/1/2020 | 314 | - | - | - | - | 314 |
| MEL Science U.S. LLC | JD2020100118 | 10/31/2020 | 10/1/2020 | 100 | - | - | - | - | 100 |
| Mathnasium of North Fresno | 7134 | 10/31/2020 | 10/1/2020 | 855 | - | - | - | - | 855 |
| Beautiful Feet Books, Inc. | 13222 | 10/31/2020 | 10/1/2020 | 285 | - | - | - | - | 285 |

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|-------------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Studies Weekly | 366538 | 10/31/2020 | 10/1/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 366541 | 10/31/2020 | 10/1/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 366661 | 10/31/2020 | 10/1/2020 | 32 | - | - | - | - | 32 |
| Studies Weekly | 366735 | 10/31/2020 | 10/1/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 366748 | 10/31/2020 | 10/1/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 366759 | 10/31/2020 | 10/1/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 366761 | 10/31/2020 | 10/1/2020 | 65 | - | - | - | - | 65 |
| Studies Weekly | 366821 | 10/31/2020 | 10/1/2020 | 65 | - | - | - | - | 65 |
| Guido's Martial Arts Academy | ACastaneda1020 | 10/31/2020 | 10/1/2020 | 195 | - | - | - | - | 195 |
| Sylvan Learning Center Salinas | 7044 | 10/31/2020 | 10/1/2020 | 250 | - | - | - | - | 250 |
| Sylvan Learning Center Salinas | 7045 | 10/31/2020 | 10/1/2020 | 250 | - | - | - | - | 250 |
| Institute for Excellence in Writing | 727252 | 10/31/2020 | 10/1/2020 | 37 | - | - | - | - | 37 |
| Home Science Tools | 1059957A | 10/31/2020 | 10/1/2020 | 22 | - | - | - | - | 22 |
| Home Science Tools | 1059957B | 10/31/2020 | 10/1/2020 | 109 | - | - | - | - | 109 |
| Guido's Martial Arts Academy | SilvaMartin1020 | 10/31/2020 | 10/1/2020 | 114 | - | - | - | - | 114 |
| Guido's Martial Arts Academy | Galacia081020 | 10/31/2020 | 10/1/2020 | 756 | - | - | - | - | 756 |
| History Unboxed LLC | wc-8246HU | 11/1/2020 | 10/2/2020 | 319 | - | - | - | - | 319 |
| History Unboxed LLC | wc-8317HU | 11/1/2020 | 10/2/2020 | 319 | - | - | - | - | 319 |
| History Unboxed LLC | wc-8350HU | 11/1/2020 | 10/2/2020 | 291 | - | - | - | - | 291 |
| History Unboxed LLC | wc-8381HU | 11/1/2020 | 10/2/2020 | 102 | - | - | - | - | 102 |
| imm3rse.in | 100220Y | 11/1/2020 | 10/2/2020 | 1,200 | - | - | - | - | 1,200 |
| Jessica V Riggle | 11 | 11/1/2020 | 10/2/2020 | 900 | - | - | - | - | 900 |
| TDCC LLC | 452-9.41.64 | 11/1/2020 | 10/2/2020 | 300 | - | - | - | - | 300 |
| Gravitas Publications, Inc. | 18974 | 11/1/2020 | 10/2/2020 | 130 | - | - | - | - | 130 |
| Gravitas Publications, Inc. | 18975 | 11/1/2020 | 10/2/2020 | 29 | - | - | - | - | 29 |
| Starfall Education Foundation | 3800-8296-4175 | 11/1/2020 | 10/2/2020 | 189 | - | - | - | - | 189 |
| Minds on Education Inc | 153702A | 11/1/2020 | 10/2/2020 | 61 | - | - | - | - | 61 |
| Lighthouse Therapy LLC | 262 | 11/1/2020 | 10/2/2020 | 8,918 | - | - | - | - | 8,918 |
| Math-U-See Inc. | 0658031-IN | 11/1/2020 | 9/2/2020 | 68 | - | - | - | - | 68 |
| Math-U-See Inc. | 0658033-IN | 11/1/2020 | 9/2/2020 | 58 | - | - | - | - | 58 |
| Academics in a Box Incorporated | 10750 | 11/1/2020 | 10/2/2020 | 299 | - | - | - | - | 299 |
| Trigger Memory Co. | 2456 | 11/1/2020 | 10/2/2020 | 37 | - | - | - | - | 37 |
| Mystery Science Inc. | 105649 | 11/1/2020 | 10/2/2020 | 69 | - | - | - | - | 69 |
| Mystery Science Inc. | 106051 | 11/1/2020 | 10/2/2020 | 69 | - | - | - | - | 69 |
| Moving Beyond the Page | 227733 | 11/1/2020 | 10/2/2020 | 111 | - | - | - | - | 111 |
| Evan-Moor | INV293452 | 11/1/2020 | 10/2/2020 | 85 | - | - | - | - | 85 |
| Evan-Moor | INV293500 | 11/1/2020 | 10/2/2020 | 100 | - | - | - | - | 100 |
| BrightThinker | SINV2371 | 11/1/2020 | 10/2/2020 | 249 | - | - | - | - | 249 |
| Break the Barriers, Inc | 11695 | 11/1/2020 | 10/2/2020 | 5,309 | - | - | - | - | 5,309 |
| BYU Independent Study | DCE-00006383 | 11/1/2020 | 10/2/2020 | 368 | - | - | - | - | 368 |
| Rainbow Resource Center | 3160811 | 11/1/2020 | 10/2/2020 | 234 | - | - | - | - | 234 |
| Rainbow Resource Center | 3160813 | 11/1/2020 | 10/2/2020 | 67 | - | - | - | - | 67 |
| Rainbow Resource Center | 3161172 | 11/1/2020 | 10/2/2020 | 36 | - | - | - | - | 36 |
| Rainbow Resource Center | 3161231 | 11/1/2020 | 10/2/2020 | 26 | - | - | - | - | 26 |
| Diana Porter | 92020 | 11/1/2020 | 10/2/2020 | 108 | - | - | - | - | 108 |
| Shirley Winters Ballet | 16600 | 11/1/2020 | 10/15/2020 | 243 | - | - | - | - | 243 |

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|---------------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Shirley Winters Ballet | 16602 | 11/1/2020 | 10/15/2020 | 194 | - | - | - | - | 194 |
| Teaching Textbooks | 31263 | 11/1/2020 | 10/2/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 31340 | 11/1/2020 | 10/2/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 31345 | 11/1/2020 | 10/2/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 31365 | 11/1/2020 | 10/2/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 31476 | 11/1/2020 | 10/2/2020 | 199 | - | - | - | - | 199 |
| Teaching Textbooks | 31529 | 11/1/2020 | 10/2/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31605 | 11/1/2020 | 10/2/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31612 | 11/1/2020 | 10/2/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 31614 | 11/1/2020 | 10/2/2020 | 43 | - | - | - | - | 43 |
| The Lampo Group, LLC | 8778157 | 11/2/2020 | 10/2/2020 | 170 | - | - | - | - | 170 |
| Wonder Crate | I133 | 11/2/2020 | 10/3/2020 | 150 | - | - | - | - | 150 |
| Teacher Synergy, LLC | 130118686 | 11/2/2020 | 10/12/2020 | 19 | - | - | - | - | 19 |
| Hands 4 Building, LLC | 1802 | 11/2/2020 | 10/3/2020 | 239 | - | - | - | - | 239 |
| Teacher Synergy, LLC | 130272017 | 11/3/2020 | 10/13/2020 | 249 | - | - | - | - | 249 |
| Melanie Suderman Sweet | INSP 93A | 11/3/2020 | 10/4/2020 | 150 | - | - | - | - | 150 |
| Singapore Math, Inc. | 51280 | 11/3/2020 | 10/4/2020 | 84 | - | - | - | - | 84 |
| Singapore Math, Inc. | 51281 | 11/3/2020 | 10/4/2020 | 79 | - | - | - | - | 79 |
| Charter's Choice Educational Services | 461 | 11/3/2020 | 10/4/2020 | 525 | - | - | - | - | 525 |
| Break the Barriers, Inc | 11696 | 11/4/2020 | 10/5/2020 | 4,830 | - | - | - | - | 4,830 |
| BrightThinker | SINV2377 | 11/4/2020 | 10/5/2020 | 357 | - | - | - | - | 357 |
| BrightThinker | SINV2378 | 11/4/2020 | 10/5/2020 | 249 | - | - | - | - | 249 |
| BrightThinker | SINV2379 | 11/4/2020 | 10/5/2020 | 249 | - | - | - | - | 249 |
| Educational Development Corporation | DIR7480141 | 11/4/2020 | 10/5/2020 | 15 | - | - | - | - | 15 |
| Educational Development Corporation | DIR7480154 | 11/4/2020 | 10/5/2020 | 21 | - | - | - | - | 21 |
| Educational Development Corporation | DIR7480156 | 11/4/2020 | 10/5/2020 | 15 | - | - | - | - | 15 |
| Educational Development Corporation | DIR7480157 | 11/4/2020 | 10/5/2020 | 30 | - | - | - | - | 30 |
| Educational Development Corporation | DIR7480158 | 11/4/2020 | 10/5/2020 | 21 | - | - | - | - | 21 |
| Educational Development Corporation | DIR7480173 | 11/4/2020 | 10/5/2020 | 15 | - | - | - | - | 15 |
| Educational Development Corporation | DIR7480196 | 11/4/2020 | 10/5/2020 | 16 | - | - | - | - | 16 |
| Educational Development Corporation | DIR7480275 | 11/4/2020 | 10/5/2020 | 20 | - | - | - | - | 20 |
| Educational Development Corporation | DIR7480283 | 11/4/2020 | 10/5/2020 | 20 | - | - | - | - | 20 |
| Educational Development Corporation | DIR7480287 | 11/4/2020 | 10/5/2020 | 15 | - | - | - | - | 15 |
| Educational Development Corporation | DIR7480291 | 11/4/2020 | 10/5/2020 | 10 | - | - | - | - | 10 |
| Educational Development Corporation | DIR7480309 | 11/4/2020 | 10/5/2020 | 16 | - | - | - | - | 16 |
| Educational Development Corporation | DIR7480310 | 11/4/2020 | 10/5/2020 | 10 | - | - | - | - | 10 |
| Educational Development Corporation | DIR7480332 | 11/4/2020 | 10/5/2020 | 132 | - | - | - | - | 132 |
| Educational Development Corporation | DIR7480340 | 11/4/2020 | 10/5/2020 | 51 | - | - | - | - | 51 |
| Educational Development Corporation | DIR7480341 | 11/4/2020 | 10/5/2020 | 65 | - | - | - | - | 65 |
| Educational Development Corporation | DIR7480342 | 11/4/2020 | 10/5/2020 | 22 | - | - | - | - | 22 |
| Educational Development Corporation | DIR7480345 | 11/4/2020 | 10/5/2020 | 134 | - | - | - | - | 134 |
| Educational Development Corporation | DIR7480346 | 11/4/2020 | 10/5/2020 | 122 | - | - | - | - | 122 |
| Educational Development Corporation | DIR7480347 | 11/4/2020 | 10/5/2020 | 24 | - | - | - | - | 24 |
| Rainbow Resource Center | 3162924 | 11/4/2020 | 10/5/2020 | 165 | - | - | - | - | 165 |
| Rainbow Resource Center | 3162927 | 11/4/2020 | 10/5/2020 | 22 | - | - | - | - | 22 |
| Rainbow Resource Center | 3162929 | 11/4/2020 | 10/5/2020 | 190 | - | - | - | - | 190 |

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|---|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|--------|
| Rainbow Resource Center | 3162933 | 11/4/2020 | 10/5/2020 | 198 | - | - | - | - | 198 |
| Singapore Math, Inc. | 51353 | 11/4/2020 | 10/5/2020 | 63 | - | - | - | - | 63 |
| Erilynn Christiansen | SEPT-2020 | 11/4/2020 | 10/5/2020 | 200 | - | - | - | - | 200 |
| Teaching Textbooks | 31658 | 11/4/2020 | 10/5/2020 | 137 | - | - | - | - | 137 |
| Teaching Textbooks | 31660 | 11/4/2020 | 10/5/2020 | 230 | - | - | - | - | 230 |
| Teaching Textbooks | 31692 | 11/4/2020 | 10/5/2020 | 81 | - | - | - | - | 81 |
| Teaching Textbooks | 31697 | 11/4/2020 | 10/5/2020 | 142 | - | - | - | - | 142 |
| Teaching Textbooks | 31698 | 11/4/2020 | 10/5/2020 | 142 | - | - | - | - | 142 |
| Teaching Textbooks | 31699 | 11/4/2020 | 10/5/2020 | 142 | - | - | - | - | 142 |
| Teaching Textbooks | 31705 | 11/4/2020 | 10/5/2020 | 75 | - | - | - | - | 75 |
| Lotus Educational Services, Inc. | 1649 | 11/4/2020 | 10/5/2020 | 854 | - | - | - | - | 854 |
| Beautiful Feet Books, Inc. | 13242 | 11/4/2020 | 10/5/2020 | 263 | - | - | - | - | 263 |
| Beautiful Feet Books, Inc. | 13249 | 11/4/2020 | 10/5/2020 | 260 | - | - | - | - | 260 |
| Aikido of Fresno | 00Mer-9-20 | 11/4/2020 | 10/5/2020 | 300 | - | - | - | - | 300 |
| Think Outside, LLC | 20435 | 11/4/2020 | 10/5/2020 | 148 | - | - | - | - | 148 |
| Think Outside, LLC | 20436 | 11/4/2020 | 10/5/2020 | 148 | - | - | - | - | 148 |
| All About Learning Press, Inc. | 904533 | 11/4/2020 | 10/5/2020 | 63 | - | - | - | - | 63 |
| All About Learning Press, Inc. | 904548 | 11/4/2020 | 10/5/2020 | 85 | - | - | - | - | 85 |
| Peace Hill Press, Inc. dba Well Trained I | 53176 | 11/4/2020 | 10/5/2020 | 34 | - | - | - | - | 34 |
| Evan-Moor | INV293728 | 11/4/2020 | 10/5/2020 | 393 | - | - | - | - | 393 |
| Evan-Moor | INV293729 | 11/4/2020 | 10/5/2020 | 23 | - | - | - | - | 23 |
| Evan-Moor | INV293730 | 11/4/2020 | 10/5/2020 | 15 | - | - | - | - | 15 |
| Evan-Moor | INV293731 | 11/4/2020 | 10/5/2020 | 95 | - | - | - | - | 95 |
| Evan-Moor | INV293732 | 11/4/2020 | 10/5/2020 | 30 | - | - | - | - | 30 |
| Evan-Moor | INV293887 | 11/4/2020 | 10/5/2020 | 409 | - | - | - | - | 409 |
| Evan-Moor | INV293888 | 11/4/2020 | 10/5/2020 | 393 | - | - | - | - | 393 |
| Evan-Moor | INV293889 | 11/4/2020 | 10/5/2020 | 372 | - | - | - | - | 372 |
| Teacher Synergy, LLC | 130286045 | 11/4/2020 | 10/14/2020 | 30 | - | - | - | - | 30 |
| Teacher Synergy, LLC | 130343296 | 11/4/2020 | 10/14/2020 | 63 | - | - | - | - | 63 |
| Homeschool Buyers Co-op | 1159549 | 11/4/2020 | 10/5/2020 | 50 | - | - | - | - | 50 |
| Kumon of Carmel | C3C4M4 | 11/4/2020 | 10/5/2020 | 990 | - | - | - | - | 990 |
| Honest History Co | 1178 | 11/5/2020 | 10/6/2020 | 75 | - | - | - | - | 75 |
| Global Teletherapy | 3970 | 11/5/2020 | 10/6/2020 | 90,523 | - | - | - | - | 90,523 |
| TDCC LLC | 452-9.41.65 | 11/5/2020 | 10/6/2020 | 300 | - | - | - | - | 300 |
| TDCC LLC | 452-9.41.66 | 11/5/2020 | 10/6/2020 | 300 | - | - | - | - | 300 |
| TDCC LLC | 452-9.41.67 | 11/5/2020 | 10/6/2020 | 300 | - | - | - | - | 300 |
| TDCC LLC | 452-9.41.68 | 11/5/2020 | 10/6/2020 | 300 | - | - | - | - | 300 |
| TDCC LLC | 452-9.41.69 | 11/5/2020 | 10/6/2020 | 300 | - | - | - | - | 300 |
| TDCC LLC | 452-9.41.70 | 11/5/2020 | 10/6/2020 | 300 | - | - | - | - | 300 |
| TalkBox.Mom | 443649 | 11/5/2020 | 10/6/2020 | 113 | - | - | - | - | 113 |
| Evan-Moor | INV293907 | 11/5/2020 | 10/6/2020 | 39 | - | - | - | - | 39 |
| Evan-Moor | INV293908 | 11/5/2020 | 10/6/2020 | 17 | - | - | - | - | 17 |
| Evan-Moor | INV294028 | 11/5/2020 | 10/6/2020 | 68 | - | - | - | - | 68 |
| Evan-Moor | INV293804 | 11/5/2020 | 10/6/2020 | 213 | - | - | - | - | 213 |
| Fresno Music Academy & Arts | 10062020YVSFMAA | 11/5/2020 | 10/6/2020 | 2,508 | - | - | - | - | 2,508 |
| Omni Learning Center | 1230 | 11/5/2020 | 10/6/2020 | 1,090 | - | - | - | - | 1,090 |

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|-----------------------------------|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Provenance | 3622 | 11/5/2020 | 10/6/2020 | 500 | - | - | - | - | 500 |
| Northwest Studio for Ballet | 28 | 11/5/2020 | 10/6/2020 | 431 | - | - | - | - | 431 |
| All About Learning Press, Inc. | 904556 | 11/5/2020 | 10/6/2020 | 53 | - | - | - | - | 53 |
| Academy of Creative Education | 156-YVS | 11/5/2020 | 10/5/2020 | 350 | - | - | - | - | 350 |
| Activities for Learning Inc. | 381821 | 11/5/2020 | 10/6/2020 | 120 | - | - | - | - | 120 |
| Learning Without Tears | INV94663 | 11/5/2020 | 10/6/2020 | 19 | - | - | - | - | 19 |
| Learning Without Tears | INV94733 | 11/5/2020 | 10/6/2020 | 32 | - | - | - | - | 32 |
| Lab Rat Academy | 311 | 11/5/2020 | 10/6/2020 | 560 | - | - | - | - | 560 |
| Beautiful Feet Books, Inc. | 13259 | 11/5/2020 | 10/6/2020 | 337 | - | - | - | - | 337 |
| Modesto Academy of Music & Design | 100 | 11/5/2020 | 10/6/2020 | 290 | - | - | - | - | 290 |
| Wendy DeRaud | 410 | 11/5/2020 | 10/6/2020 | 1,170 | - | - | - | - | 1,170 |
| MEL Science U.S. LLC | JR2020100602 | 11/5/2020 | 10/6/2020 | 279 | - | - | - | - | 279 |
| Stacy Burns | BURN100620 | 11/5/2020 | 10/6/2020 | 58 | - | - | - | - | 58 |
| Rainbow Resource Center | 3164531 | 11/5/2020 | 10/6/2020 | 34 | - | - | - | - | 34 |
| Dino Lingo Inc | 68207-P008-INV | 11/5/2020 | 8/5/2020 | 95 | - | - | - | - | 95 |
| Dolce Dance Studio | 0012 | 11/5/2020 | 10/6/2020 | 630 | - | - | - | - | 630 |
| Bungalow Lane ALC, Inc | 301 | 11/5/2020 | 10/6/2020 | 2,530 | - | - | - | - | 2,530 |
| Brandon Bascom | 108 | 11/5/2020 | 10/6/2020 | 400 | - | - | - | - | 400 |
| Brandon Bascom | 109 | 11/5/2020 | 10/6/2020 | 400 | - | - | - | - | 400 |
| Deborah Lemen Acting Studio | 00026 | 11/6/2020 | 10/7/2020 | 400 | - | - | - | - | 400 |
| Rainbow Resource Center | 3165919 | 11/6/2020 | 10/7/2020 | 63 | - | - | - | - | 63 |
| Rainbow Resource Center | 3165951 | 11/6/2020 | 10/7/2020 | 28 | - | - | - | - | 28 |
| Rainbow Resource Center | 3165980 | 11/6/2020 | 10/7/2020 | 160 | - | - | - | - | 160 |
| Rainbow Resource Center | 3165990 | 11/6/2020 | 10/7/2020 | 48 | - | - | - | - | 48 |
| Rainbow Resource Center | 3166000 | 11/6/2020 | 10/7/2020 | 48 | - | - | - | - | 48 |
| Maria A. Lazo | AW2 | 11/6/2020 | 10/7/2020 | 400 | - | - | - | - | 400 |
| Math Crazy | 25849 | 11/6/2020 | 10/7/2020 | 480 | - | - | - | - | 480 |
| Math Crazy | 25853 | 11/6/2020 | 10/7/2020 | 480 | - | - | - | - | 480 |
| Activities for Learning Inc. | 381822 | 11/6/2020 | 10/7/2020 | 133 | - | - | - | - | 133 |
| Activities for Learning Inc. | 381823 | 11/6/2020 | 10/7/2020 | 27 | - | - | - | - | 27 |
| All About Learning Press, Inc. | 904568 | 11/6/2020 | 10/7/2020 | 130 | - | - | - | - | 130 |
| Provenance | 3629 | 11/6/2020 | 10/7/2020 | 2,000 | - | - | - | - | 2,000 |
| Rainbow Resource Center | 3146225 | 11/6/2020 | 10/7/2020 | 29 | - | - | - | - | 29 |
| Moving Beyond the Page | 228871 | 11/6/2020 | 10/7/2020 | 16 | - | - | - | - | 16 |
| Moving Beyond the Page | 228909 | 11/6/2020 | 10/7/2020 | 90 | - | - | - | - | 90 |
| Moving Beyond the Page | 229090 | 11/6/2020 | 10/7/2020 | 503 | - | - | - | - | 503 |
| Moving Beyond the Page | 229094 | 11/6/2020 | 10/7/2020 | 35 | - | - | - | - | 35 |
| Moving Beyond the Page | 229135 | 11/6/2020 | 10/7/2020 | 214 | - | - | - | - | 214 |
| TalkBox.Mom | 444265 | 11/6/2020 | 10/7/2020 | 113 | - | - | - | - | 113 |
| Starfall Education Foundation | 2363-6680-3293 | 11/6/2020 | 10/7/2020 | 35 | - | - | - | - | 35 |
| Joshua Heflebower | 51 | 11/6/2020 | 10/7/2020 | 100 | - | - | - | - | 100 |
| Kevin Freeman | 141 | 11/6/2020 | 10/7/2020 | 6,631 | - | - | - | - | 6,631 |
| Kitchen Stewardship LLC | 289 | 11/6/2020 | 10/7/2020 | 150 | - | - | - | - | 150 |
| Guido's Martial Arts Academy | GRiddleJFerguson | 11/6/2020 | 10/7/2020 | 200 | - | - | - | - | 200 |
| Guido's Martial Arts Academy | RiddleFerguson1020 | 11/6/2020 | 10/7/2020 | 284 | - | - | - | - | 284 |
| Moving Beyond the Page | 229236 | 11/7/2020 | 10/8/2020 | 203 | - | - | - | - | 203 |

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|-------------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Evan-Moor | INV294233 | 11/7/2020 | 10/8/2020 | 162 | - | - | - | - | 162 |
| Provenance | 3639 | 11/7/2020 | 10/8/2020 | 3,900 | - | - | - | - | 3,900 |
| Provenance | 3652 | 11/7/2020 | 10/8/2020 | 710 | - | - | - | - | 710 |
| Mystery Science Inc. | 107886 | 11/7/2020 | 10/8/2020 | 69 | - | - | - | - | 69 |
| The Animation Course, LLC | 100720-Gibbs | 11/7/2020 | 10/7/2020 | 350 | - | - | - | - | 350 |
| Wonder Crate | I135 | 11/7/2020 | 10/8/2020 | 80 | - | - | - | - | 80 |
| Wonder Crate | I136 | 11/7/2020 | 10/8/2020 | 80 | - | - | - | - | 80 |
| Learning Without Tears | INV94925 | 11/7/2020 | 10/8/2020 | 20 | - | - | - | - | 20 |
| Rainbow Resource Center | 3168018 | 11/7/2020 | 10/8/2020 | 205 | - | - | - | - | 205 |
| Rainbow Resource Center | 3168021 | 11/7/2020 | 10/8/2020 | 132 | - | - | - | - | 132 |
| Rainbow Resource Center | 3168026 | 11/7/2020 | 10/8/2020 | 200 | - | - | - | - | 200 |
| America's Kids in Motion | 160-YVS | 11/7/2020 | 10/8/2020 | 1,366 | - | - | - | - | 1,366 |
| Willis Kempo Kung-Fu School | 1 | 11/7/2020 | 10/8/2020 | 225 | - | - | - | - | 225 |
| Break the Barriers, Inc | 11698 | 11/7/2020 | 10/8/2020 | 5,057 | - | - | - | - | 5,057 |
| Rayford Shorin-Ryu | 199 | 11/7/2020 | 10/8/2020 | 195 | - | - | - | - | 195 |
| Rich Oliver Racing, Inc. | 2020-010-002 | 11/7/2020 | 10/8/2020 | 1,422 | - | - | - | - | 1,422 |
| Singapore Math, Inc. | 51579 | 11/8/2020 | 10/9/2020 | 119 | - | - | - | - | 119 |
| Singapore Math, Inc. | 51580 | 11/8/2020 | 10/9/2020 | 66 | - | - | - | - | 66 |
| BrightThinker | SINV2397 | 11/8/2020 | 10/9/2020 | 124 | - | - | - | - | 124 |
| Rainbow Resource Center | 3168734 | 11/8/2020 | 10/9/2020 | 31 | - | - | - | - | 31 |
| LEGO Education | 1190439948 | 11/8/2020 | 9/9/2020 | 464 | - | - | - | - | 464 |
| Lindsey Bascom | 110 | 11/8/2020 | 10/9/2020 | 410 | - | - | - | - | 410 |
| Lindsey Bascom | 111 | 11/8/2020 | 10/9/2020 | 410 | - | - | - | - | 410 |
| Lindsey Bascom | 112 | 11/8/2020 | 10/9/2020 | 410 | - | - | - | - | 410 |
| Math-U-See Inc. | 0661157-IN | 11/8/2020 | 9/9/2020 | 174 | - | - | - | - | 174 |
| Math-U-See Inc. | 0661158-IN | 11/8/2020 | 9/9/2020 | 156 | - | - | - | - | 156 |
| Logic of English | INW0058 | 11/8/2020 | 10/9/2020 | 81 | - | - | - | - | 81 |
| All About Learning Press, Inc. | 904616 | 11/8/2020 | 10/9/2020 | 145 | - | - | - | - | 145 |
| Moving Beyond the Page | 229685 | 11/8/2020 | 10/9/2020 | 94 | - | - | - | - | 94 |
| Moving Beyond the Page | 229686 | 11/8/2020 | 10/9/2020 | 21 | - | - | - | - | 21 |
| Institute for Excellence in Writing | 727625 | 11/8/2020 | 10/8/2020 | 194 | - | - | - | - | 194 |
| Institute for Excellence in Writing | 727703 | 11/8/2020 | 10/8/2020 | 69 | - | - | - | - | 69 |
| Institute for Excellence in Writing | 727708 | 11/8/2020 | 10/8/2020 | 84 | - | - | - | - | 84 |
| Institute for Excellence in Writing | 728590 | 11/8/2020 | 10/8/2020 | 204 | - | - | - | - | 204 |
| Institute for Excellence in Writing | 728609 | 11/8/2020 | 10/8/2020 | 22 | - | - | - | - | 22 |
| Starfall Education Foundation | 8475-2900-5137 | 11/8/2020 | 10/9/2020 | 35 | - | - | - | - | 35 |
| Teacher Synergy, LLC | 130975490 | 11/9/2020 | 10/19/2020 | 8 | - | - | - | - | 8 |
| Moving Beyond the Page | 229767 | 11/9/2020 | 10/10/2020 | 177 | - | - | - | - | 177 |
| Moving Beyond the Page | 229768 | 11/9/2020 | 10/10/2020 | 56 | - | - | - | - | 56 |
| Tina M. Carter | 053 | 11/9/2020 | 10/10/2020 | 1,069 | - | - | - | - | 1,069 |
| Beautiful Feet Books, Inc. | 13296 | 11/9/2020 | 10/10/2020 | 238 | - | - | - | - | 238 |
| LEGO Education | 1190440183 | 11/9/2020 | 9/10/2020 | 243 | - | - | - | - | 243 |
| LEGO Education | 1190440184 | 11/9/2020 | 9/10/2020 | 296 | - | - | - | - | 296 |
| LEGO Education | 1190440185 | 11/9/2020 | 9/10/2020 | 269 | - | - | - | - | 269 |
| Specialized Therapy Services, Inc | YVCS01-0920 | 11/9/2020 | 9/30/2020 | 748 | - | - | - | - | 748 |
| Singapore Math, Inc. | 51638 | 11/10/2020 | 10/11/2020 | 159 | - | - | - | - | 159 |

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| Singapore Math, Inc. | 51639 | 11/10/2020 | 10/11/2020 | 119 | - | - | - | - | 119 |
| Amy Spano | 42 | 11/10/2020 | 10/11/2020 | 300 | - | - | - | - | 300 |
| Amy Spano | 43 | 11/10/2020 | 10/11/2020 | 225 | - | - | - | - | 225 |
| Amy Spano | 44 | 11/10/2020 | 10/11/2020 | 225 | - | - | - | - | 225 |
| Math-U-See Inc. | 0662203-IN | 11/10/2020 | 9/11/2020 | 116 | - | - | - | - | 116 |
| Math-U-See Inc. | 0662315-IN | 11/10/2020 | 9/11/2020 | 206 | - | - | - | - | 206 |
| Will Aylsworth | 180 | 11/10/2020 | 10/11/2020 | 234 | - | - | - | - | 234 |
| Will Aylsworth | 181 | 11/10/2020 | 10/11/2020 | 156 | - | - | - | - | 156 |
| Will Aylsworth | 182 | 11/10/2020 | 10/11/2020 | 228 | - | - | - | - | 228 |
| Will Aylsworth | 183 | 11/10/2020 | 10/11/2020 | 228 | - | - | - | - | 228 |
| Will Aylsworth | 184 | 11/10/2020 | 10/11/2020 | 228 | - | - | - | - | 228 |
| Will Aylsworth | 185 | 11/10/2020 | 10/11/2020 | 228 | - | - | - | - | 228 |
| Teacher Synergy, LLC | 131112842 | 11/10/2020 | 10/20/2020 | 54 | - | - | - | - | 54 |
| Teacher Synergy, LLC | 131130116 | 11/10/2020 | 10/20/2020 | 4 | - | - | - | - | 4 |
| Teacher Synergy, LLC | 131135622 | 11/10/2020 | 10/20/2020 | 12 | - | - | - | - | 12 |
| Teacher Synergy, LLC | 131143357 | 11/10/2020 | 10/20/2020 | 5 | - | - | - | - | 5 |
| Teacher Synergy, LLC | 131184186 | 11/11/2020 | 10/21/2020 | 60 | - | - | - | - | 60 |
| Teacher Synergy, LLC | 131189521 | 11/11/2020 | 10/21/2020 | 6 | - | - | - | - | 6 |
| Teacher Synergy, LLC | 131192240 | 11/11/2020 | 10/21/2020 | 5 | - | - | - | - | 5 |
| Teacher Synergy, LLC | 131192651 | 11/11/2020 | 10/21/2020 | 2 | - | - | - | - | 2 |
| Teacher Synergy, LLC | 131329216 | 11/11/2020 | 10/21/2020 | 9 | - | - | - | - | 9 |
| Teacher Synergy, LLC | 131329325 | 11/11/2020 | 10/21/2020 | 20 | - | - | - | - | 20 |
| Starfall Education Foundation | 5936-5116-0323 | 11/11/2020 | 10/12/2020 | 35 | - | - | - | - | 35 |
| Studio on the Hill | hanmcoctdec20 | 11/11/2020 | 10/12/2020 | 343 | - | - | - | - | 343 |
| Studio on the Hill | hansoctdec20 | 11/11/2020 | 10/12/2020 | 775 | - | - | - | - | 775 |
| Studio on the Hill | isaiahoctdec20 | 11/11/2020 | 10/12/2020 | 343 | - | - | - | - | 343 |
| Studio on the Hill | isaoctdec20 | 11/11/2020 | 10/12/2020 | 517 | - | - | - | - | 517 |
| Studio on the Hill | logoctdec20 | 11/11/2020 | 10/12/2020 | 154 | - | - | - | - | 154 |
| Studio on the Hill | maddec20 | 11/11/2020 | 10/12/2020 | 96 | - | - | - | - | 96 |
| Studio on the Hill | madoct20 | 11/11/2020 | 10/12/2020 | 96 | - | - | - | - | 96 |
| Studio on the Hill | mcknovdec20 | 11/11/2020 | 10/12/2020 | 174 | - | - | - | - | 174 |
| Studio on the Hill | remsepoct20 | 11/11/2020 | 10/12/2020 | 480 | - | - | - | - | 480 |
| Studio on the Hill | wyaoctdec20 | 11/11/2020 | 10/12/2020 | 169 | - | - | - | - | 169 |
| Studio on the Hill | cheloctdec20 | 11/11/2020 | 10/12/2020 | 169 | - | - | - | - | 169 |
| Haynes Family of Programs | BID397.2-02 | 11/11/2020 | 10/12/2020 | 195 | - | - | - | - | 195 |
| Haynes Family of Programs | LAS398.1-02 | 11/11/2020 | 10/12/2020 | 536 | - | - | - | - | 536 |
| Haynes Family of Programs | OT386.2-02 | 11/11/2020 | 10/12/2020 | 743 | - | - | - | - | 743 |
| Haynes Family of Programs | OT397.1-02 | 11/11/2020 | 10/12/2020 | 588 | - | - | - | - | 588 |
| Haynes Family of Programs | OT398.2-02 | 11/11/2020 | 10/12/2020 | 454 | - | - | - | - | 454 |
| Haynes Family of Programs | SAI-IHH322.1-02 | 11/11/2020 | 10/12/2020 | 450 | - | - | - | - | 450 |
| Haynes Family of Programs | SAI386.1-02 | 11/11/2020 | 10/12/2020 | 500 | - | - | - | - | 500 |
| Haynes Family of Programs | SAI388.1-02 | 11/11/2020 | 10/12/2020 | 810 | - | - | - | - | 810 |
| Haynes Family of Programs | SAI389.1-01 | 11/11/2020 | 10/12/2020 | 310 | - | - | - | - | 310 |
| Haynes Family of Programs | SAI390.1-02 | 11/11/2020 | 10/12/2020 | 1,200 | - | - | - | - | 1,200 |
| Haynes Family of Programs | SAI398.3-02 | 11/11/2020 | 10/12/2020 | 280 | - | - | - | - | 280 |
| Wendy DeRaud | 412 | 11/11/2020 | 10/12/2020 | 390 | - | - | - | - | 390 |

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|------------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Little Surf Co. | 1220 | 11/11/2020 | 10/12/2020 | 1,260 | - | - | - | - | 1,260 |
| MEL Science U.S. LLC | DS2020101204 | 11/11/2020 | 10/12/2020 | 279 | - | - | - | - | 279 |
| Melanie Suderman Sweet | INSP 89 | 11/11/2020 | 10/12/2020 | 153 | - | - | - | - | 153 |
| United Conservatory of Music | 10941486 | 11/11/2020 | 10/12/2020 | 631 | - | - | - | - | 631 |
| Provenance | 3691 | 11/11/2020 | 10/21/2020 | 660 | - | - | - | - | 660 |
| Moving Beyond the Page | 230058 | 11/11/2020 | 10/12/2020 | 108 | - | - | - | - | 108 |
| Evan-Moor | INV294551 | 11/11/2020 | 10/12/2020 | 25 | - | - | - | - | 25 |
| MoxieBox Art | 6520 | 11/11/2020 | 10/12/2020 | 153 | - | - | - | - | 153 |
| Mr. C's Karate School of Shito-Ryu | 15 | 11/11/2020 | 10/12/2020 | 965 | - | - | - | - | 965 |
| Break the Barriers, Inc | 11699 | 11/11/2020 | 10/12/2020 | 4,099 | - | - | - | - | 4,099 |
| CARD | D-03682983 | 11/11/2020 | 10/12/2020 | 2,610 | - | - | - | - | 2,610 |
| Brian Hammons Piano | 441 | 11/11/2020 | 10/12/2020 | 360 | - | - | - | - | 360 |
| Rainbow Resource Center | 3170936 | 11/11/2020 | 10/12/2020 | 403 | - | - | - | - | 403 |
| Drew's Art Box LLC | 6584-3256 | 11/11/2020 | 10/12/2020 | 35 | - | - | - | - | 35 |
| Singapore Math, Inc. | 51499 | 11/11/2020 | 10/12/2020 | 23 | - | - | - | - | 23 |
| Simba School of Music | 115 | 11/11/2020 | 10/12/2020 | 420 | - | - | - | - | 420 |
| Teaching Textbooks | 31725 | 11/11/2020 | 10/12/2020 | 75 | - | - | - | - | 75 |
| Teaching Textbooks | 31726 | 11/11/2020 | 10/12/2020 | 200 | - | - | - | - | 200 |
| Teaching Textbooks | 31731 | 11/11/2020 | 10/12/2020 | 147 | - | - | - | - | 147 |
| Teaching Textbooks | 31766 | 11/11/2020 | 10/12/2020 | 206 | - | - | - | - | 206 |
| Teaching Textbooks | 31789 | 11/12/2020 | 10/13/2020 | 167 | - | - | - | - | 167 |
| Teaching Textbooks | 31805 | 11/12/2020 | 10/13/2020 | 145 | - | - | - | - | 145 |
| Teaching Textbooks | 31806 | 11/12/2020 | 10/13/2020 | 175 | - | - | - | - | 175 |
| Teaching Textbooks | 31815 | 11/12/2020 | 10/13/2020 | 100 | - | - | - | - | 100 |
| Teaching Textbooks | 31821 | 11/12/2020 | 10/13/2020 | 137 | - | - | - | - | 137 |
| Teaching Textbooks | 31840 | 11/12/2020 | 10/13/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 31854 | 11/12/2020 | 10/13/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 31862 | 11/12/2020 | 10/13/2020 | 167 | - | - | - | - | 167 |
| Teaching Textbooks | 31892 | 11/12/2020 | 10/13/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31893 | 11/12/2020 | 10/13/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31900 | 11/12/2020 | 10/13/2020 | 100 | - | - | - | - | 100 |
| Teaching Textbooks | 31929 | 11/12/2020 | 10/13/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 31950 | 11/12/2020 | 10/13/2020 | 167 | - | - | - | - | 167 |
| Teaching Textbooks | 32050 | 11/12/2020 | 10/13/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 32051 | 11/12/2020 | 10/13/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 32064 | 11/12/2020 | 10/13/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 32082 | 11/12/2020 | 10/13/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 32105 | 11/12/2020 | 10/13/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 32107 | 11/12/2020 | 10/13/2020 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 32109 | 11/12/2020 | 10/13/2020 | 67 | - | - | - | - | 67 |
| Singapore Math, Inc. | 51712 | 11/12/2020 | 10/13/2020 | 66 | - | - | - | - | 66 |
| Singapore Math, Inc. | 51713 | 11/12/2020 | 10/13/2020 | 157 | - | - | - | - | 157 |
| Rainbow Resource Center | 3172077 | 11/12/2020 | 10/13/2020 | 427 | - | - | - | - | 427 |
| Rainbow Resource Center | 3172097 | 11/12/2020 | 10/13/2020 | 57 | - | - | - | - | 57 |
| Brian Hammons Piano | 442 | 11/12/2020 | 10/13/2020 | 107 | - | - | - | - | 107 |
| Brian Hammons Piano | 443 | 11/12/2020 | 10/13/2020 | 250 | - | - | - | - | 250 |

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|--------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Brian Hammons Piano | 444 | 11/12/2020 | 10/13/2020 | 221 | - | - | - | - | 221 |
| BrightThinker | SINV2406 | 11/12/2020 | 10/13/2020 | 124 | - | - | - | - | 124 |
| BrightThinker | SINV2409 | 11/12/2020 | 10/13/2020 | 124 | - | - | - | - | 124 |
| Evan-Moor | INV294714 | 11/12/2020 | 10/13/2020 | 378 | - | - | - | - | 378 |
| Evan-Moor | INV294725 | 11/12/2020 | 10/13/2020 | 44 | - | - | - | - | 44 |
| Evan-Moor | INV294726 | 11/12/2020 | 10/13/2020 | 100 | - | - | - | - | 100 |
| Evan-Moor | INV294727 | 11/12/2020 | 10/13/2020 | 393 | - | - | - | - | 393 |
| Moving Beyond the Page | 230454 | 11/12/2020 | 10/13/2020 | 760 | - | - | - | - | 760 |
| Moving Beyond the Page | 230475 | 11/12/2020 | 10/13/2020 | 285 | - | - | - | - | 285 |
| Moving Beyond the Page | 230477 | 11/12/2020 | 10/13/2020 | 827 | - | - | - | - | 827 |
| Moving Beyond the Page | 230480 | 11/12/2020 | 10/13/2020 | 543 | - | - | - | - | 543 |
| Moving Beyond the Page | 230488 | 11/12/2020 | 10/13/2020 | 285 | - | - | - | - | 285 |
| Moving Beyond the Page | 230491 | 11/12/2020 | 10/13/2020 | 821 | - | - | - | - | 821 |
| Moving Beyond the Page | 230560 | 11/12/2020 | 10/13/2020 | 153 | - | - | - | - | 153 |
| All About Learning Press, Inc. | 904668 | 11/12/2020 | 10/13/2020 | 142 | - | - | - | - | 142 |
| All About Learning Press, Inc. | 904669 | 11/12/2020 | 10/13/2020 | 130 | - | - | - | - | 130 |
| Trigger Memory Co. | 2466 | 11/12/2020 | 10/13/2020 | 29 | - | - | - | - | 29 |
| Teaching Textbooks | 32163 | 11/13/2020 | 10/14/2020 | 55 | - | - | - | - | 55 |
| Teaching Textbooks | 32237 | 11/13/2020 | 10/14/2020 | 57 | - | - | - | - | 57 |
| Teaching Textbooks | 32238 | 11/13/2020 | 10/14/2020 | 57 | - | - | - | - | 57 |
| Evan-Moor | INV294817 | 11/13/2020 | 10/14/2020 | 17 | - | - | - | - | 17 |
| Evan-Moor | INV294818 | 11/13/2020 | 10/14/2020 | 17 | - | - | - | - | 17 |
| Evan-Moor | INV294819 | 11/13/2020 | 10/14/2020 | 25 | - | - | - | - | 25 |
| Evan-Moor | INV294821 | 11/13/2020 | 10/14/2020 | 25 | - | - | - | - | 25 |
| Evan-Moor | INV294823 | 11/13/2020 | 10/14/2020 | 44 | - | - | - | - | 44 |
| Evan-Moor | INV294824 | 11/13/2020 | 10/14/2020 | 47 | - | - | - | - | 47 |
| Evan-Moor | INV294827 | 11/13/2020 | 10/14/2020 | 334 | - | - | - | - | 334 |
| Evan-Moor | INV294835 | 11/13/2020 | 10/14/2020 | 366 | - | - | - | - | 366 |
| Evan-Moor | INV294836 | 11/13/2020 | 10/14/2020 | 367 | - | - | - | - | 367 |
| Evan-Moor | INV294838 | 11/13/2020 | 10/14/2020 | 370 | - | - | - | - | 370 |
| Evan-Moor | INV294839 | 11/13/2020 | 10/14/2020 | 370 | - | - | - | - | 370 |
| Evan-Moor | INV294922 | 11/13/2020 | 10/14/2020 | 365 | - | - | - | - | 365 |
| Learning Without Tears | INV95649 | 11/13/2020 | 10/14/2020 | 29 | - | - | - | - | 29 |
| Learning Without Tears | INV95651 | 11/13/2020 | 10/14/2020 | 29 | - | - | - | - | 29 |
| Math-U-See Inc. | 0663011-IN | 11/13/2020 | 9/14/2020 | 58 | - | - | - | - | 58 |
| Math-U-See Inc. | 0663034-IN | 11/13/2020 | 9/14/2020 | 58 | - | - | - | - | 58 |
| Math-U-See Inc. | 0663038-IN | 11/13/2020 | 9/14/2020 | 58 | - | - | - | - | 58 |
| Math-U-See Inc. | 0663041-IN | 11/13/2020 | 9/14/2020 | 49 | - | - | - | - | 49 |
| MEL Science U.S. LLC | BS2020101401 | 11/13/2020 | 10/14/2020 | 100 | - | - | - | - | 100 |
| Logic of English | INW0081 | 11/13/2020 | 10/14/2020 | 75 | - | - | - | - | 75 |
| Rainbow Resource Center | 3173511 | 11/13/2020 | 10/14/2020 | 35 | - | - | - | - | 35 |
| Rainbow Resource Center | 3173624 | 11/13/2020 | 10/14/2020 | 35 | - | - | - | - | 35 |
| Rainbow Resource Center | 3173625 | 11/13/2020 | 10/14/2020 | 19 | - | - | - | - | 19 |
| Singapore Math, Inc. | 51747 | 11/13/2020 | 10/14/2020 | 66 | - | - | - | - | 66 |
| Singapore Math, Inc. | 51748 | 11/13/2020 | 10/14/2020 | 66 | - | - | - | - | 66 |
| Rose Music Studios LLC | 1004 | 11/13/2020 | 10/14/2020 | 1,620 | - | - | - | - | 1,620 |

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|-------------------------------------|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Teaching Textbooks | 32162 | 11/13/2020 | 10/14/2020 | 43 | - | - | - | - | 43 |
| Guido's Martial Arts Academy | RiddleFerguson1120 | 11/13/2020 | 10/14/2020 | 284 | - | - | - | - | 284 |
| Guido's Martial Arts Academy | TROGERS111220 | 11/13/2020 | 10/14/2020 | 318 | - | - | - | - | 318 |
| Home Science Tools | 1063656A | 11/13/2020 | 10/14/2010 | 57 | - | - | - | - | 57 |
| Joshua Heflebower | 52 | 11/13/2020 | 10/14/2020 | 100 | - | - | - | - | 100 |
| Susan Hancock | 80 | 11/13/2020 | 10/14/2020 | 330 | - | - | - | - | 330 |
| TalkBox.Mom | 447075 | 11/13/2020 | 10/14/2020 | 113 | - | - | - | - | 113 |
| Guido's Martial Arts Academy | CJAY110121 | 11/13/2020 | 10/14/2020 | 358 | - | - | - | - | 358 |
| Studio on the Hill | fiooctdec20 | 11/14/2020 | 10/15/2020 | 383 | - | - | - | - | 383 |
| KiwiCo, Inc | Sep.20-YVS-2 | 11/14/2020 | 9/30/2020 | 6,244 | - | - | - | - | 6,244 |
| Rainbow Resource Center | 3174064 | 11/14/2020 | 10/15/2020 | 76 | - | - | - | - | 76 |
| Rainbow Resource Center | 3174307 | 11/14/2020 | 10/15/2020 | 33 | - | - | - | - | 33 |
| Educational Development Corporation | DIR7677890 | 11/14/2020 | 10/15/2020 | 18 | - | - | - | - | 18 |
| Brian Hammons Piano | 445 | 11/14/2020 | 10/15/2020 | 280 | - | - | - | - | 280 |
| Brian Hammons Piano | 446 | 11/14/2020 | 10/15/2020 | 280 | - | - | - | - | 280 |
| Brian Hammons Piano | 447 | 11/14/2020 | 10/15/2020 | 360 | - | - | - | - | 360 |
| Crafty School Crates | 18178 | 11/14/2020 | 10/15/2020 | 180 | - | - | - | - | 180 |
| Crafty School Crates | 18179 | 11/14/2020 | 10/15/2020 | 158 | - | - | - | - | 158 |
| MEL Science U.S. LLC | MS2020101504 | 11/14/2020 | 10/15/2020 | 279 | - | - | - | - | 279 |
| Learning Without Tears | INV95905 | 11/14/2020 | 10/15/2020 | 19 | - | - | - | - | 19 |
| Learning Without Tears | INV95916 | 11/14/2020 | 10/15/2020 | 19 | - | - | - | - | 19 |
| Little Passports | 113836746 | 11/14/2020 | 10/15/2020 | 209 | - | - | - | - | 209 |
| Little Passports | 113837028 | 11/14/2020 | 10/15/2020 | 163 | - | - | - | - | 163 |
| Little Passports | 113837030 | 11/14/2020 | 10/15/2020 | 129 | - | - | - | - | 129 |
| Little Passports | 113837101 | 11/14/2020 | 10/15/2020 | 110 | - | - | - | - | 110 |
| Little Passports | 113837103 | 11/14/2020 | 10/15/2020 | 209 | - | - | - | - | 209 |
| Little Passports | 113837160 | 11/14/2020 | 10/15/2020 | 110 | - | - | - | - | 110 |
| Little Passports | 113893447 | 11/14/2020 | 10/15/2020 | 129 | - | - | - | - | 129 |
| Moving Beyond the Page | 231147 | 11/14/2020 | 10/15/2020 | 6 | - | - | - | - | 6 |
| Moving Beyond the Page | 231382 | 11/14/2020 | 10/15/2020 | 201 | - | - | - | - | 201 |
| Moving Beyond the Page | 231445 | 11/14/2020 | 10/15/2020 | 188 | - | - | - | - | 188 |
| Moving Beyond the Page | 231455 | 11/14/2020 | 10/15/2020 | 197 | - | - | - | - | 197 |
| Moving Beyond the Page | 231470 | 11/14/2020 | 10/15/2020 | 216 | - | - | - | - | 216 |
| Oak Meadow Inc. | 113084 | 11/14/2020 | 10/15/2020 | 175 | - | - | - | - | 175 |
| Ultimate Martial Arts Inc | 62 | 11/14/2020 | 10/15/2020 | 937 | - | - | - | - | 937 |
| Moving Beyond the Page | 231818 | 11/15/2020 | 10/16/2020 | 133 | - | - | - | - | 133 |
| Moving Beyond the Page | 231819 | 11/15/2020 | 10/16/2020 | 183 | - | - | - | - | 183 |
| Moving Beyond the Page | 231821 | 11/15/2020 | 10/16/2020 | 206 | - | - | - | - | 206 |
| Moving Beyond the Page | 231824 | 11/15/2020 | 10/16/2020 | 189 | - | - | - | - | 189 |
| Evan-Moor | INV295031 | 11/15/2020 | 10/16/2020 | 14 | - | - | - | - | 14 |
| Evan-Moor | INV295033 | 11/15/2020 | 10/16/2020 | 19 | - | - | - | - | 19 |
| Evan-Moor | INV295045 | 11/15/2020 | 10/16/2020 | 383 | - | - | - | - | 383 |
| Learning Without Tears | INV96038 | 11/15/2020 | 10/16/2020 | 29 | - | - | - | - | 29 |
| Wonder Crate | I137 | 11/15/2020 | 10/16/2020 | 288 | - | - | - | - | 288 |
| BrightThinker | SINV2416 | 11/15/2020 | 10/16/2020 | 465 | - | - | - | - | 465 |
| Deanna Colon | 31 | 11/15/2020 | 10/16/2020 | 90 | - | - | - | - | 90 |

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|---|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rainbow Resource Center | 3175508 | 11/15/2020 | 10/16/2020 | 111 | - | - | - | - | 111 |
| Singapore Math, Inc. | 51829 | 11/15/2020 | 10/16/2020 | 114 | - | - | - | - | 114 |
| History Unboxed LLC | wc-8560HU | 11/15/2020 | 10/16/2020 | 64 | - | - | - | - | 64 |
| History Unboxed LLC | wc-8561HU | 11/15/2020 | 10/16/2020 | 64 | - | - | - | - | 64 |
| Neil Boyer | 1020645 | 11/16/2020 | 10/14/2020 | 780 | - | - | - | - | 780 |
| Neil Boyer | 1020647 | 11/16/2020 | 10/14/2020 | 125 | - | - | - | - | 125 |
| Neil Boyer | 1020651 | 11/16/2020 | 10/16/2020 | 420 | - | - | - | - | 420 |
| Moving Beyond the Page | 231883 | 11/16/2020 | 10/17/2020 | 99 | - | - | - | - | 99 |
| Nicole the Math Lady | 2786 | 11/16/2020 | 10/17/2020 | 79 | - | - | - | - | 79 |
| Michelle Barnes | 1021 | 11/17/2020 | 10/18/2020 | 750 | - | - | - | - | 750 |
| Math-U-See Inc. | 0665844-IN | 11/17/2020 | 9/18/2020 | 199 | - | - | - | - | 199 |
| Singapore Math Live, LLC | 10182010 | 11/17/2020 | 10/18/2020 | 40 | - | - | - | - | 40 |
| Brian Hammons Piano | 448 | 11/17/2020 | 10/18/2020 | 368 | - | - | - | - | 368 |
| Rainbow Resource Center | 3176401 | 11/18/2020 | 10/19/2020 | 64 | - | - | - | - | 64 |
| Rainbow Resource Center | 3176403 | 11/18/2020 | 10/19/2020 | 21 | - | - | - | - | 21 |
| Rainbow Resource Center | 3176404 | 11/18/2020 | 10/19/2020 | 120 | - | - | - | - | 120 |
| Rodeo Tough Productions | 1019AW | 11/18/2020 | 10/19/2020 | 600 | - | - | - | - | 600 |
| Learning Without Tears | INV96234 | 11/18/2020 | 10/19/2020 | 79 | - | - | - | - | 79 |
| Melanie Suderman Sweet | INSP 102 | 11/18/2020 | 10/19/2020 | 283 | - | - | - | - | 283 |
| Melanie Suderman Sweet | INSP 103 | 11/18/2020 | 10/19/2020 | 150 | - | - | - | - | 150 |
| Moving Beyond the Page | 232050 | 11/18/2020 | 10/19/2020 | 690 | - | - | - | - | 690 |
| Moving Beyond the Page | 232226 | 11/18/2020 | 10/19/2020 | 66 | - | - | - | - | 66 |
| Moving Beyond the Page | 232240 | 11/18/2020 | 10/19/2020 | 49 | - | - | - | - | 49 |
| Mr. C's Karate School of Shito-Ryu | 16 | 11/18/2020 | 10/19/2020 | 300 | - | - | - | - | 300 |
| Joshua Heflebower | 53 | 11/18/2020 | 10/19/2020 | 100 | - | - | - | - | 100 |
| Evan-Moor | INV295325 | 11/19/2020 | 10/20/2020 | 366 | - | - | - | - | 366 |
| Evan-Moor | INV295513 | 11/19/2020 | 10/20/2020 | 100 | - | - | - | - | 100 |
| Moving Beyond the Page | 232382 | 11/19/2020 | 10/20/2020 | 174 | - | - | - | - | 174 |
| Moving Beyond the Page | 232518 | 11/19/2020 | 10/20/2020 | 45 | - | - | - | - | 45 |
| Moving Beyond the Page | 232658 | 11/19/2020 | 10/20/2020 | 45 | - | - | - | - | 45 |
| Moving Beyond the Page | 232660 | 11/19/2020 | 10/20/2020 | 16 | - | - | - | - | 16 |
| Nessy Learning LLC | NESUS3591 | 11/19/2020 | 10/20/2020 | 155 | - | - | - | - | 155 |
| Teaching Textbooks | 32332 | 11/19/2020 | 10/20/2020 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 32343 | 11/19/2020 | 10/20/2020 | 43 | - | - | - | - | 43 |
| Brenda Myers | 48 | 11/19/2020 | 10/20/2020 | 450 | - | - | - | - | 450 |
| Bon Voyage World Languages Academy | 1176 | 11/20/2020 | 10/21/2020 | 800 | - | - | - | - | 800 |
| BrightThinker | SINV2423 | 11/20/2020 | 10/21/2020 | 124 | - | - | - | - | 124 |
| Sona Atoyan | 77 | 11/20/2020 | 10/21/2020 | 550 | - | - | - | - | 550 |
| Rachel Premo - Piano Lessons | 13 | 11/20/2020 | 10/21/2020 | 2,482 | - | - | - | - | 2,482 |
| Generation Genius, Inc. | GG0052998 | 11/20/2020 | 10/21/2020 | 120 | - | - | - | - | 120 |
| Procopio, Cory, Hargreaves & Savitch LI | 733008 | 11/21/2020 | 10/22/2020 | 4,184 | - | - | - | - | 4,184 |
| Provenance | 3688 | 11/21/2020 | 10/21/2020 | 215 | - | - | - | - | 215 |
| Nessy Learning LLC | NESUS3607 | 11/21/2020 | 10/22/2020 | 155 | - | - | - | - | 155 |
| Neil Boyer | 1020654 | 11/21/2020 | 10/21/2020 | 1,628 | - | - | - | - | 1,628 |
| LitWits Workshops, LLC | 102220-R-INS-AGG | 11/21/2020 | 10/22/2020 | 65 | - | - | - | - | 65 |
| Simba School of Music | 118 | 11/21/2020 | 10/22/2020 | 915 | - | - | - | - | 915 |

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|--|-----------------------|--------------|------------|---------------------|-------------------------|--------------------------|--------------------------|--------------------------|---------------------|
| BrightThinker | SINV2427 | 11/21/2020 | 10/22/2020 | 124 | - | - | - | - | 124 |
| BrightThinker | SINV2428 | 11/21/2020 | 10/22/2020 | 124 | - | - | - | - | 124 |
| Brian Hammons Piano | 449 | 11/21/2020 | 10/22/2020 | 370 | - | - | - | - | 370 |
| Brian Hammons Piano | 450 | 11/21/2020 | 10/22/2020 | 155 | - | - | - | - | 155 |
| Brian Hammons Piano | 451 | 11/21/2020 | 10/22/2020 | 155 | - | - | - | - | 155 |
| Brian Hammons Piano | 452 | 11/21/2020 | 10/22/2020 | 450 | - | - | - | - | 450 |
| Brian Hammons Piano | 453 | 11/21/2020 | 10/22/2020 | 420 | - | - | - | - | 420 |
| Brian Hammons Piano | 454 | 11/21/2020 | 10/22/2020 | 420 | - | - | - | - | 420 |
| Break the Barriers, Inc | 11700 | 11/21/2020 | 10/22/2020 | 3,064 | - | - | - | - | 3,064 |
| Rainbow Resource Center | 3181545 | 11/21/2020 | 10/22/2020 | 120 | - | - | - | - | 120 |
| Rainbow Resource Center | 3181576 | 11/21/2020 | 10/22/2020 | 33 | - | - | - | - | 33 |
| Rainbow Resource Center | 3181582 | 11/21/2020 | 10/22/2020 | 33 | - | - | - | - | 33 |
| Dino Lingo Inc | 68205-P005-INV | 11/21/2020 | 8/20/2020 | 95 | - | - | - | - | 95 |
| Dennis Murphy School of Music | 61 | 11/22/2020 | 10/22/2020 | 450 | - | - | - | - | 450 |
| Brenda Myers | 49 | 11/22/2020 | 10/23/2020 | 225 | - | - | - | - | 225 |
| Monterey Bay Taekwondo Academy | 15 | 11/22/2020 | 10/23/2020 | 300 | - | - | - | - | 300 |
| Math-U-See Inc. | 0668524-IN | 11/27/2020 | 9/28/2020 | 224 | - | - | - | - | 224 |
| Math-U-See Inc. | 0668526-IN | 11/27/2020 | 9/28/2020 | 361 | - | - | - | - | 361 |
| Math-U-See Inc. | 0668944-IN | 11/28/2020 | 9/29/2020 | 58 | - | - | - | - | 58 |
| Math-U-See Inc. | 0669313-IN | 11/29/2020 | 9/30/2020 | 119 | - | - | - | - | 119 |
| Math-U-See Inc. | 0669323-IN | 11/29/2020 | 9/30/2020 | 68 | - | - | - | - | 68 |
| Math-U-See Inc. | 0669611-IN | 11/30/2020 | 10/1/2020 | 119 | - | - | - | - | 119 |
| Math-U-See Inc. | 0669613-IN | 11/30/2020 | 10/1/2020 | 58 | - | - | - | - | 58 |
| Math-U-See Inc. | 0669621-IN | 11/30/2020 | 10/1/2020 | 66 | - | - | - | - | 66 |
| Christopher Trevisan | 024-CZZO | 11/30/2020 | 10/31/2020 | 1,070 | - | - | - | - | 1,070 |
| Math-U-See Inc. | 0670729-IN | 12/5/2020 | 10/6/2020 | 173 | - | - | - | - | 173 |
| Math-U-See Inc. | 0670731-IN | 12/5/2020 | 10/6/2020 | 94 | - | - | - | - | 94 |
| Math-U-See Inc. | 0671485-IN | 12/7/2020 | 10/8/2020 | 58 | - | - | - | - | 58 |
| LEGO Education | 1190443695 | 12/7/2020 | 10/8/2020 | 322 | - | - | - | - | 322 |
| Math-U-See Inc. | 0672490-IN | 12/12/2020 | 10/13/2020 | 173 | - | - | - | - | 173 |
| Math-U-See Inc. | 0672492-IN | 12/12/2020 | 10/13/2020 | 119 | - | - | - | - | 119 |
| Math-U-See Inc. | 0672498-IN | 12/12/2020 | 10/13/2020 | 173 | - | - | - | - | 173 |
| Math-U-See Inc. | 0672499-IN | 12/12/2020 | 10/13/2020 | 58 | - | - | - | - | 58 |
| Math-U-See Inc. | 0672880-IN | 12/13/2020 | 10/14/2020 | 119 | - | - | - | - | 119 |
| Math-U-See Inc. | 0672987-IN | 12/14/2020 | 10/15/2020 | 116 | - | - | - | - | 116 |
| Math-U-See Inc. | 0673802-IN | 12/18/2020 | 10/19/2020 | 199 | - | - | - | - | 199 |
| Beautiful Feet Books, Inc. | 12615 | 12/31/2020 | 12/1/2020 | 336 | - | - | - | - | 336 |
| Total Outstanding Payables in OCTOBER | | | | \$ 1,021,335 | \$ - | \$ (280) | \$ - | \$ 240 | \$ 1,021,295 |

Yosemite Valley Charter School***Due (To)/From All Inspire Charter School Locations*****For the period ended October 31, 2020**

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

Cover Sheet

Budget Overview for Parents (p. 63-66)

| | |
|--------------------------|---|
| Section: | II. Finance |
| Item: | B. Budget Overview for Parents (p. 63-66) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Budget_Overview_for_Parents_2020_-_Yosemite.pdf |

LCFF Budget Overview for Parents

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

CDS Code: 10 62547 0135103

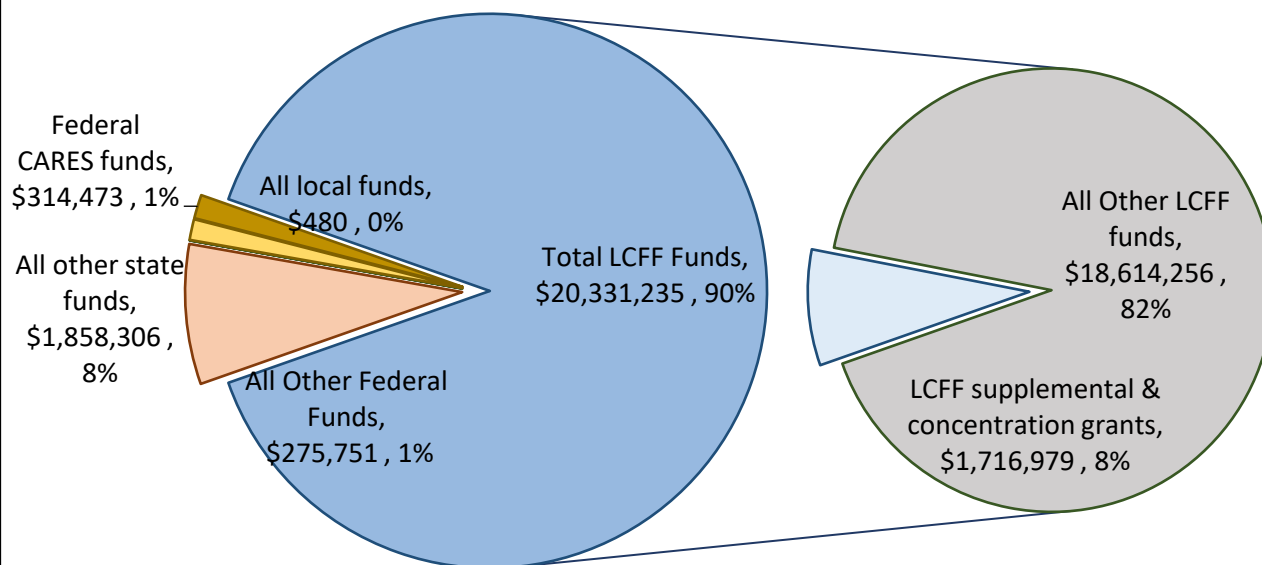
School Year: 2020-2021

LEA contact information: Dr. Laurie Goodman Principal laurie@inspireschools.org

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 2020-2021 School Year

Projected Revenue by Fund Source

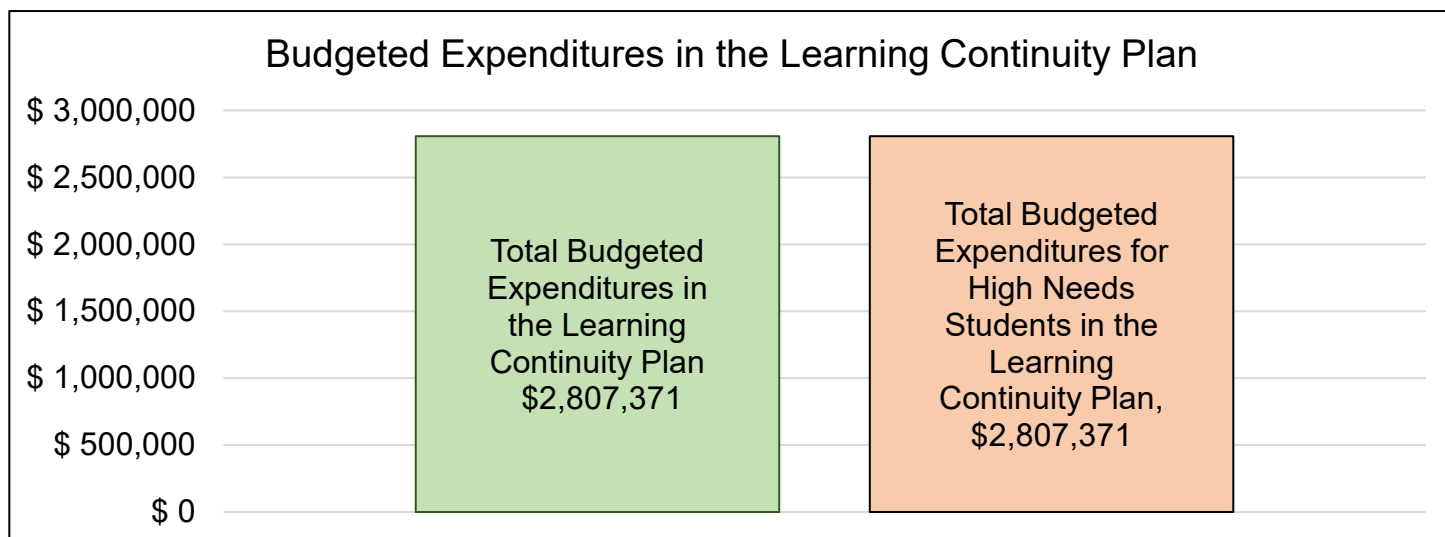


This chart shows the total general purpose revenue Yosemite Valley Charter School expects to receive in the coming year from all sources.

The total revenue projected for Yosemite Valley Charter School is \$22,780,245.00, of which \$20,331,235.00 is Local Control Funding Formula (LCFF) funds, \$1,858,306.00 is other state funds, \$480.00 is local funds, and \$590,224.00 is federal funds. Of the \$590,224.00 in federal funds, \$314,473.00 are federal CARES Act funds. Of the \$20,331,235.00 in LCFF Funds, \$1,716,979.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Yosemite Valley Charter School plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Yosemite Valley Charter School plans to spend \$20,654,382.00 for the 2020-2021 school year. Of that amount, \$2,807,371.00 is tied to actions/services in the Learning Continuity Plan and \$17,847,011.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

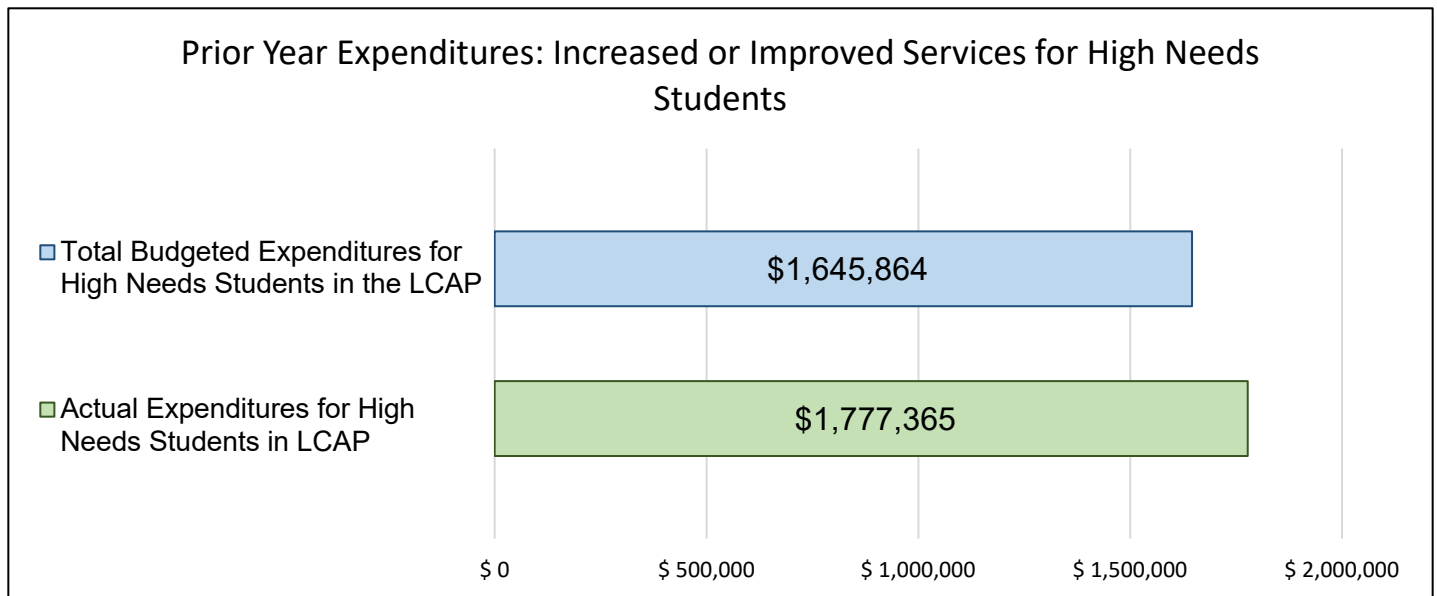
Staffing and related benefits, textbooks and general instructional materials, special education and instructional services, professional services, rent and facility costs and other general operational costs.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Yosemite Valley Charter School is projecting it will receive \$1,716,979.00 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 Learning Continuity Plan. Yosemite Valley Charter School plans to spend \$2,807,371.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Yosemite Valley Charter School budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Yosemite Valley Charter School actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Yosemite Valley Charter School's LCAP budgeted \$1,645,864.00 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter School actually spent \$1,777,365.49 for actions to increase or improve services for high needs students in 2019-2020.

Cover Sheet

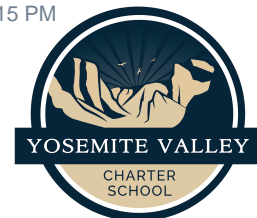
Memorandum of Understanding for Shared Special Education Staff with Monarch River Academy (p. 67-92)

Section: II. Finance
Item: C. Memorandum of Understanding for Shared Special Education Staff
with Monarch River Academy (p. 67-92)
Purpose: Vote
Submitted by:
Related Material: MOU Personnel Codes & Positions.pdf
SPED Services MOU DRAFT Rev. Dec 2020.docx.pdf



Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 316-0157 | Fax (626) 631-6040

Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 316-0192 | Fax (626) 631-6040



MOU Costs for Shared Employees:

Salaries include estimated payroll tax, benefits, STRS/403(b)

SPED PERSONNEL MONARCH RIVER ACADEMY:

| Employee Code | Position | Shared Personnel Costs |
|---------------|--------------------|------------------------|
| TR1 | Transition | \$ 104,774.20 |
| TR2 | Transition | \$ 89,639.93 |
| SD2 | SPED Director | \$ 205,139.34 |
| MM9 | Mild/Mod | \$ 74,595.69 |
| MS5 | Mod/Severe | \$ 100,895.13 |
| TR3 | Transition | \$ 85,472.27 |
| PS3 | Program Specialist | \$ 115,780.65 |
| MM10 | Mild/Mod | \$ 84,304.86 |

SPED PERSONNEL YOSEMITE VALLEY CHARTER SCHOOL:

| Employee Code | Position | Shared Personnel Costs |
|---------------|------------------------|------------------------|
| MS1 | Mod/Severe | \$ 99,690.51 |
| AS1 | Assessment | \$ 138,392.54 |
| MM1 | Mild/Mod | \$ 87,355.17 |
| MM2 | Mild/Mod | \$ 97,084.88 |
| AS2 | Assessment | \$ 87,494.69 |
| AS3 | Assessment | \$ 111,720.71 |
| PY1 | Psychologist | \$ 147,525.26 |
| MM3 | Mild/Mod | \$ 94,011.73 |
| MS2 | Mod/Severe | \$ 88,220.61 |
| PS1 | Program Specialist | \$ 103,583.05 |
| MS3 | Mod/Severe | \$ 90,085.77 |
| MM4 | Mild/Mod | \$ 82,346.44 |
| AS4 | Assessment | \$ 87,563.73 |
| CL5 | Classified Coordinator | \$ 54,505.01 |
| CL6 | Classified Assessment | \$ 48,387.69 |
| MM5 | Mild/Mod | \$ 108,103.14 |
| MM6 | Mild/Mod | \$ 73,862.61 |

| | | |
|-----|------------------------|---------------|
| CL7 | Classified Coordinator | \$ 59,329.60 |
| PS2 | Program Specialist | \$ 118,192.75 |
| MM7 | Mild/Mod | \$ 100,702.65 |
| MS4 | Mod/Severe | \$ 82,984.64 |
| MM8 | Mild/Mod | \$ 95,490.45 |
| SD1 | SPED Director | \$ 149,847.75 |
| CL8 | Classified Assistant | \$ 46,683.34 |
| CL9 | Classified Transition | \$ 52,686.57 |

SHARED PERSONNEL MONARCH RIVER ACADEMY:

| Employee Code | Position | Shared Personnel Costs |
|---------------|--------------------------------|------------------------|
| SS4 | Student Support - Intervention | \$ 10,000.00 |
| HQT12 | Highly Qualified Teacher | \$ 100,067.83 |
| HQT14 | Highly Qualified Teacher | \$ 96,290.86 |
| ED1 | Executive Director | \$ 224,663.71 |
| EL3 | Lead EL Coordinator | \$15,000.00 |
| CD1 | Co-Director | \$ 181,374.52 |
| HQT11 | Highly Qualified Teacher | \$ 91,363.15 |
| SS5 | Student Support - Intervention | \$ 10,000.00 |
| AD2 | Assistant Director | \$ 154,975.67 |
| SS5 | Student Support - Intervention | \$ 10,000.00 |
| HQT13 | Highly Qualified Teacher | \$ 87,384.08 |

SHARED PERSONNEL YOSEMITE VALLEY CHARTER SCHOOL:

| Employee Code | Position | Shared Personnel Costs |
|---------------|--------------------------------|------------------------|
| EL1 | EL Coordinator | \$ 10,000.00 |
| CL1 | Classified Assistant | \$ 67,557.91 |
| CL2 | Classified Manager | \$ 69,557.91 |
| HS1 | High School Specialist | \$ 10,000.00 |
| SS1 | Student Support - Intervention | \$ 10,000.00 |

| | | |
|-----|----------------------------------|---------------|
| HS2 | High School Specialist | \$ 10,000.00 |
| CE1 | Director of Community Engagement | \$ 15,000.00 |
| CL3 | Classified Receptionist | \$ 26,018.03 |
| EL2 | EL Coordinator | \$ 10,000.00 |
| CL4 | Classified Director | \$ 109,465.89 |
| SS2 | Student Support - Intervention | \$ 10,000.00 |
| HS3 | High School Counselor | \$ 5,000.00 |
| HS4 | High School Specialist | \$10,000.00 |
| SS3 | Student Support - Intervention | \$10,000.00 |
| AD1 | Assistant Director | \$ 175,235.09 |
| CL8 | Classified Assistant | \$ 46,683.34 |
| HS5 | High School Success Coordinator | \$ 20,000.00 |
| HS6 | High School Director | \$ 160,123.13 |
| TT1 | Teacher Trainer | \$10,000.00 |

MEMORANDUM OF UNDERSTANDING FOR SHARED SPECIAL EDUCATION PERSONNEL SERVICES

This Memorandum of Understanding for Shared Special Education Personnel Services and Resources (“**MOU**”) is entered into as of July 1, 2020 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: Monarch River Academy and Yosemite Valley Charter School.

WHEREAS, Monarch River Academy operates a public charter school named Monarch River Academy, Yosemite Valley Charter School operates a public charter school named Yosemite Valley Charter (each a “**School**” or collectively the “**Schools**”);

WHEREAS, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

WHEREAS, each School employs special education staff, designated as having the responsibility for the general supervision of their students’ independent study pursuant to Education Code § 51747.5(a);

WHEREAS, Education Code § 51749.5(a)(3) authorizes a nonclassroom-based charter school to enter into a memorandum of understanding with another charter school whereby the charter school leases staff to provide instruction to pupils of the nonclassroom-based charter school;

WHEREAS, the Schools desire to use the flexibility afforded under Education Code § 51749.5(a)(3) to share “Special Education staff” and the Schools’ respective education programs are structured to allow staff to effectively instruct, supervise, and support students from remote locations;

WHEREAS, the Schools have obtained any necessary approvals from their respective charter authorizers to enter into this MOU;

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. Shared Personnel. During the term of this MOU, the Parties shall coordinate with each other for shared personnel (“**Shared Personnel**”) to perform the educational services described in Attachment A (the “**Services**”) under the terms and conditions set forth herein.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term “**Lessor**” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “**Lessee**” refers to a School receiving Services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a

Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel's employment relationship with Lessor. Lessees are not, and nothing in this MOU shall cause Lessees to become, third party beneficiaries to Lessor's employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. Allocation. Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formulas set forth in Attachment A (the "**Allocation**"), as it may be adjusted from time to time. The Allocation shall be assessed at the intervals set forth in Attachment A for each year of this MOU and upon termination as set forth in Section 8.

4. Allocation of Services. Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. Allocation of Fees and Expenses. As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment B (including total gross wages, benefits, workers' compensation costs, retirement benefit system contributions, and employment taxes). The total cost shall be fixed as of July 1 for each year of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by the Parties in Attachment B, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be divided by relative Allocation between those Parties on whose behalf the expenses were incurred. Expenses in excess of \$1,000.00 must be approved in advance by the affected Parties. To the extent such expenses are not incorporated in the total costs outlined in Attachment B, invoices for expenses shall be sent within thirty (30) days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts).

6. Lessor Responsibilities: In addition to any other promises and covenants identified herein, Lessor shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Timely pay Shared Personnel consistent with applicable law and their

employment agreements, if any.

d. Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.

e. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

f. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

g. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.

h. Assuming Lessor participates in CalSTRS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS purposes.

i. If Lessee reports a Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(i).

j. If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

7. Lessee Responsibilities: In addition to any other promises and covenants identified herein, each Lessee shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

d. Provide a safe working environment for Shared Personnel.

e. Supervise and direct Shared Personnel when providing Services on behalf of the

Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.

f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.

g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing compliant meal and rest periods (e.g., ensuring that non-exempt Shared Personnel take meal and rest periods in accordance with their schedule) and ensuring non-exempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by non-exempt Shared Personnel while working on behalf of Lessee.

8. Term and Termination.

a. Term. The MOU is effective as of July 1, 2020 and shall remain in effect until June 30, 2021 (the "**Initial Term**"). This MOU shall automatically renew for consecutive additional one (1) year terms unless a Party provides written notice of non-renewal to the other at least ninety (90) days prior to the expiration of the then-current term (each, a "**Renewal Term**"). The Initial Term and any Renewal Term(s) are referred to as the Term. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.

b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.

- i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately.
- ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.
- iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for any severance, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.

9. Monthly Payment and Deposit. Lessor shall provide monthly statements to each Party which shall include the billing period, the fees and any expenses owed and a description of the method by which the fees and expenses were calculated. Each Party shall submit payment to Lessor within 30 days after receipt of the invoice. Any disputes concerning invoices must be directed to Lessor in writing

within thirty (30) days after receipt of the invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

10. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 11 shall survive termination of this MOU.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing a Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor to access personally identifiable information from student education records from the Lessee as part of its performance of the Services. For purposes of this MOU,

the term “personally identifiable information” (“**PII**”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor’s performance under this MOU and the provision of Services by Shared Personnel:

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer’s Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator’s Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the “**Additional Insureds**”) under the General Liability and Employment Practices policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor’s insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor’s insurance and shall not contribute to it.

f. Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor’s obligation to provide them. Lessees reserve the right

to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessor will provide thirty (30) days prior written notice to Lessee(s) in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work if possible.

14. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

15. Indemnification.

a. General Indemnification: Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence or willful misconduct of that Party, including its employees, officers directors and agents excluding Employment Claims as defined in Section 15(b).

b. Shared Costs for Employment Claims by Shared Personnel: The Parties agree to share costs for Employment Claims made by Shared Personnel against a Party based on the Allocation. "Employment Claims" means any and all liability, loss, claims, demands, damages, expenses, lawsuits, and costs arising under and relating to wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), employment benefits, leaves of absence, accommodations, or other applicable employment laws for which a Party may be liable as a joint or employer of Shared Personnel.

c. No Indemnification for Sole Negligence or Willful Misconduct: Notwithstanding anything contrary herein, in no event shall any Party be required to: (i) defend, indemnify or hold harmless any other Party ("Other Party"); or (ii) contribute to costs as set forth in Section 15(b) for that Other Party's sole negligence or willful misconduct.

16. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

17. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar

circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

18. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County, or another jurisdiction upon mutual agreement by the Parties in dispute, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

19. Notice. All notices, requests, demands, or other communications (collectively “**Notice**”) given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

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| <p><i>To:</i> Monarch River Academy ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 sam@theenglishlearnergroup.com</p> | <p><i>To:</i> Yosemite Valley Charter School ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 ljarocki@hotmail.com</p> |
|---|--|

20. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

21. Entire Agreement. This MOU and any attachments incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU and is a final, complete and exclusive statement of the terms of the MOU.

22. Amendments. This MOU may be amended by the mutual written consent of all Parties.

23. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

24. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an

essential purpose of this MOU.

25. Governing Law. This MOU shall be governed by and interpreted under California law.

26. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

27. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

[Signature Page on Following Page]

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

| | |
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| Monarch River Academy, a California nonprofit public benefit corporation | Yosemite Valley Charter School, a California nonprofit public benefit corporation |
| By: Name: | By: Name: |
| Its: Date: _____, 2020 | Its: Date: _____, 2020 |

ATTACHMENT A**Effective Date: July 1, 2020**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between the Parties listed below. This Attachment A shall amend, replace and supersede any prior Attachment A between the Parties in their entirety.

DESCRIPTION OF SERVICES

| Position | Program Specialist |
|--------------------------------|---|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Teacher Coaching <ul style="list-style-type: none"> ○ Co-develop and manage the coaching plans for Inspire Special Education Teachers in providing virtual specialized academic instruction; ○ Support procedures to provide statewide assessments and accommodations; ○ Provide SEIS technical support to teacher and service providers; ○ Provide direct and indirect coaching support to IEP teams. ● Parent Coaching <ul style="list-style-type: none"> ○ Inform families regarding enrollment, enrichment, and specialty partnerships as it applies to their child with an IEP; ○ Guide parents in participating in the special education process; ● Supporting Compliance Processes <ul style="list-style-type: none"> ○ Assist Inspire Special Education Teachers in operating programs that support students in the least restrictive environment; ○ Facilitate IEP meetings as appropriate; ○ Analyze and report on student data as it relates to special education services; ○ Analyze and interpret laws and regulations governing the provision of special education; ○ Monitor SEIS regularly for special education compliance. ○ Monitor new enrollment, assign caseload to Case Managers, and review DOR during intake process. ● Professional Development |

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| | <ul style="list-style-type: none"> ○ Develop, coordinate, and deliver virtual professional development on a variety of special education related topics. ● Other duties as assigned. |
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| Position | Transition |
|-------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Participate in transdisciplinary team meetings, multidisciplinary staffings, annual reviews, parent conferences, and faculty meetings. ● Teach Transition classes ● Communicate frequently with parents. Elicit parent input in educational planning and implementation. ● Collaborate with team members to develop and modify goals/objectives on student ITP/IEPs. ● Ensure that goals/objectives are outcome-based, longitudinal, and measurable. ● Implement student IEPs utilizing teaching methods, materials, and adaptations appropriate to meet individual student needs. ● Implement the Transition Ten Sigma Curriculum consisting of content in the community living domains, functional academics, vocational and embedded social, communication and motor skills. ● Implement programs recommended curriculum for Transition. ● Community Instruction. ● Design, revise, and maintain a class schedule consisting of activities developed from student IEP goals/objectives. ● Provide instruction in integrated environments. ● Design, revise, and maintain instructional programs developed from student IEP goals/objectives. ● Facilitate cooperative learning. ● Provide opportunities to interact with peers to form friendships and support networks. ● Implement programs and procedures recommended by transdisciplinary team members. ● Demonstrate a consistent method of assessing student growth via the use of clear criteria and is congruent with student goals. Collect and summarize performance data on an ongoing basis. |

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| | <ul style="list-style-type: none"> • Collaborate with team members to report on student progress by the established timelines. • Participate in Transition Planning meetings and implement movement to adult services for exiting students. |
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| Position | Mild/Moderate Teachers |
|-------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program; • Schedule and prepare all materials for IEP meetings; • Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education services; • Maintain special education records to meet compliance guidelines; • Teach/instruct students to ensure successful progress toward student's IEP goals; • Communicate with parents about student progress and recommendations for home-based methods and materials; follows up on progress regularly; • Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum; • Assist with implementation/understanding of accommodations/modifications • Perform initial, triennial, and other informal assessments in order to identify student need(s); • Attend staff meetings and professional development training. • Other duties as assigned. |

| Position | Moderate/Severe Teachers |
|-------------------------|---|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program; • Schedule and prepare all materials for IEP meetings; • Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education services; • Maintain special education records to meet compliance guidelines; • Teach/instruct students to ensure successful progress toward student's IEP goals; • Communicate with parents about student progress and recommendations for home-based methods and materials; follows up on progress regularly |

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| | <ul style="list-style-type: none"> • Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum; • Assist with implementation/understanding of accommodations/modifications • Attend staff meetings and professional development training. |
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| Position | Services Coordinator (Classified) |
|--------------------------------|--|
| Description of Services | <ul style="list-style-type: none"> • Draft master contracts with non-public agencies for the review and approval of the Executive Director of Special Education • Support regional service technicians and assessment intake coordinators in performing their job duties • Maintain master list of DIS providers with current contracts. • Manage lists with DIS providers to maintain current data on assessments and services provided. • Develops and facilitates protocol for assigning a DIS assessor or provider. • Coordinates and facilitates the assigning of a student to a DIS assessor or provider. • Follow up with families to make sure the DIS providers are providing services as per the student's IEP. • Will serve as a contact for parents in case of DIS provider questions. • Will locate new DIS providers in areas that are convenient for parents and their students. • Gathers appropriate data in support of the compliance of services provided. • Process Initial Requests for Region • Process Assessment Plans for Region • Maintain a Ready to Schedule Spreadsheet for Regional Assessment Team Members • Collaborate with SPED Team Members and Assessment Team Field Members • Performs such tasks and assumes such responsibilities as may be assigned by the Executive Director of Special Education. |

| Position | SEIS Coordinator (Classified) |
|--------------------------------|---|
| Description of Services | <p>Special Education and Academic Skills Intervention Services</p> <ul style="list-style-type: none"> • Manages and monitors database users and student records for the purpose of assuring accuracy, and identifying and resolving data errors as necessary. • Responds to questions from program staff; remotely assists staff with technology problems • Communicates and coordinates with personnel to exchange information, coordinate activities for the purpose of resolving issues or concerns. |

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| | <ul style="list-style-type: none"> ● Process enrollment of students with IEPs by requesting electronic student records. ● Process withdrawals of students with IEPs by requesting electronic student records. ● Prepares and maintains a variety of records and reports as needed for the purpose of complying with state mandated reporting requirements. ● Compares and aligns information within the student information system, School Pathways, to the Special Education Information System (SEIS) to ensure alignment. ● Provides training in the use of new and existing technology and software and prepares training materials for the purpose of supporting technological advancements to regional Inspire special education department staff. ● Maintains assigned project control files (e.g., research, completion, etc.) for the purpose of ensuring compliance with mandatory due dates. ● Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities. ● Attend staff meetings and professional development training. ● Process Initial Requests for Region ● Additional Support as Requested |
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| Position | AT Coordinator (Classified) |
|-------------------------|--|
| Description of Services | <ul style="list-style-type: none"> ● Assists Senior Director of Special Education in various tasks (i.e. keeping a database of low incidence purchases, ordering/tracking AT) for the purpose of supporting the performance of their functions. ● Composes documents (i.e. correspondence, agendas, minutes, bulletins, reports, etc.) for the purpose of communicating information to program personnel, the public, state officials regarding student assistive technology records/SELPA reimbursements.) ● Coordinates the delivery and pickup for the purpose of organizing and prioritizing AT delivery. ● Maintains various information, files and records (i.e. low incidence invoices, documentation, price listings on AT/Enrichment items, IEP's, etc.) for the purpose of providing information regarding student information, etc. ● Monitors assigned activities (i.e. AT procedures, create handbooks,) and/or program components (i.e. critical timeliness, etc.) for the purpose of ensuring compliance with financial legal and/or administrative requirements. ● Responds to inquiries made by staff, the public, school districts, parents and/or students for the purpose of providing information and/or direction as may be required of student reports. |

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| | <ul style="list-style-type: none"> • Creates and maintains a database of AT sent out to families. Check in yearly (at the IEP) to ensure the equipment is still working and necessary. • Maintains the list of all SPED Loaner Laptops, including current location of those who have been loaned to parents. • Retrieves AT when a student W/D or graduates. • Store, stock, and catalog AT when it has been retrieved and prepare for future use. • Maintains iReady accounts and trains SPED teachers on the use of. - ? • Collaborates with SPED Teachers/IT/Curriculum/ Enrichment to ensure prompt delivery of curriculum/Assistive Technology (AT) • Coordinates the content and maintains Inspire special education website. • Duties as assigned. |
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| Position | Administrative Assistant |
|-------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <p>Essential Job Functions:</p> <ul style="list-style-type: none"> • Composes documents from electronic recordings, etc., (e.g. letters, records, reports, memoranda, agenda, forms, minutes etc.) for the purpose of communicating information to appropriate personnel, the public, state officials, etc. • Proofreads own work and that of others for the purpose of ensuring accuracy of documents. • Gathers, compiles, generates and distributes information for the purpose of disseminating information to appropriate parties. • Makes computations using several arithmetical processes for the purpose of verifying totals on reports, requisitions, etc. • Maintains inventory of office supplies for the purpose of ensuring availability of required items. • Answers phones for the purpose of screening calls, transferring calls, responding to inquiries and/or taking messages. • Operates a variety of standard office equipment (e.g., computers, fax, copier/printer, etc.) for the purpose of performing job functions. • Processes and prepares documents and materials (e.g. schedules, agendas, mail, presentations, etc.) for the purpose of disseminating information to appropriate parties. • Makes independent decisions regarding office work flow, delegating work for the purpose of maximizing the efficiency of the work force and meeting operational requirements. • Coordinates and schedules meetings (may attend as recording secretary), conferences, and appointments for the purpose of supporting staff in the completion of their work activities. • Prepares written materials (e.g. letters, brochures, newsletters, forms, advertisements, legal notices, brochures agreements, etc.) for the purpose |

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| | <p>of conveying information regarding county office activities and/or procedures.</p> <ul style="list-style-type: none"> • Researches and monitors the status of legislation and regulations for the purpose of ensuring compliance with financial, legal and/or administrative requirements that may impact the operations of Inspire Charter School. • Assists in maintaining policy manuals for the purpose of maximizing the efficiency of the workforce and meeting operational requirements. • Provides training and supervision of clerical work performed by others for the purpose of supporting them in the completion of their work activities |
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| Position | Assistant Director of Special Education |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Assists the Senior Director of Special Education in developing strategic plans and goal priorities for the school setting and in the expansion of school service • Communicates via telephone, virtually, mail, and in person with out of division placements. • Develops and implements organizational training. • Monitors IEPs for compliance and time lines. • Analyze regulatory information. • Communicates/confers with parents, teachers, administrators, and other professionals. • Attends and/or conducts meetings (eligibility, IEP, conferences, staffing). • Performs related work as required. • Lead administrator with SpEd Transitions and ATP Programs • Works closely with community groups and community colleges for student placement <p>KNOWLEDGE, SKILLS AND ABILITIES:</p> <ul style="list-style-type: none"> • Knowledge of special education regulations for the State of West Virginia. • Ability to interpret test data. • Ability to provide in service training. • Excellent communication skills. • Excellent organizational skills. • Ability to make independent decisions in accordance with established policies and procedures. • Ability to develop and provide in service training to staff. • Ability to interpret state special education regulations and inform staff of any changes. • Proficiency in the use of technology and software programs. • Ability to get along with many different personalities and to handle crisis situations. |

| Position | Senior Director of Special Education |
|-------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <p>ESSENTIAL RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Attend Instructional, Finance, and Operational Cabinet meetings with general education directors to ensure special education interests are considered. 2. Collaborate, interface, and attend to Special Education Local Plan Area (SELPA) relationships and meeting participation. 3. Be attentive to statewide trends in special education by attending State Board of Education (SBE), Advisory Commission on Charter Schools (ACCS), Advisory Commission on Special Education (ACSE) board meetings. 4. Interpret law, regulations, and policy/procedures to determine best course of action; advise/direct school personnel and parents. 5. Oversee Office of Civil Rights (OCR) and Office of Administrative Hearings (OAH); maintain communication with attorneys and advocates. 6. Evaluate and recommend programs, policies, and goals across regional special education departments. 7. Oversee and implement CMO professional learning plan. 8. Train, supervise, direct and evaluate all personnel assigned to the Charter Management Organization (CMO) Special Education department 9. Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information. 10. Develop and maintain liaison with appropriate governmental agencies and relevant community groups. 11. Oversee Special Education Information System (SEIS) and CASEMIS reporting compliance for all Inspire local education agencies. 12. Support Regional Directors in implementing their job duties as follows: <ol style="list-style-type: none"> a. Plan, organize, and direct assigned Special Education programs; manage programs involving teachers, aides, and auxiliary staff; oversee the instructional program in areas of responsibility assigned to assure individual and collective goals for students are achieved within a wide variety of disabilities and disciplines. b. Facilitate IEP meetings; provide leadership to resolution of issues. c. Train and oversee staff in established procedures for the identification, placement, and program review for students with disabilities. d. Train, supervise, direct and evaluate all personnel assigned to the regional special education department. e. Participate in the recruitment, interviewing and selection of personnel to carry out the program. f. Supervise the development of programs and strategies for prevention and early intervention. g. Provide technical expertise, information, and assistance to program staff regarding programs; formulate and develop policies and procedures for programs. h. Provide leadership to staff in identifying instructional needs and in identifying short- and long-range objectives to meet these needs in an assigned geographic area. 13. Perform other duties as assigned. |

QUALIFICATIONS

Knowledge of:

- Current Federal and State curriculum and instructional standards and expectations for Special Education students
- Modern principles and practices of public school administration, principles of instructional and curricular development services including strategies pertaining to the improvement of a district-wide special education program
- Laws, regulations and procedures governing special education administration
- Federal, State, and District policies, guidelines and laws related to student assessments and accountability
- Applicable Education Code rules and regulations
- Social services and youth service agencies in the local area
- Developmental, social, emotional and behavioral characteristics of pre-school, elementary, and secondary special education students
- Applicable and appropriate achievement appraisal instruments, techniques, and procedures
- The role of student support services in achieving academic success
- Budget development and administration; technology, spreadsheets, databases and other computer programs to facilitate management activities

Ability to:

- Establish and maintain cooperative working relationships;
- Maintain confidentiality; exercise professional discretion and judgment
- Manage, supervise, and evaluate employees with a positive approach
- Plan and approve appropriate training for staff
- Develop policies and procedures
- Keep informed of all legal requirements governing Special Education
- Work with students (kindergarten through twelfth grades)
- Work cooperatively with staff, parents, community partners, community members coming from a wide range of perspectives and possess excellent interpersonal skills
- Work in a diverse socio-economic and multicultural community
- Communicate effectively in oral and written form;
- Operate a computer and other office equipment as assigned, drive a vehicle to conduct work as assigned
- Understand and carry out oral and written instructions;
- Maintain consistent, punctual and regular attendance
- Be flexible and able to deal with uncertainty and change
-

ALLOCATION OF SERVICES

For the instructional shared personnel defined above, the following formula is used to determine the Allocation: Lessee schools shall be charged based on the number of students served by each Shared Personnel. The amount charged is the total cost of the staff divided by percentage of students per school served on the staff caseload

IN WITNESS WHEREOF, the Parties execute this Attachment A of the Memorandum of Understanding.

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| Monarch River Academy, a California nonprofit public benefit corporation By: Name: Its: Date: _____, 2020 | Yosemite Valley Charter School, a California nonprofit public benefit corporation By: Name: Its: Date: _____, 2020 |
| Alta Vista Elementary, Authorizing District for Monarch River Academy By: Name: Its: Date: _____, 2020 | Westside Elementary School, Authorizing District for Yosemite Valley Charter School By: Name: Its: Date: _____, 2020 |

ATTACHMENT B**Total Cost**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein.

The following total cost of employing Shared Personnel to provide Services (as defined in Attachment A) is approved and effective as of **July 1, 2020**.

MONARCH RIVER ACADEMY:

| Position | Shared Personnel Costs |
|----------|------------------------|
| TR1 | \$ 104,774.20 |
| TR2 | \$ 89,639.93 |
| SD2 | \$ 205,139.34 |
| MM9 | \$ 74,595.69 |
| MS5 | \$ 100,895.13 |
| TR3 | \$ 85,472.27 |
| PS3 | \$ 115,780.65 |
| MM10 | \$ 84,304.86 |

YOSEMITE VALLEY CHARTER SCHOOL:

| Position | Shared Personnel Costs |
|----------|------------------------|
| MS1 | \$ 99,690.51 |
| AS1 | \$ 138,392.54 |
| MM1 | \$ 87,355.17 |
| MM2 | \$ 97,084.88 |
| AS2 | \$ 87,494.69 |
| AS3 | \$ 111,720.71 |
| PY1 | \$ 147,525.26 |
| MM3 | \$ 94,011.73 |
| MS2 | \$ 88,220.61 |
| PS1 | \$ 103,583.05 |
| MS3 | \$ 90,085.77 |
| MM4 | \$ 82,346.44 |
| AS4 | \$ 87,563.73 |
| CL5 | \$ 54,505.01 |
| CL6 | \$ 48,387.69 |
| MM5 | \$ 108,103.14 |
| MM6 | \$ 73,862.61 |
| CL7 | \$ 59,329.60 |
| PS2 | \$ 118,192.75 |
| MM7 | \$ 100,702.65 |
| MS4 | \$ 82,984.64 |

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|-----|---------------|
| MM8 | \$ 95,490.45 |
| SD1 | \$ 149,847.75 |
| CL8 | \$ 46,683.34 |
| CL9 | \$ 52,686.57 |

Cover Sheet

Shared Staff Memorandum of Understanding with Monarch River (p. 93-112)

| | |
|--------------------------|--|
| Section: | II. Finance |
| Item: | D. Shared Staff Memorandum of Understanding with Monarch River (p. |
| 93-112) | |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Inspire CentralShared Personnel Services MOU Dec. 2020.pdf |

MEMORANDUM OF UNDERSTANDING FOR SHARED PERSONNEL SERVICES

This Memorandum of Understanding for Shared Personnel Services and Resources (“**MOU**”) is entered into as of July 1, 2020 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: Monarch River Academy and Yosemite Valley Charter School.

WHEREAS, Monarch River Academy operates a public charter school named Monarch River Academy and Yosemite Valley Charter School operates a public charter school named Yosemite Valley Charter School (each a “**School**” or collectively the “**Schools**”);

WHEREAS, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

WHEREAS, each School employs certificated teachers designated as having the responsibility for the general supervision of their students’ independent study pursuant to Education Code § 51747.5(a);

WHEREAS, Education Code § 51749.5(a)(3) authorizes a nonclassroom-based charter school to enter into a memorandum of understanding with another charter school whereby the charter school leases certificated teachers to provide instruction to pupils of the nonclassroom-based charter school;

WHEREAS, the Schools desire to use the flexibility afforded under Education Code § 51749.5(a)(3) to share instructional personnel and the Schools’ respective education programs are structured to allow staff to effectively instruct, supervise, and support students from remote locations;

WHEREAS, the Schools have obtained any necessary approvals from their respective charter authorizers to enter into this MOU;

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. Shared Personnel. During the term of this MOU, the Parties shall coordinate with each other for shared personnel (“**Shared Personnel**”) to perform the educational services described in Attachment A (the “**Services**”) under the terms and conditions set forth herein.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term “**Lessor**” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “**Lessee**” refers to a School receiving Services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or

Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel's employment relationship with Lessor. Lessees are not, and nothing in this MOU shall cause Lessees to become, third party beneficiaries to Lessor's employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. Allocation. Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formulas set forth in Attachment A (the "**Allocation**"), as it may be adjusted from time to time. The Allocation shall be assessed at the intervals set forth in Attachment A for each year of this MOU and upon termination as set forth in Section 8.

4. Allocation of Services. Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. Allocation of Fees and Expenses. As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment B (including total gross wages, benefits, workers' compensation costs, retirement benefit system contributions, and employment taxes). The total cost shall be fixed as of July 1 for each year of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by the Parties in Attachment B, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be divided by relative Allocation between those Parties on whose behalf the expenses were incurred. Expenses in excess of \$1,000.00 must be approved in advance by the affected Parties. To the extent such expenses are not incorporated in the total costs outlined in Attachment B, invoices for expenses shall be sent within thirty (30) days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts).

6. Lessor Responsibilities: In addition to any other promises and covenants identified herein, Lessor shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Timely pay Shared Personnel consistent with applicable law and their employment

agreements, if any.

d. Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.

e. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

f. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

g. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.

h. Assuming Lessor participates in CalSTRS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS purposes.

i. If Lessee reports a Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(i).

j. If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

7. Lessee Responsibilities: In addition to any other promises and covenants identified herein, each Lessee shall have the following responsibilities under this MOU:

a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.

d. Provide a safe working environment for Shared Personnel.

e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of

Lessee's applicable policies and procedures.

f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.

g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing compliant meal and rest periods (e.g., ensuring that non-exempt Shared Personnel take meal and rest periods in accordance with their schedule) and ensuring non-exempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by non-exempt Shared Personnel while working on behalf of Lessee.

8. Term and Termination.

a. Term. The MOU is effective as of July 1, 2020 and shall remain in effect until June 30, 2021 (the "**Initial Term**"). This MOU shall automatically renew for consecutive additional one (1) year terms unless a Party provides written notice of non-renewal to the other at least ninety (90) days prior to the expiration of the then-current term (each, a "**Renewal Term**"). The Initial Term and any Renewal Term(s) are referred to as the Term. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.

b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.

- i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately.
- ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.
- iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for any severance, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.

9. Monthly Payment and Deposit. Lessor shall provide monthly statements to each Party which shall include the billing period, the fees and any expenses owed and a description of the method by which the fees and expenses were calculated. Each Party shall submit payment to Lessor within 30 days after receipt of the invoice. Any disputes concerning invoices must be directed to Lessor in writing within thirty (30) days after receipt of the invoice. Lessor shall provide access to reasonable backup

documentation for such fees upon request and subject to privacy considerations.

10. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 11 shall survive termination of this MOU.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing a Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor to access personally identifiable information from student education records from the Lessee as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("**PII**") means any information that can be used on its own

or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor's performance under this MOU and the provision of Services by Shared Personnel:

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the "***Additional Insureds***") under the General Liability and Employment Practices policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor's insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor's insurance and shall not contribute to it.

f. Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. Upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor's obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein

required, at any time.

h. Lessor will provide thirty (30) days prior written notice to Lessee(s) in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work if possible.

14. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

15. Indemnification.

a. General Indemnification: Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence or willful misconduct of that Party, including its employees, officers directors and agents excluding Employment Claims as defined in Section 15(b).

b. Shared Costs for Employment Claims by Shared Personnel: The Parties agree to share costs for Employment Claims made by Shared Personnel against a Party based on the Allocation. "Employment Claims" means any and all liability, loss, claims, demands, damages, expenses, lawsuits, and costs arising under and relating to wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, doubletime, and any incentive compensation), employment benefits, leaves of absence, accommodations, or other applicable employment laws for which a Party may be liable as a joint or employer of Shared Personnel.

c. No Indemnification for Sole Negligence or Willful Misconduct: Notwithstanding anything contrary herein, in no event shall any Party be required to: (i) defend, indemnify or hold harmless any other Party ("Other Party"); or (ii) contribute to costs as set forth in Section 15(b) for that Other Party's sole negligence or willful misconduct.

16. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

17. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost

allocation to be paid is fair and reasonable.

18. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County, or another jurisdiction upon mutual agreement by the Parties in dispute, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

19. Notice. All notices, requests, demands, or other communications (collectively “**Notice**”) given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

To: Monarch River Academy
ATTN: Board President
3610 E. Ashlan Ave.
Fresno, CA 93726
sam@theenglishlearnergroup.com

To: Yosemite Valley Charter School
ATTN: Board President
3610 E. Ashlan Ave.
Fresno, CA 93726
ljarocki@hotmail.com

20. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

21. Entire Agreement. This MOU and any attachments incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU and is a final, complete and exclusive statement of the terms of the MOU.

22. Amendments. This MOU may be amended by the mutual written consent of all Parties.

23. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

24. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

25. Governing Law. This MOU shall be governed by and interpreted under California law.

26. Authority to Contract. Each Party warrants to the others that it has the authority to

enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

27. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Monarch River Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Alta Vista Elementary, Authorizing District for
Monarch River Academy

By: _____
Name: _____
Its: _____
Date: _____, 2020

Yosemite Valley Charter School, a California
nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Westside Elementary School, Authorizing District for
Yosemite Valley Charter School

By: _____
Name: _____
Its: _____
Date: _____, 2020

ATTACHMENT A**Effective Date: July 1, 2020**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between the Parties listed below. This Attachment A shall amend, replace and supersede any prior Attachment A between the Parties in their entirety.

DESCRIPTION OF SERVICES

| Position | Teacher |
|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Providing direct and indirect instruction to Lessee students. • Long and short-term planning addressing individual needs of students. • Evaluating students' progress. • Teaching an individualized approach per the Lessee's Charter Petition. • Providing an inviting, exciting, and innovative learning environment to students. • Serving as advisors to students. |

| Position | Executive Director |
|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Oversee all daily functions. • Be professional, fair, and a team player in all duties, actions, and communications. • Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed. • See to the execution of all decisions and requests from the Board. • See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered. • Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies. • Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties. • Promote student academic achievement at all levels. • Advocate for equitable academic and extracurricular programs in all facets of the school. • Ensure Year-End Transition (YET) is completed accurately and on time • Participate in data collection and analysis • Monitor and ensure successful testing participation and administration • Monitor and report teacher and student numbers, as needed • Participate in staff evaluations • Help monitor and direct special committees, projects, and or adjunct duties |

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| | <ul style="list-style-type: none"> • Ensure proper teacher training and professional development |
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| Position | Co-Director |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Actively engage and be available to work with the Executive Director to assist with emails, phone calls, meetings, events, students, parents, Homeschool Teachers, and other regional staff. • Help ensure information, processes, and procedures from different departments is shared with fidelity and in a timely manner. • Help oversee Special Committees and or adjunct duties. • Assist with student transfers and Teacher Assignments for new students. • See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered. • Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences. • Be professional, fair, and a team player in all duties, actions, and communications. • Assist with hiring, onboarding, and directly supervise and train staff. • Promote student academic achievement at all levels. • Monitor enrollment numbers and processes • Build, approve, and monitor teacher rosters • Approve and complete teacher transfers/withdrawals • Enrichment ordering approvals and monitoring • SA approvals process • Package program vendor support and invoicing |

| Position | High School Director |
|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Oversee and direct the High School Specialist(s) and High School Counselor(s). • Assists high school and college tutors. • Assists the Intervention Team as needed. • Develop and assist the High School Program as needed. • Plans, prepares, and implements instructional activities that contribute to an engaging learning environment. • Hold information sessions regarding the high school program for staff and students. • Manage graduation plans and perform graduation checks. • Monitor student progress and work with Home School Teachers, High School Specialist(s), High School Counselor(s), families, and support staff to ensure students are supported. • Support Individualized Graduation Plan (IGP) review process. |

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| | <ul style="list-style-type: none"> • Support college and career readiness for all students. • Provide support and feedback to HSTs and families regarding course and curriculum selection. • Assist with coordination and planning of high school events and senior events in the region. • Seek out and develop partnerships with local community colleges and ROP programs • Develop, maintain, and promote CTE pathways. • Focus on student achievement through planning and practices aligned with the LCAP. • Develop and ensure that all courses are A-G through College Board requirements. |
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| Position | Administrative Services Director |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Supervising day-to-day operations of the administrative department and staff members. • Establish and maintain effective relationships with authorizers, stakeholders, board of directors, staff, and the public. • Select, train, motivate, and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures. • Oversee and participate in the development and administration of assigned department budgets; approve the forecast of funds needed for staffing, equipment, materials, and supplies; approve expenditures and implement budgetary adjustments as appropriate and necessary. • Directing, delegating, and evaluating administrative department operations and staff members to ensure the school operates in a smooth, efficient manner. • Manage the development and implementation of goals, objectives, and priorities for each assigned service area; recommend and administer policies and procedures. • Prepare clear and concise reports such as administrative and financial reports. • Analyze problems, identify alternative solutions, project consequences of propose actions and implement recommendations in support of goals. • Interpret and apply applicable federal, state and local policies, laws and regulations. • Work with the multiple departments and team members to set budgets, monitor spending, and process payroll and other expenses. • Overseeing special projects and tracking progress towards goals. • Building new and expanding existing skills by engaging in educational opportunities. • Establishing and enforcing department regulations, guidelines, budgets, and timelines. • Ensuring that information and records are organized and stored in the proper manner. |

| Position | Director of Community Connections |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Provide support, information and ideas to Regional Community Coordinators. • Focus on student achievement through planning and practices aligned with the LCAP |

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| | <ul style="list-style-type: none"> • Oversee and implement Community Connections policies and processes. • Plan and implement community service opportunities in the assigned region. • Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others. • Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members. • Partner with community organizations to provide service opportunities for families. • Reach out to and be the point person for community organizations that provide opportunities that would support the Inspire Community. • Promote community among teachers and families. • Plan approximately 3 events per month (thematic park day, community event and field trip). • Foster an environment of creative thinking and cohesive team effort. • Respond to requests and correspondence from teachers, families and community representatives in a timely manner. • Motivate and inspire team members. • Support the development and implementation of the LCAP. • Equip parents and teachers to start and organize clubs. |
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| Position | SST Coordinator |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Schedule, facilitate, document, and follow up with SST Meetings • Implements academic and social-emotional/behavioral intervention strategies, tools and curriculum and provides feedback to the Student Study Team. • Communicate with parents, teachers, staff regarding progress, further assessments needed, etc. • Help with teacher & parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes. • Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed. • Assist with progress monitoring & data collection |

| Position | 504 Coordinator |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Schedule, facilitate, document and follow up with 504 Meetings. • Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students. • Work with Testing, CALPADS, Assessment/SPED Team, and other departments as needed. • Collaborate to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team. |

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| | <ul style="list-style-type: none"> • Communicate with parents, teachers, staff regarding progress, further assessments needed, etc. • Help with teacher & parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes. • Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed. • Assist with progress monitoring & data collection • Enter and/or pull data and reports from the SIS (e.g, ELD, 504, demographics) |
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| Position | EL Coordinator |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Maintain appropriate data of EL students in Pathways. • Monitor newly enrolled EL students and TOMS ELPAC eligible students to verify testing or correction of ELAS as needed. • Input scores for Initial ELPAC into TOMS LST. • Plan and administer ELPAC tests to all EL students as required. • Work with Testing, CALPADS, Records, Assessment/SPED Team, and other departments as needed. • Collaborate within the school to implement EL curriculum. • Supply training and emails for notifying HSTs and instructions for Moodle proctor training and to determine who needs the Initial ELPAC. • Order and track supplies for Initial and Summative ELPAC. • Develop and hold Outstanding Direct Instruction Sessions each week for EL students. • Monitor data and progress reporting of EL's and RFEP's; encourage intervention and support as needed. • Review initial ELPAC scores and designate students as needed. Review summative ELPAC scores and reclassify students that qualify. • Oversight of ELAS Correction Policy. |

| Position | High School Counselor |
|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others. • Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members. • Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information. • Manage graduation plans and perform graduation checks. • Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported. • Participate in all required teacher training and professional development activities, as |

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| | <p>well as all training and certification maintenance requirements mandated by state law.</p> <ul style="list-style-type: none"> • Plan, prepare, and implement instructional activities that contribute to an engaging learning environment. • Hold virtual live sessions, such as office hours and workshops , provide 1-on-1 support when help is sought. • Seek out and develop partnerships with local community colleges and ROP programs • Develop, maintain, and promote CTE pathways. • Support college and career readiness for all students. • Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs. |
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| Position | High School Specialist |
|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff. • Attend 2-3 Regional meetings a month and communicate HS updates and answer HS questions. • Advise either the Freshman, Sophomore, or Junior Class. Holding Zoom meetings for them twice a month. • Check IGP's for 9th, 10th or 11th grade. (Same as grade level they advise) • Help HST's monitor Progress for your advisory class grade level and support them in creating catch up plans and pacing guides. • Be the point of contact for NCAA, Middle School Students Taking HS Courses, or National Honor Society • Assist in updating High School Section in Handbook • Attend Work Parties to train new staff • Give High School Information Sessions Presentations |

| Position | Teacher Trainer Coordinator |
|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Collaborate with the leadership team to plan and implement trainings. • Provide training and support as needed to all teachers on an ongoing basis throughout the school year. • Coordinate, schedule, and implement regional "Boot Camp" Training. Training team members may have involvement during the Annual Back to School PD and will schedule trainings for their designated region as needed throughout the school year. • Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members. • Host online or in-person meetings and trainings as needed. • Assist with continued development of the training program and duties as needed. • Be an active, contributing member of the Training Team. This could include participating in pilot groups, as needed and provide supportive and constructive feedback. Involvement may include learning a new process or program, participate in |

| | |
|--|--|
| | a select pilot group of team members to test the process or program, attending in-service and/or virtual trainings and meetings. |
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| Position | Intervention Specialist |
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| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Intervention teachers will use STAR 360 results to determine the unit for DOI. They will use STAR • 360 benchmarks pre and post the 6 weeks of study to measure success. • Collaborate within the Department to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team. • Facilitate, document Intervention communications and follow up with SST/504 Meetings • Communicate with parents, teachers, staff regarding progress, further assessments needed, etc. • Establish, facilitate and maintain a system for providing tier 1, 2 and tier 3 virtual instruction • Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students. |

| Position | Executive Administrative Assistant |
|--------------------------------|---|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Assists the Executive Director and Co-Director in the daily operation of the school as well as the planning, implementing, directing and maintaining of school programs by providing a wide variety of complex and confidential administrative and secretarial support. • Communicating on behalf of the school and the governing board to its staff, other districts, and public agencies. • Collects and prepares data for complex and confidential reports as assigned. • Utilizes methods to improve work flow and simplifies reporting procedures. • Responds to inquiries from state, county and district personnel and the public. • Interprets policies, regulations, and procedures. • Assist with board policies, state and county reports, financials, and all required items for the school, authorizing bodies, and governing board. • Arranges meetings and conferences and makes necessary reservations. • Represents the school as the Board Clerk for all governing board meetings. |

| Position | Receptionist |
|-----------------|---------------------|
|-----------------|---------------------|

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|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Consistently complete all job duties in a fast-paced environment • Provide secretarial assistance to the Leadership Team • Oversee, coordinate, and perform day to day school office/clerical functions. • Greet and assist all office visitors • Follow office safety protocols, set up rooms for testing, and assist students/staff with technology checkouts and questions • Able to work independently and as a team managing daily tasks for the school • Assist employees, students, the board of directors, multiple departments, outside vendors, stakeholders, and the general public as needed • Exercises best practices in handling matters of a difficult and sensitive nature • Assists multiple departments as needed • Order and manage office supplies • Filing and reconciling receipts and purchase orders. • Answer and direct calls |
|--------------------------------|--|

| | |
|--------------------------------|---|
| Position | |
| Description of Services | Duties and responsibilities include, but are not limited, to: |

| | |
|--------------------------------|---|
| Position | Administrative Assistant |
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Answer and direct phone calls. • Produce and distribute correspondence memos, letters, faxes and forms. • Maintain social media and marketing accounts. • Develop and maintain relationships with vendors, staff, and families. |

ALLOCATION OF SERVICES

Each Party's Allocation for the shared personnel providing Services shall be determined by dividing their ADA by the combined ADA of all Parties to this MOU, as set forth below:

| Party | ADA | Allocation |
|--------------------------------|------------|-------------------|
| Yosemite Valley Charter School | 2263 | .71 (71.29%) |
| Monarch River Academy | 930 | .29 (28.71%) |

Each School shall pay for the costs of Shared Personnel described in Attachment B by multiplying the Allocation percentage by the total Shared Personnel Costs.

In order to ensure an equitable allocation of fees and expenses, the Schools shall review how much each

School is paying staff for each month to ensure invoices account for actual Shared Personnel Costs.

Each Party's Allocation shall be determined and reassessed at the following intervals:

1. First Assessment. The Parties shall determine the Allocation no later than July 1, based upon each Party's second principal apportionment report (P-2) for the prior school year and staffing.

2. Second Assessment. The Parties shall re-assess the Allocation no later than December 15, based upon each Party's ADA as of that date, and any resulting adjustments shall be effective as of January 1.

IN WITNESS WHEREOF, the Parties execute this Attachment A of the Memorandum of Understanding.

Monarch River Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Yosemite Valley Charter School, a California
nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

ATTACHMENT B**Total Cost**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between Yosemite Valley Charter School and Monarch River Academy.

The following total cost of employing Shared Personnel to provide Services (as defined in Attachment A) is approved and effective as of **July 1, 2020**.

MONARCH RIVER ACADEMY:

| Position | Shared Personnel Costs |
|----------|------------------------|
| SS4 | \$ 10,000.00 |
| HQT12 | \$ 100,067.83 |
| HQT14 | \$ 96,290.86 |
| ED1 | \$ 224,663.71 |
| EL3 | \$15,000.00 |
| CD1 | \$ 181,374.52 |
| HQT11 | \$ 91,363.15 |
| SS5 | \$ 10,000.00 |
| AD2 | \$ 154,975.67 |
| SS5 | \$ 10,000.00 |
| HQT13 | \$ 87,384.08 |

YOSEMITE VALLEY CHARTER SCHOOL:

| Position | Shared Personnel Costs |
|----------|------------------------|
| EL1 | \$ 10,000.00 |
| CL1 | \$ 67,557.91 |
| CL2 | \$ 69,557.91 |
| HS1 | \$ 10,000.00 |
| SS1 | \$ 10,000.00 |
| HS2 | \$ 10,000.00 |
| CE1 | \$ 15,000.00 |
| CL3 | \$ 26,018.03 |
| EL2 | \$ 10,000.00 |
| CL4 | \$ 109,465.89 |
| SS2 | \$ 10,000.00 |
| HS3 | \$ 5,000.00 |
| HS4 | \$10,000.00 |
| SS3 | \$10,000.00 |
| AD1 | \$ 175,235.09 |
| CL8 | \$ 46,683.34 |
| HS5 | \$ 20,000.00 |
| HS6 | \$ 160,123.13 |
| TT1 | \$10,000.00 |

Cover Sheet

Memorandum of Understanding with Monarch River Academy, Clarksville Charter School, Lake View Charter School, Feather River Charter School, and Cottonwood Charter School (p. 113-127)

Section: II. Finance
Item: E. Memorandum of Understanding with Monarch River Academy,
Clarksville Charter School, Lake View Charter School, Feather River Charter School, and
Cottonwood Charter School (p. 113-127)
Purpose: Vote
Submitted by:
Related Material: Central North Shared Services MOU.pdf

MEMORANDUM OF UNDERSTANDING FOR SHARED TEACHER SERVICES

This Memorandum of Understanding for Shared Teacher Services and Resources (“**MOU**”) is entered into as of July 1, 2020 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: Monarch River Academy, Yosemite Valley Charter School, Clarksville Charter School, Feather River Charter School, The Cottonwood School, and Lake View Charter School.

WHEREAS, Monarch River Academy operates a public charter school named Monarch River Academy, Yosemite Valley Charter School operates a public charter school named Yosemite Valley Charter School, Clarksville Charter School operated a public charter school named Clarksville Charter School, Feather River Charter School operates a public charter school named Feather River Charter School, The Cottonwood School operates a public charter school named The Cottonwood School, and Lake View Charter School operates a charter school named Lake View Charter School (each a “**School**” or collectively the “**Schools**”);

WHEREAS, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

WHEREAS, each School employs, certificated teachers designated as having the responsibility for the general supervision of their students’ independent study pursuant to Education Code § 51747.5(a);

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. Shared Personnel. During the term of this MOU, the Parties shall coordinate with each other for shared personnel (“**Shared Personnel**”) to perform the educational services described in Attachment A (the “**Services**”) under the terms and conditions set forth herein. All shared personnel shall be documented between the Lessor and Lessee Schools, as defined herein, pursuant to Attachment B as outlined in a written process to be mutually agreed upon between the parties. No third party shall have the authority to unilaterally impose the sharing of personnel between the Parties.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term “**Lessor**” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “**Lessee**” refers to a School receiving Services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this MOU shall not

terminate the Shared Personnel's employment relationship with Lessor. Lessees are not, and nothing in this MOU shall cause Lessees to become, third party beneficiaries to Lessor's employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. Allocation. Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formulas set forth in Attachment A (the "**Allocation**"), as it may be adjusted from time to time. The Allocation shall be assessed at the intervals set forth in Attachment A for each year of this MOU and upon termination as set forth in Section 8.

4. Allocation of Services. Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. Allocation of Fees and Expenses. As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment C (including total gross wages, benefits, workers' compensation costs, statutory benefits, retirement benefit system contributions, and employment taxes). The total cost shall be fixed as of the date of execution of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by the Parties in Attachment C, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be divided by relative Allocation between those Parties on whose behalf the expenses were incurred. Expenses in excess of \$1,000.00 must be approved in advance by the affected Parties. To the extent such expenses are not incorporated in the total costs outlined in Attachment C, invoices for expenses shall be sent within thirty (30) days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts).

c. Invoicing. Each Party shall invoice the other Parties monthly for all fees and expenses incurred ("Monthly Invoice"). Each Monthly Invoice shall contain a brief description of the method by which the fees and expenses were calculated.

d. Payment Terms. Payment is due thirty (30) days from the date of delivery of the Monthly Invoice.

e. Disputes. Any disputes concerning invoices must be directed to Lessor in writing within thirty (30) days after receipt of the Monthly Invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

6. Lessor Responsibilities: In addition to any other promises and covenants identified herein,

Lessor shall have the following responsibilities under this MOU:

- a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.
- b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.
- c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.
- d. Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.
- e. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7), sex offense as defined by Education Code § 44010, or a controlled substance offense (as defined by Education Code § 44011); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.
- f. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.
- g. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.
- h. Assuming Lessor participates in CalSTRS or CalPERS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS or CalPERS purposes.
- i. If Lessee reports a Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(i).
- j. If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

7. Lessee Responsibilities: In addition to any other promises and covenants identified herein, each Lessee shall have the following responsibilities under this MOU:

- a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

- b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.
- c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.
- d. Provide a safe working environment for Shared Personnel.
- e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.
- f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.
- g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, ensuring that nonexempt Shared Personnel adhere to their schedule as provided by Lessor, including taking meal and rest periods, and ensuring nonexempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by non-exempt Shared Personnel while working on behalf of Lessee.

8. Term and Termination.

- a. Term. The MOU is effective as of July 1, 2020 and shall remain in effect until June 30, 2021 (the "**Term**"). This MOU shall automatically terminate unless renewed in writing by the Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.
- b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.
 - i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. If termination pursuant to this section is based upon a failure to pay an invoice in a timely fashion as outlined in Section 5(d) then the nonpaid Party may terminate the agreement with the nonpaying Party if that material breach has not been remedied within ten (10) business days of written notification of the material breach.
 - ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.

- iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for any severance, if any in the Shared Personnel's contract, up to two weeks of salary, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.
- iv. Termination of Shared Personnel Arrangements. Any Lessor or Lessee may terminate a Shared Personnel arrangement for teachers or other instructional staff who directly support students at any time, with or without cause or advance notice. If a Lessor or Lessee seeks to terminate a Shared Personnel arrangement for an administrative staff position who does not typically directly serve students, Lessee and Lessor shall provide sixty (60) days' written notice to other Parties before such termination. If there any disputes concerning termination of Shared Personnel arrangements, the Parties agree to meet and confer to seek a resolution in good faith.

9. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

10. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 11 shall survive termination of this MOU.

11. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“*FERPA*”) and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing a Lessee’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor to access personally identifiable information from student education records from the Lessee as part of its performance of the Services. For purposes of this MOU, the term “personally identifiable information” (“*PII*”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

12. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor’s performance under this MOU and the provision of Services by Shared Personnel:

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer’s Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educator’s Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the “*Additional Insureds*”) under the General Liability, Workers’ Compensation, and Employment Practices and Professional Liability policies as specified above. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor’s insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds

shall be excess to Lessor's insurance and shall not contribute to it.

f. Except for Workers' Compensation and Professional Liability coverages, Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. At commencement of this MOU, and upon any renewal of this MOU, and upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor's obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessor will provide thirty (30) days prior written notice to Lessee(s) in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work if possible.

13. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

14. Indemnification. Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, agents, and insurers from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence, wrongdoing, or willful misconduct of that Party, including its employees (including Leased Personnel), officers, directors, and agents. In no event shall any Party be required to defend, indemnify or hold harmless any other Party for the other Party's sole negligence, sole wrongdoing or singular willful misconduct.

This indemnification shall extend to claims occurring after this MOU is terminated as well as while it is in force. The indemnification and defense obligations set forth in this provision are separate and independent from the insurance provisions set forth in Section 12 herein; and do not limit, in any way, the applicability, scope, or obligations set forth in those insurance provisions.

15. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

16. Fiduciary Obligations. The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

17. Dispute Resolution. If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County, or another jurisdiction upon mutual agreement by the Parties in dispute, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

18. Notice. All notices, requests, demands, or other communications (collectively “**Notice**”) given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

| | |
|---|---|
| <i>To:</i> Monarch River Academy ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 sam@theenglishlearnergroup.com | <i>To:</i> Yosemite Valley Charter School ATTN: Board President 3610 E. Ashlan Ave. Fresno, CA 93726 ljarocki@hotmail.com |
| <i>To:</i> Clarksville Charter School ATTN: Board President 4818 Golden Foothills Parkway #9 El Dorado Hills, CA 95762 emily95661@gmail.com | <i>To:</i> Feather River Charter School ATTN: Board President 4305 South Meridian Road Meridian, CA 95957-9647 Dbrockmyer@hotmail.com |
| <i>To:</i> Lake View Charter School ATTN: Board President 4672 County Road N Orland, CA 95963 Lindsay.mower@gmail.com | <i>To:</i> The Cottonwood School ATTN: Board President 7006 Rossmore Lane El Dorado Hills, CA 95762 nlorenzedd@gmail.com |

19. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

20. Entire Agreement. This MOU and all attachments, which are incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU and is a final, complete and exclusive statement

of the terms of the MOU.

21. Amendments. This MOU may be amended by the mutual written consent of all Parties.

22. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

23. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

24. Governing Law. This MOU shall be governed by and interpreted under California law.

25. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

26. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

[Signature Page on Following Page]

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Monarch River Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Yosemite Valley Charter School, a California
nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Feather River Charter School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Lake View Charter School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

The Cottonwood School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

Clarksville Charter School, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: _____
Date: _____, 2020

ATTACHMENT A**Effective Date: July 1, 2020**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between the Parties listed below. This Attachment A shall amend, replace and supersede any prior Attachment A between the Parties in their entirety.

DESCRIPTION OF SERVICES

| Position | Teacher |
|--------------------------------|--|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Providing direct and indirect instruction to Lessee students. ● Long and short-term planning addressing individual needs of students. ● Evaluating students' progress. ● Teaching an individualized approach per the Lessee's Charter Petition. ● Providing an inviting, exciting, and innovative learning environment to students. ● Serving as advisors to students. ● The Teacher provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. Teachers will use online and textbook resources to deliver content, but will also need to adapt, differentiate, and scaffold curriculum for students with different learning abilities. The teachers will organize and implement an instructional program that results in student academic success in accordance with state policies, standards, and law. |

| Position | HSVA Coordinator |
|--------------------------------|---|
| Description of Services | <p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Implement High School Teacher programs, HSVA and Edgenuity ● Oversee program development in the North and Central regions ● Communication lead with both programs ● Train teachers Schoology, Edgenuity, YAMM and Zoom ● Develop course descriptions, schedule and catalog ● Observe and evaluate teacher performance ● Respond to parent questions/concerns ● Hold a weekly meeting via zoom to discuss questions, concerns, training, and reminders for Virtual Academies Staff. ● HST education regarding new locally-based programs ● Assist Teachers with monitoring student compliance ● Meet with HSA&CC and AD as needed to discuss each of the schools' needs ● Work with student support and language services to create a plan to serve sub-groups ● Work with the SPED department to create a functioning plan to test SPED students |

As detailed in Attachment C, the allocation of cost per school will be determined in one of two ways

Category 1: Allocation by Student Count Served Directly (e.g., fee charged to School on a per-student served basis)

Category 2: Allocation by percentage of Total Enrollment in HSVA program.

Each Party's Allocation shall be determined and reassessed at the following intervals:

1. First Assessment for Category 2 Personnel. The Parties shall determine the Allocation no later than July 1, based upon each Party's second principal apportionment report (P-2) for the prior school year and staffing.

2. Second Assessment for Category 2 Personnel Shared by Enrollment in the program. The Parties shall re-assess the Allocation no later than December 15, based upon each Party's HSVA enrollment as of that date, and any resulting adjustments shall be effective as of January 1.

ATTACHMENT B

SHARED PERSONNEL TRACKING

This tracking spreadsheet contains student information and is not attached. Spreadsheet has been presented to board and is available to board members upon request.

ATTACHMENT C**Total Cost**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein.

The attachment incorporates the estimated total cost of employees in the program employing Shared Personnel split by each respective category described in Attachment A (Category 1: Costs split based on students served and Category 2: Allocation by **percentage of Total Enrollment in HSVA program**. This attachment is approved and effective as of the date of full execution of this MOU. The attachment delineates each Party's equitable share for each Shared Personnel.

CLARKSVILLE CHARTER SCHOOL:

| Position | Shared Personnel Costs |
|-------------|------------------------|
| HQT6 | \$120,434.00 |
| HQT7 | \$114,022.00 |

FEATHER RIVER CHARTER SCHOOL:

| Position | Shared Personnel Costs |
|--------------|------------------------|
| HQT9 | \$104,500.00 |
| HQT8 | \$97,135.00 |
| HQT10 | \$127,833.00 |

LAKE VIEW CHARTER SCHOOL:

| Position | Shared Personnel Costs |
|-------------|------------------------|
| None | |

MONARCH RIVER ACADEMY:

| Position | Shared Personnel Costs |
|--------------|------------------------|
| HQT11 | \$103,047.21 |
| HQT12 | \$111,072.09 |
| HQT13 | \$97,283.66 |
| HQT14 | \$106,786.27 |

THE COTTONWOOD SCHOOL:

| Position | Shared Personnel Costs |
|-------------|------------------------|
| HQT1 | \$95,730.56 |
| HQT2 | \$134,159.50 |
| HQT3 | \$106,853.75 |
| HQT4 | \$120,978.00 |
| HQT5 | \$47,865.28 |

YOSEMITE VALLEY CHARTER SCHOOL:

| Position | Shared Personnel Costs |
|-------------|------------------------|
| None | |

Cover Sheet

Compensation Policy (p. 128-156)

Section: II. Finance
Item: F. Compensation Policy (p. 128-156)
Purpose: Vote
Submitted by:
Related Material: Yosemite Valley-Compensation Policy-2020-2021.pdf

BACKGROUND:

Updated to add the following elements:

- Mileage stipend for administrative level employees
- Intervention Specialist job description
- Lead ELD Coordinator job description
- Regional Coordinator minimum roster number of 15 students
- Assistant Director job description
- High School Director job description
- Administrative Services Director job description
- Accountability and Compliance Manager job description
- Receptionist job description



2020-2021 Compensation Policy

Dedication to Non-discrimination

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

Important Information

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for 2020-2021 only. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

Compensation Philosophy

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

We offer...

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

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

We recognize and reward...

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

For teachers...

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

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

TEACHER COMPENSATION

Teacher Definition:

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

Salary Placement Guidelines:

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

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

Creditable Years of Experience:

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

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

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

Credential/Certification:

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

Advanced Degree/Certificate Stipends:

- Teachers who hold a Doctoral degree are entitled to additional compensation of a \$3000 in addition to their current annual salary on the Salary Table.
- The stipend is not included in your annual salary and may be processed separately from regular earnings.
- The stipends will be paid as set forth in the Stipend Descriptions below.

Signing Bonus:

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

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

Supplemental Duty Stipends:

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

are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Stipend Information and Job Descriptions

SST Coordinator

Job Summary:

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

Duties and Responsibilities:

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

504 Coordinator

Job Summary:

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

\$10,000. The 504 Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

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

Intervention Specialist

Job Summary:

The Student Support Intervention Specialist serves as a specialist for the school by coordinating and leading specific subject intervention. The Specialist works with the Homeschool Teacher (HST), parents, students and all other academic staff that support students. This may include staff from the Special Education team. The Specialist will hold Intervention (Tier 2 and Tier 3) meetings either in-person or virtually. Additionally, the Specialist will document and follow up with SST and 504 meetings and communicate with parents, teachers, staff regarding progress or further assessments needed. The Specialist may also assist general education teachers with the selection of appropriate curricula and the development and implementation of appropriate strategies. The Specialist will follow the regulations associated with 504's and ensure accommodations are being met. The Intervention Specialist will be compensated with a stipend of \$10,000 with a student roster of 28 and be allowed to carry up to 35 students.

Duties and Responsibilities:

- Intervention teachers will use STAR 360 results to determine the unit for DOI. They will use STAR 360 benchmarks pre and post the 6 weeks of study to measure success.
- Collaborate within the Department to create academic and socialemotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.
- Facilitate, document Intervention communications and follow up with SST/504 Meetings
- Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.

- Establish, facilitate and maintain a system for providing tier 1, 2 and tier 3 virtual instruction
- Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.
- Participate in professional growth activities.
- May travel to HST regional team meetings and present intervention and contribute in teacher meetings.
- Other duties as assigned.

EL Coordinator

Job Summary:

The EL Student Support Coordinator serves as an English Learner expert for the school by coordinating with the Homeschool Teacher (HST), parents, students and all other academic staff to support English Learners.. The Coordinator will update and maintain accuracy of the EL Master Plan and have it board approved each year. The coordinator may also assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies. In addition to the certificated salary/benefits the EL Coordinator will receive a \$10,000 stipend and hold a student roster of 28. The EL Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

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

Lead EDL Coordinator

Job Summary:

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

Duties and Responsibilities:

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

Regional Coordinator

Job Summary:

The Regional Coordinator serves as the initial point of contact for their assigned teachers. They will support the teaching staff with training, guidance, and mentoring. Coordinators will be responsible for supporting their team of teachers, communicating effectively with them and other departments, and are responsible for sending out vital information. The Regional Coordinator will oversee the work sample collection each learning period, and then review for completion and accuracy. They will also monitor and ensure that attendance logs have been collected and meet Inspire compliance requirements. Regional Coordinators will also assist teachers in the YET (Year End Transition) process. Lastly, the Regional Coordinator will support student recruitment within their respective counties of operation. Regional

Coordinators will hold a minimum student roster of ~~15~~ 20 and be compensated with a stipend of \$20,000. Regional Coordinators can earn an additional stipend per student with a maximum roster of 28. This position will require an administrative credential for all new hires starting 2020.

Duties and Responsibilities:

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

Assistant Director

Job Summary:

The Assistant Director works hand in hand with the Co-Director and Executive Director. The Assistant Director will support the Director(s) with all aspects of serving students, parents, Homeschool Teachers, and other regional support positions (TTC, HSSC, etc.). This position does require some travel both within and outside of the region. The Assistant Director will work on a 10 1/2 Month Calendar and earn a salary of \$105,000. He/She must maintain a roster of 10 students, with the option to serve up to 10 additional students at a rate of \$100/student/month (Maximum Roster of 20 Students).

Duties and Responsibilities:

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

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

Director of Community Connections

Job Summary:

The Director of Community Connections leads and supervises the Community Connections team as well as all of the job duties of a Community Connections Coordinator. The Director of Community Connection serves as the initial point of contact for developing the homeschool community in the assigned region by inspiring community and adventure for the local homeschool community, listening to the needs of families, and finding creative solutions. The Director of Community Connections will hold a minimum student roster of 28 and be compensated with a stipend of \$15,000. The Director of Community Connections can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

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

Community Connections Coordinator

Job Summary:

The Community Connections Coordinator will plan and implement community events in accordance with the needs and culture of their region. The Community Coordinator will actively seek out organizations such as county science fairs, spelling bees, Battle of the Books competitions, Speech Meets, athletic competitions, etc. The Community Connections Coordinator serves as an initial point of contact for developing the homeschool community in the assigned region by inspiring community and adventure for the local homeschool community, listening to the needs of families, and finding creative solutions. The Community Connections Coordinator will hold a minimum student roster of 28 and be compensated with a stipend of \$10,000. The Community Connections Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

- Provide support, information and ideas to Regional Community Coordinators.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Plan and implement community service opportunities in the assigned region.
- Partner with community organizations to provide service opportunities for families.
- Reach out to and be the point person for community organizations that provide opportunities that would support the Inspire Community.
- Promote community among teachers and families.
- Plan approximately 3 events per month (thematic park day, community event and field trip).
- Foster an environment of creative thinking and cohesive team effort.
- Respond to requests and correspondence from teachers, families and community representatives in a timely manner.
- Motivate and inspire team members.
- Equip parents and teachers to start and organize clubs.
- Support the development and implementation of the LCAP
- Other duties as assigned.

High School Counselor**Job Summary:**

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

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information.
- Manage graduation plans and perform graduation checks.

- Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported.
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law.
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment.
- Hold virtual live sessions, such as office hours and workshops , provide 1-on-1 support when help is sought.
- Seek out and develop partnerships with local community colleges and ROP programs
- Develop, maintain, and promote CTE pathways.
- Support college and career readiness for all students.
- Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Other duties as assigned.

High School Success Coordinator

Job Summary:

The High School Success Coordinator works with teachers, families, and students to promote the understanding of the High School Program. The Success Coordinator assists Home School Teachers, high school counselor, and Regional Coordinators with high school specific questions, policies, and procedures. The High School Success Coordinator (HSSC) will hold a minimum student roster of 20 and be compensated with a stipend of \$20,000. HSSC can earn an additional stipend per student with a maximum roster of 28.

Duties and Responsibilities:

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

High School Director

Job Summary:

The High School Director works with teachers, families, and students to promote the understanding of the High School Program. The High School Director supervises the High School Specialist(s) and High School Counselor(s). The High School Director assists Home School Teachers, Regional Coordinators, and all staff with high school specific questions, policies, and procedures. The High School Director will hold a student roster of 10 and receive a salary of \$112,000. The High School Director can earn an additional stipend per student with a maximum roster of 20.

Duties and Responsibilities:

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

Testing Coordinator

Job Summary:

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

Duties and Responsibilities:

- Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff.
- Local benchmark monitoring such as Star 360 and other assessments.

- Upload local benchmark scores to student dashboard on School Pathways.
- Provide staff school accounts for local benchmark monitoring.
- Create, maintain, problem solve, and bridge Pathways and Renaissance Portal.
- Create, monitor, and share reports with school administrators as well as answer all general questions regarding use of the program(s) used.
- Provide school with training for teachers and testing messaging to families.
- Manage, train, promote, and proctor Physical Fitness Testing and California Assessment of Student Performance and Progress (CAASPP).
- Provide parent(s) information regarding local testing.
- Foster ongoing communication with Directors, RCs, teachers, students, and parents.
- Responsible for following policies and procedures of the school.
- Address teacher, parent, and student concerns that arise.
- Be the first line of support for testing.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Create an environment of trust, open communication, creative thinking, and cohesive team effort.
- Work with the Tech department to ensure adequate equipment is available for testing.
- Track and manage testing equipment.
- Provide support to all test locations, staff, and families.
- Motivate and inspire team members and students.

Teacher Trainer Coordinator

Job Summary:

The Teacher Trainer Coordinator trains and supports incoming teaching staff with the Teacher Training Boot Camp and struggling teaching staff with targeting supports under the direction of the Executive Director. The Teacher Trainer Coordinator will hold a student roster of 20 and be compensated with a stipend of \$10,000. The Testing Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

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

Decathlon Coordinator Stipend

Job Summary:

The Decathlon Coordinator meets with students to determine if they are meeting academic decathlon course requirements. The Decathlon Coordinator will hold a student roster of 28 and be compensated with a stipend of \$2,500. The Decathlon Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

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

Induction Coach

Job Summary:

The Induction Coach works with teachers who are working toward clearing their teaching credential. The Induction Coach will be compensated with a stipend of ~~\$2,500 for two years or~~ \$500 per teacher per semester.

Duties and Responsibilities:

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

Administrative Services Director

Job Summary:

Directs and oversees classified staff and various administrative functions, including clerical services, office space, and other support services. Assists the Directors in the operations and strategic planning of the School as it relates to budget planning, fiscal and resource planning/administration, human resource utilization, policy administration, and coordination and negotiation of activities with other departments and administration. The Administrative Services Director will be compensated with a salary of \$75,800.

Duties and Responsibilities:

- Supervising day-to-day operations of the administrative department and staff members.
- Establish and maintain effective relationships with authorizers, stakeholders, board of directors, staff, and the public.
- Select, train, motivate, and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.

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

Accountability and Compliance Manager

Job Summary:

See to the day to day work record compliance, attendance recording, all documents after enrollment, supporting teachers on compliance procedures, and some maintenance of data within School Pathways. Review other compliance items as needed. Complete important work to prepare and execute a successful audit season. The Accountability and Compliance Manager will be compensated at a rate of \$25.12 per hour.

Duties and Responsibilities:

- Assist school staff on compliance processes
- Ensure work records/attendance and compliance items are submitted and accurate
- Reach out to families for missing work, missed LP mtg, missing attendance, missing work samples
- Encourage, Assist, and Support families
- Ensure that all items such as POR, Media Release, Handbook Signature, etc. are submitted and accurate
- Monitor multiple trackers and surveys
- Maintains homeschool heart
- Sends compliance letters and documents in School Pathways
- Reconcile and make necessary corrections to data and or reports
- Support teachers by troubleshooting compliance processes and procedures
- Navigate through School Pathways
- Conduct internal, mock audits
- Attend team meetings
- Participate in trainings and professional development

- Provide excellent customer service
- Multi-task, take initiative, and work effectively in teams as well as independently
- Be detail oriented with the ability to maintain professionalism under pressure
- Show maturity and integrity to handle sensitive or confidential tasks
- Be sensitive to deadlines and due dates
- Other duties as assigned

Receptionist

Job Summary:

Serves as a main point of contact for students/families and staff. The Receptionist serves frequently as a liaison between the administrator and the public, students, staff, and other school officials. Promotes and maintains positive staff, student, and community relations. The Receptionist will be compensated at a rate of \$20.07 per hour.

Duties and Responsibilities:

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

Summary Statement

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

Desired Qualifications for Credentialed Positions:

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

Voluntary Transfer to Lower Role Placement or Teaching position

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

**Yosemite Valley Charter School
July 1, 2020 HQT Salary Table
B-Basis - 10 Month Calendar***

| PAY SCALE GROUP | | PAY SCALE LEVEL | | | | | | | | | |
|---------------------|------------|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A (Minimum) | \$58,240* | \$58,240** | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 |
| B (+ 14 points) | \$58,240** | \$58,240** | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 |
| C (+ 28 points) | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$63,110 | \$66,250 |
| D (+ 42 points) | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$62,350 | \$65,500 | \$68,750 |
| E (+ 56 points) | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$61,550 | \$65,625 | \$67,850 | \$71,250 |
| F (+ 70 points) | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$60,650 | \$63,700 | \$66,900 | \$70,225 | \$73,750 | \$78,750 |
| G (+ 84 points) | \$58,250 | \$58,250 | \$58,250 | \$58,250 | \$59,750 | \$62,725 | \$65,850 | \$69,125 | \$72,600 | \$76,250 | \$81,250 |
| H (+ 98 points) | \$58,250 | \$58,250 | \$58,250 | \$58,750 | \$61,650 | \$64,750 | \$68,000 | \$71,400 | \$75,000 | \$78,750 | \$83,250 |

Additional Pay Scale Levels

| | 11 | 12 | 13 | 14 |
|----------------|----------|----------|----------|----------|
| (continued) | | | | |
| H | \$81,250 | \$83,750 | \$86,250 | \$88,750 |
| (+ 98 points) | | | | |

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

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

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

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

Yosemite Valley Charter School
July 1 2020 -HST Teacher Table
C-Basis - 10 Month Calendar*

| PAY SCALE GROUP | | PAY SCALE LEVEL | | | | | | | | | |
|------------------------------------|------------|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Points* | | | | | | | | | | | |
| A (Minimum) | \$58,240** | \$58,240** | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 |
| B (+ 14 points) | \$58,240** | \$58,240** | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$60,500 |
| C (+ 28 points) | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$59,860 | \$63,000 |
| D (+ 42 points) | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$59,100 | \$62,400 | \$65,500 |
| E (+ 56 points) | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,300 | \$62,400 | \$64,600 | \$68,000 |
| F (+ 70 points) | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$60,450 | \$63,650 | \$66,975 | \$70,500 |
| G (+ 84 points) | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$59,475 | \$62,600 | \$65,875 | \$69,350 | \$73,000 |
| H (+ 98 points) | \$58,240 | \$58,240 | \$58,240 | \$58,240 | \$58,400 | \$62,400 | \$64,750 | \$68,150 | \$71,750 | \$75,500 | \$75,500 |
| Additional Pay Scale Levels | | | | | | | | | | | |
| (continued) H (+ 98 points) | | 11 | 12 | 13 | 14 | | | | | | |
| | | \$78,000 | \$80,500 | \$83,000 | \$85,500 | H15 | H20 | H25 | H30 | | |
| | | | | | | \$88,000 | \$90,500 | \$93,000 | \$95,000 | | |

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

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

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

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

****During the rate-in-process for new hires Executive Directors may approve additional units earned beyond post-baccalaureate credits equivalent to 4-semester units for each year starting with year 15. A candidate can earn a maximum of 60 credits for experience based on Executive Director approval.

Yosemite Valley Charter School
July 1, 2020 - SPED Teacher Salary Table

| PAY SCALE GROUP | | PAY SCALE LEVEL | | | | | | | | | |
|-----------------------------|---------------------|-----------------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Points* | A (Minimum) | \$58,240 | \$58,240 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 |
| | B (+ 14 points) | \$58,240 | \$58,860 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$65,945 |
| | C (+ 28 points) | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$65,247 | \$68,670 |
| | D (+ 42 points) | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$64,419 | \$67,853 | \$71,395 |
| | E (+ 56 points) | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$63,547 | \$67,989 | \$70,414 | \$74,120 |
| | F (+ 70 points) | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$62,566 | \$65,891 | \$69,379 | \$73,003 | \$76,845 |
| | G (+ 84 points) | \$59,950 | \$59,950 | \$59,950 | \$59,950 | \$61,585 | \$64,828 | \$68,234 | \$71,804 | \$75,592 | \$79,570 |
| | H (+ 98 points) | \$59,950 | \$59,950 | \$59,950 | \$60,495 | \$63,656 | \$67,035 | \$70,578 | \$74,284 | \$78,208 | \$82,295 |
| Additional Pay Scale Levels | | | | | | | | | | | |
| | | 11 | 12 | 13 | 14 | | | | | | |
| (continued) | H | \$85,020 | \$87,745 | \$90,470 | \$93,195 | | | | | | |
| (+ 98 points) | | | | | | | | | | | |
| | | H15 | H20 | H25 | H30 | | | | | | |
| | | \$95,920 | \$98,645 | \$101,370 | \$103,550 | | | | | | |

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

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

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

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

**Certificated Support Team
July 1, 2020 Salary Schedule**

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

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

SPEECH/LANGUAGE PATHOLOGIST

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

NURSE

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

OCCUPATIONAL THERAPIST

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

NBC or Doctorate Differential is \$3000

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

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

2019-20 & 2020-21 Classified Pay Scale

| | | A | B | C | D | E | F | G | H | I | J | K | L |
|---------------|--------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Office Tech 1 | Hourly | \$15,024 | \$15,385 | \$15,745 | \$16,226 | \$16,707 | \$17,308 | \$17,788 | \$18,269 | \$19,471 | \$20,072 | \$20,673 | \$21,274 |
| | Annual | \$31,250 | \$32,000 | \$32,750 | \$33,750 | \$34,750 | \$36,000 | \$37,000 | \$38,000 | \$40,500 | \$41,750 | \$43,000 | \$44,250 |
| Office Tech 2 | Hourly | \$18,029 | \$18,510 | \$19,111 | \$19,591 | \$20,072 | \$20,673 | \$21,274 | \$21,875 | \$22,476 | \$23,077 | \$23,798 | \$24,519 |
| | Annual | \$37,500 | \$38,500 | \$39,750 | \$40,750 | \$41,750 | \$43,000 | \$44,250 | \$45,500 | \$46,750 | \$48,000 | \$49,500 | \$51,000 |
| Office Tech 3 | Hourly | \$19,231 | \$19,832 | \$20,433 | \$21,034 | \$21,635 | \$22,296 | \$22,957 | \$23,678 | \$24,399 | \$25,120 | | |
| | Annual | \$40,000 | \$41,250 | \$42,500 | \$43,750 | \$45,000 | \$46,375 | \$47,750 | \$49,250 | \$50,750 | \$52,250 | | |
| Office Tech 4 | Hourly | \$24,038 | \$24,760 | \$25,481 | \$26,322 | \$27,043 | \$27,885 | \$28,726 | \$29,567 | \$30,409 | \$31,250 | | |
| | Annual | \$50,000 | \$51,500 | \$53,000 | \$54,750 | \$56,250 | \$58,000 | \$59,750 | \$61,500 | \$63,250 | \$65,000 | | |

- New classified team members will be placed on this salary schedule based on:
 - Row (Office Tech 1, 2, 3 or 4) where other department members start as an Inspire team member
 - Column (A-L) is determined by the lowest column all other recently added department members started, previous job experience, educational level attained, and demonstrated proficiency or experience in necessary job skills
- Classified team members who start at an Office Tech 1 position may move to Office Tech 2 Column H by meeting **all** of the following criteria:
 - Reaching step 12 in the Office Tech 1 column
 - Maintain satisfactory or better evaluations in the current and previous year
 - Participate in professional growth opportunities agreed to by department supervisor
 - Based on the above criteria receive approval from department supervisor
- Annually on July 1st classified team members will move from one column of the pay scale to the next if they have been in their current cell for a minimum of 3 months and they receive a satisfactory or better end of the year evaluation the previous year
- Department Managers may request from the Executive Director, or his designee, in writing that a team member is placed into a new higher (can't move down) cell on the salary schedule during the fiscal year (July 1 - June 30) based on:
 - New team member exceeding job expectations and performance after a 3 month new hire period
 - Team member taking on new assignments, tasks, or job responsibilities
 - Team member becoming highly proficient in specific skills that allows him/her to train other department members

Additional Supplement Bonus ("Supplement"):

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

- A Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.

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

Part-time Teachers:

For all part-time teachers.

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

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

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the salary schedule based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
 - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.

- Example: SPED instructional aide at a school district, or a company may be equivalent experience for the SPED instructional aide position, but SPED center aide will be applicable experience.
- The evaluation of prior experience and placement on the Salary Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
 - The number of days worked in a year must be at least 180 days as a full-time employee
 - The percentage of days worked
 - Position held
 - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a phone stipend of \$25.00 per month and/or an Internet stipend of \$25.00 per month. Employees who have a district provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Classified employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Role/Salary Placements

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

Advancements on Pay Scale

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

Lateral Transfer

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

Partial Assignments

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

Reassignments

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

Rehires

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

Experience – Nonexempt Employees

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

or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

Additional Supplement Bonus ("Supplement"):

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

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

PAYROLL ADVANCE POLICY UPON BOARD APPROVAL

POLICY BRIEF AND PURPOSE

Our payroll advance policy describes our terms for advancing pay to our employees as an emergency short-term loan.

SCOPE

This policy applies to all employees, with the exception of the Executive Director and officers of Yosemite Valley Charter School. In addition, temporary employees with contracts that are less than one year will not be eligible for Payroll Advances.

POLICY ELEMENTS

"Payroll advance" refers to employees receiving a portion of their pay before their next normal payday.

This does not include any money paid to the employee for work-related expenses.

The School is not obliged to pay employees in advance and may choose to do so if employees have qualifying reasons. All payroll advance requests require board approval.

CONDITIONS FOR REQUESTING A PAYROLL ADVANCE

Employees can ask for a pay advance if they:

- *Have been employed with the school for three consecutive months.*
- *Have not taken any other company-sponsored loan.*
- *Do not have any current negative evaluations or disciplinary actions.*

These conditions apply to all eligible employees without discrimination against protected characteristics.

Employees should have a legitimate reason to ask for advance pay, usually an unexpected or unavoidable occurrence. Examples of such reasons, although not conclusive, are for:

- *Family or personal emergencies (e.g. being victims of a robbery or fire, having to pay funeral fees)*
- *Hospital bills not covered by medical insurance*
- *Car repairs not covered by insurance*
- *To save a family home*

Examples of non-qualifying reasons, include but are not limited to:

- Taking a planned vacation
- Entertainment expenses
- Gambling
- Fines

PAYROLL ADVANCE TERMS

Subject to approval, the maximum advance pay may be up to \$5,000. If employees find themselves in need of more frequent or larger pay advances than they are allowed, they should discuss the situation with their Executive Director. The Executive Director may decide to make exceptions on a case-by-case basis.

We will deduct the amount of the advance pay from an employee's future paychecks. This may mean:

- Depending on the amount, deducting the full amount from their next paycheck.
- Repaying the amount in small installments out of a number of future paychecks.

The repayment terms must be in writing and signed by employees and will comply with applicable laws.

We will not charge any administrative fees or interest.

If an employee resigns or is terminated before they repay their payroll advance, HR, subject to approval by the Executive Director, is responsible for reaching a new agreement with the employee. Any relevant legal requirements (whether federal, state or local) must be followed.

PAYROLL ADVANCE AGREEMENTS

Employees who want to request a payroll advance should request a Payroll Advance form from HR. They must:

- Indicate their reasons for filing the form.
- State the amount of money they want to receive in advance.
- Sign to accept this policy's terms.

This procedure must be followed:

1. Employees should submit the form to their Executive Director or their Supervisor, if the Executive Director is unavailable.
2. The Executive Director should first review the form. If they approve, they must sign the form and submit it to HR.
3. HR and the CFO or designee must also review the form and decide whether to grant the employee's request in consultation with the Executive Director. If they approve, HR must create an agreement form for the pay advance and repayment terms taking any applicable taxes into account. This agreement must be signed by HR, the CFO or designee and the employee and include relevant dates.
4. HR must forward the signed agreement to the accounting department. The accounting department will generally give employees their advance pay through check or bank transfer within a week, if possible, after receiving the form.

If the request is denied, the Executive Director must inform the employee.

The advance must be paid back within one year of the initial payment to the employee, subject to applicable law. If there is a problem with meeting the requirement then the employee must sign an agreement that moves them toward quickly meeting that requirement.

NOTICE TO BOARD

The Board must be informed by the Executive Director if an employee resigns prior to repaying their payroll advance.

Cover Sheet

Board Resolution 2020-6 Administrative Credential (p. 157-163)

Section: II. Finance
Item: G. Board Resolution 2020-6 Administrative Credential (p. 157-163)
Purpose: Vote
Submitted by:
Related Material: 4-16-20_Board_Minutes_-_Yosemite.pdf
Yosemite - Board Resolution - Admin Credential.pdf

BACKGROUND:

This resolution is being revisited to (1) require the administrative credential & (2) to pay for the induction costs.



Yosemite Valley Charter School

1781 East Fir Avenue, Suite 101, Fresno, CA 93720

Ph (559) 754-1442 | Fax (559) 335-4089

Special Board Meeting - Yosemite Valley Charter School

April 16, 2020 – 5:00 pm

1781 East Fir Avenue, #102, Fresno, CA 93720

Attendees: Debbie de Alba, Jonna Durst, Carla Moore, Trina Short, Larry Jarocki –
Teleconference

Absent: None

Also Present: Dr. Laurie Goodman, Kimmi Buzzard, Mariah Jordan, Steph Johnson –
Teleconference

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| 1. Call to Order 2. Flag Salute | Dr. Larry Jarocki called the meeting called to order at 5:07 pm. The Flag Salute was conducted. |
| 3. Approval of the Agenda | Motioned to Approve - Debbie de Alba Seconded - Jonna Durst -Unanimous |
| 4. Public Comments | None |
| 5. Principals Report a. Lottery b. Student Achievement c. State Testing d. High School Grading e. Paycheck Protection Program | The Board received an update on the Principal. |
| 6. Discussion and Potential Action on the March Board Meeting Minutes | Motioned to Approve - Debbie de Alba Seconded - Trina Short -Unanimous |
| 7. Discussion and Potential Action on the March Financials | Motioned to Approve - Trina Short Seconded - Jonna Durst |



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| | -Unanimous |
| 8. Discussion and Potential Action on the Principal Title Change and Job Description | Motioned to Approve - Carla Moore Seconded - Debbie de Alba -Unanimous |
| 9. Discussion and Potential Action on the Board Resolution Regarding Executive Director Authority 2020 – 5 | Motioned to Approve - Jonna Durst Seconded - Trina Short -Unanimous |
| 10. Discussion and Potential Action on the 2020 – 2021 Benefits Renewals | Motioned to Approve - Trina Short Seconded - Carla Moore -Unanimous |
| 11. Discussion and Potential Action on the Teacher Salary Schedules | Motioned to Approve - Jonna Durst Seconded - Trina Short -Unanimous |
| 12. Discussion and Potential Action on the Certificated Support Team Salary Schedule | Motioned to Approve - Debbie de Alba Seconded - Carla Moore -Unanimous |
| 13. Discussion and Potential Action on the Regional Coordinators, Community Connections, and Counselor Compensation | Motioned to Approve - Trina Short Seconded - Jonna Durst -Unanimous |
| 14. Discussion and Potential Action on the Lottery Policy | Motioned to Approve - Jonna Durst Seconded - Debbie de Alba -Unanimous |
| 15. Discussion and Potential Action on the Field Trip Policy | Motioned to Approve - Debbie de Alba Seconded - Carla Moore -Unanimous The Board requested that training on timelines for implementation be done as needed. |



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| 16. Discussion and Potential Action on the Educational Vendor Policies and Procedures | <p>Motioned to Table- Trina Short Seconded - Jonna Durst -Unanimous The Board requested that numbers of students who have multi-year planning amounts be brought back at the next meeting.</p> <p>The board would like to know how many students this will affect and the families will need a proper notice.</p> |
| 17. Discussion and Potential Action on the Withdrawal Policy | <p>Motioned to Approve - Carla Moore Seconded - Trina Short -Unanimous</p> |
| 18. Discussion and Potential Action on the Teacher Certification Policy | <p>Motioned to Approve - Debbie de Alba Seconded - Jonna Durst -Unanimous</p> |
| 19. Discussion and Potential Action on the Teacher Certification Financial Support | <p>Motioned to Approve - Debbie de Alba Seconded - Carla Moore -Unanimous The board approved that any existing HST can receive a \$1,000 reimbursement for a completed course, if completed by the end of the 2020-2021 school year.</p> |
| 20. Discussion and Potential Action on the Board Resolution – High School Graduation Requirements 2020 – 6 | <p>Motioned to Approve - Jonna Durst Seconded - Debbie de Alba -Unanimous</p> |
| 21. Discussion and Potential Action on Board Resolution - Requiring Leadership Team Members to Possess an Admin Credential 2020 – 7 | <p>Jonna Durst motioned to not require the administrative credential but offer \$1,000 incentive and test fee reimbursement after completion of Admin Credential.</p> |



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| | Seconded - Trina Short -Unanimous |
| 22. Discussion and Potential Action on Board Meeting Stipend | Motioned to Table- Debbie de Alba Seconded - Carla Moore -Unanimous The Board would like to research on other non-profit charter school board's stipends during this time. Kimmi Buzzard will research and bring back |
| 23. Board of Director's Requests | Motion to Add School Closure to agenda Motioned - Debbie de Alba Seconded - Trina Short - Unanimous The board motions to extend school closure until the next board meeting, May 15th. Motioned to approve - Jonna Durst Second - Debbie de Alba -Unanimous |
| 24. Announcement of Next Regular Scheduled Board Meeting | May 14th at 5:30 pm |
| 25. Adjournment | Motioned to Adjourn at 7:12 pm- Carla Moore Seconded - Trina Short -Unanimous |


Debbie de Alba (May 15, 2020)

YOSEMITE VALLEY CHARTER SCHOOL

BOARD RESOLUTION – 2020 – 6

I. Adoption of Yosemite Valley Charter School Approving the Requirement of a Master’s Degree for Leadership Positions

WHEREAS, Yosemite Valley Charter School (the “School”) is committed to providing a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared; and

WHEREAS, the School has the following leadership positions: Regional Coordinator, Assistant Director, and Executive Director;

NOW THEREFORE BE IT RESOLVED, the School hereby ~~prefers~~ requires that all newly hired Regional Coordinators; Assistant Directors, and Principal’s to possess an Administrative Services Credential, ~~and that the cost for Induction for the Administrative Services Credential will be paid for by Yosemite Valley Charter School; and~~

~~Will provide an incentive of \$1000 and test fee reimbursement for Regional Coordinators, Assistant Directors, and Executive Directors to complete the Administrative Service Credential.~~

All Regional Coordinators, Assistant Directors, and Principal’s hired during the 2020-2021 School Year will have the requirement of an Administrative Services Credential waived.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Yosemite Valley Charter School a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Yosemite Valley Charter School which was duly and regularly held on _____, 2020, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on _____, 2020.

Secretary of the Board of Directors of
Yosemite Valley Charter School

Cover Sheet

California Teacher of English Learners (CTEL) (p. 164-169)

Section: II. Finance
Item: H. California Teacher of English Learners (CTEL) (p. 164-169)
Purpose: Vote
Submitted by:
Related Material: 4-16-20_Board_Minutes_-_Yosemite.pdf
Yosemite Valley - Teacher Financial Support Description.pdf

BACKGROUND:

This item is being brought back to the Board to seek approval to cover the full cost of CTET for teachers who do not have their CLAD according to the criteria noted within the document.



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Special Board Meeting - Yosemite Valley Charter School

April 16, 2020 – 5:00 pm

1781 East Fir Avenue, #102, Fresno, CA 93720

Attendees: Debbie de Alba, Jonna Durst, Carla Moore, Trina Short, Larry Jarocki –
Teleconference

Absent: None

Also Present: Dr. Laurie Goodman, Kimmi Buzzard, Mariah Jordan, Steph Johnson –
Teleconference

| | |
|--|--|
| 1. Call to Order 2. Flag Salute | Dr. Larry Jarocki called the meeting called to order at 5:07 pm. The Flag Salute was conducted. |
| 3. Approval of the Agenda | Motioned to Approve - Debbie de Alba Seconded - Jonna Durst -Unanimous |
| 4. Public Comments | None |
| 5. Principals Report a. Lottery b. Student Achievement c. State Testing d. High School Grading e. Paycheck Protection Program | The Board received an update on the Principal. |
| 6. Discussion and Potential Action on the March Board Meeting Minutes | Motioned to Approve - Debbie de Alba Seconded - Trina Short -Unanimous |
| 7. Discussion and Potential Action on the March Financials | Motioned to Approve - Trina Short Seconded - Jonna Durst |



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| | -Unanimous |
| 8. Discussion and Potential Action on the Principal Title Change and Job Description | Motioned to Approve - Carla Moore Seconded - Debbie de Alba -Unanimous |
| 9. Discussion and Potential Action on the Board Resolution Regarding Executive Director Authority 2020 – 5 | Motioned to Approve - Jonna Durst Seconded - Trina Short -Unanimous |
| 10. Discussion and Potential Action on the 2020 – 2021 Benefits Renewals | Motioned to Approve - Trina Short Seconded - Carla Moore -Unanimous |
| 11. Discussion and Potential Action on the Teacher Salary Schedules | Motioned to Approve - Jonna Durst Seconded - Trina Short -Unanimous |
| 12. Discussion and Potential Action on the Certificated Support Team Salary Schedule | Motioned to Approve - Debbie de Alba Seconded - Carla Moore -Unanimous |
| 13. Discussion and Potential Action on the Regional Coordinators, Community Connections, and Counselor Compensation | Motioned to Approve - Trina Short Seconded - Jonna Durst -Unanimous |
| 14. Discussion and Potential Action on the Lottery Policy | Motioned to Approve - Jonna Durst Seconded - Debbie de Alba -Unanimous |
| 15. Discussion and Potential Action on the Field Trip Policy | Motioned to Approve - Debbie de Alba Seconded - Carla Moore -Unanimous The Board requested that training on timelines for implementation be done as needed. |



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| 16. Discussion and Potential Action on the Educational Vendor Policies and Procedures | <p>Motioned to Table- Trina Short Seconded - Jonna Durst -Unanimous The Board requested that numbers of students who have multi-year planning amounts be brought back at the next meeting.</p> <p>The board would like to know how many students this will affect and the families will need a proper notice.</p> |
| 17. Discussion and Potential Action on the Withdrawal Policy | <p>Motioned to Approve - Carla Moore Seconded - Trina Short -Unanimous</p> |
| 18. Discussion and Potential Action on the Teacher Certification Policy | <p>Motioned to Approve - Debbie de Alba Seconded - Jonna Durst -Unanimous</p> |
| 19. Discussion and Potential Action on the Teacher Certification Financial Support | <p>Motioned to Approve - Debbie de Alba Seconded - Carla Moore -Unanimous The board approved that any existing HST can receive a \$1,000 reimbursement for a completed course, if completed by the end of the 2020-2021 school year.</p> |
| 20. Discussion and Potential Action on the Board Resolution – High School Graduation Requirements 2020 – 6 | <p>Motioned to Approve - Jonna Durst Seconded - Debbie de Alba -Unanimous</p> |
| 21. Discussion and Potential Action on Board Resolution - Requiring Leadership Team Members to Possess an Admin Credential 2020 – 7 | <p>Jonna Durst motioned to not require the administrative credential but offer \$1,000 incentive and test fee reimbursement after completion of Admin Credential.</p> |



Yosemite Valley Charter School

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| | |
|--|--|
| | Seconded - Trina Short -Unanimous |
| 22. Discussion and Potential Action on Board Meeting Stipend | Motioned to Table- Debbie de Alba Seconded - Carla Moore -Unanimous The Board would like to research on other non-profit charter school board's stipends during this time. Kimmi Buzzard will research and bring back |
| 23. Board of Director's Requests | Motion to Add School Closure to agenda Motioned - Debbie de Alba Seconded - Trina Short - Unanimous The board motions to extend school closure until the next board meeting, May 15th. Motioned to approve - Jonna Durst Second - Debbie de Alba -Unanimous |
| 24. Announcement of Next Regular Scheduled Board Meeting | May 14th at 5:30 pm |
| 25. Adjournment | Motioned to Adjourn at 7:12 pm- Carla Moore Seconded - Trina Short -Unanimous |


Debbie de Alba (May 15, 2020)



Yosemite Valley Charter School

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Background:

At the April 2020 Board Meeting, the board was presented with the chart below and had an agenda item to discussion and take possible action on the Teacher Certification Financial Support. The Board approved at that Board Meeting that any existing HST can receive a \$1,000 reimbursement for a completed course, if completed by the end of the 2020-2021 school year.

| School | Course | Cost |
|--|--|---|
| Brandman University - Online | 4 courses = 12 units (7 month program) | \$525 per course (\$2,100 full program) |
| UCLA Extension - Online Page 74 of 80 | 6 courses on quarterly schedule = 18 units | \$2,902 + \$100 application fee |
| UC San Diego Extension - Online | 6 courses = 18 units (3-6 month program) | \$2,270 |

New Consideration for Vote:

We would like the Board to consider changing their vote for on the Teacher Certification Financial Support. We would like the Board to consider voting to cover the reimbursement and incentive of full cost if completed by June 30, 2021 (full calendar year) for the CTCL.

Cover Sheet

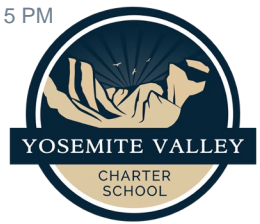
Policy for Hiring and Supervision of Student Tutors as Employees of the Charter (p. 170-171)

| | |
|--------------------------|--|
| Section: | II. Finance |
| Item: | I. Policy for Hiring and Supervision of Student Tutors as Employees of the |
| Charter (p. 170-171) | |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | HS Tutor Overview and Update.pdf |



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High School Tutors for Intervention

11/11/20

OVERVIEW

We have interviewed and have begun the hiring process for 13 high school students who are qualified to tutor students in Math, English, Science and History. These students are both from our charters and from schools in our local areas. These students will have work permits and a LiveScan submitted to our HR department. Each student has earned superior grades in courses at least two levels ahead of the course they will tutor. Many have passed AP courses and/or Community College courses in their areas of expertise.

GOALS

To use these tutors to help our students via Zoom as interventions to bring up their test scores and grades. We made sure that they had at least 2-3 days available between the hours of 3:00pm and 5:00pm, allowing for some flexibility for these hours.

SPECIFICS

These high school tutors will earn \$15 per hour and will work no more than 10 -15 hours per week. We will begin training them in the next couple of weeks in:

- Professionalism in Communication with our families and to always include the parents in all communications.
- Professionalism in Zoom
- How to check for understanding
- How to share the 'rules' of behavior before each tutoring session
- How to use white board to show each step of learning

Only students in intervention will use these tutors at this time. HST's will order tutoring through the EOS in four 1 hour sessions at a time and will be charges \$18 per hour x 4 = \$72.

Tutors will record every session and submit it into a Google form to verify each session and to have accountability. We are also recommending that parents attend these sessions with their students.

FUTURE DETAILS

We are working on ways that HST can assign their students to specific students through Google Calendar or Calendly according to each students' availability and on ways to verify and monitor progress.

Cover Sheet

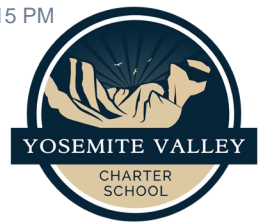
Payroll Transition 2021-2022 & 2022-2023 (p. 172-176)

| | |
|--------------------------|--|
| Section: | II. Finance |
| Item: | J. Payroll Transition 2021-2022 & 2022-2023 (p. 172-176) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Payroll Transition Holdback FAQ's.pdf Summer Holdback Form 2021.pdf Yosemite_Valley_Calendar_FY20-21.pdf |



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Payroll Transition Program for FY 2021

December 23, 2020

Our payroll system will be changing over the next two years. We will be moving from a 12 month (24 pay periods) to a 11 ½ month (23 pay periods) for the 2021-2022 school year. During the 2022-2023 school year, we will be moving to a 10 ½ month (20 pay periods). These changes will not affect your total compensation as an educator in our charters.

We have a program to provide some assistance to ALL employees which are affected by the change in the payroll change occurring on July 23, 2021.

The **Holdback Program** can be used by each employee who selects it to have a specific dollar amount withheld from their paycheck each pay period for the remainder of the school year starting in January 2021. The amounts withheld will then be returned to the employee on July 23, 2021 to provide some relief between the gap period.

Why are we switching pay periods?

In switching pay periods we will create a projected savings of \$200,000-\$250,000 dollars which will benefit our school and allow us to not have to rely on factoring.

How to get started? Send your form to [Mariah Jordan](#) who can help you sign up as soon as you would like.

First, please read through the attached Holdback form, frequently asked questions and Summer Holdback Due Dates. You can elect to start as early as January 10th, 2021.

FREQUENTLY ASKED QUESTIONS:

- When can I start having amounts withheld from my paycheck?

You may start having amounts withheld at any time by completing a Summer Holdback request form.

- When will amounts cease to be withheld from my paycheck?

You can end any reductions from your paycheck whenever you choose by completing a Summer Holdback request form. The withholding will also end automatically on July 23, 2021, if you elect to remain in the program.

- When will I receive my Holdback payments?

All Holdback amounts withheld will be returned to you on July 23, 2021.

- Can I choose to receive my Holdback payments sooner than July 15th?

Yes, you can choose to have these funds returned to you at any time. Just complete a Summer Holdback request form.

- Will the Summer Holdback payment on July 23rd be tax-free?

Yes, because your Summer Holdback contributions are all being collected using post-tax dollars.

- Will there be any deductions taken from my Summer Holdback payment?

No, your deductions will only be included in your regular paychecks.

- How will I know how much has been set aside for me while in the program?

Your pay stubs will include a separate payroll code to track your contributions which will provide you with the balance.

- Do my contributions earn interest?

No, the funds are not invested in any financial instrument, but are set aside until you request them, or until the end of the program.



YOSEMITE Valley
Semi-Monthly Payroll Schedule
FISCAL YEAR 20-21
Paydates on 10th & 25th

| Begin Period | End Period | Due Date | | Check Date |
|--------------|------------|-----------|----------|------------|
| 07/01/20 | 07/15/20 | Friday | 07/17/20 | 07/24/20 |
| 07/16/20 | 07/31/20 | Monday | 08/03/20 | 08/10/20 |
| 08/01/20 | 08/15/20 | Tuesday | 08/18/20 | 08/25/20 |
| 08/16/20 | 08/31/20 | Wednesday | 09/02/20 | 09/10/20 |
| 09/01/20 | 09/15/20 | Friday | 09/18/20 | 09/25/20 |
| 09/16/20 | 09/30/20 | Friday | 10/02/20 | 10/09/20 |
| 10/01/20 | 10/15/20 | Friday | 10/16/20 | 10/23/20 |
| 10/16/20 | 10/31/20 | Tuesday | 11/03/20 | 11/10/20 |
| 11/01/20 | 11/15/20 | Wednesday | 11/18/20 | 11/25/20 |
| 11/16/20 | 11/30/20 | Thursday | 12/03/20 | 12/10/20 |
| 12/01/20 | 12/15/20 | Thursday | 12/17/20 | 12/24/20 |
| 12/16/20 | 12/31/20 | Thursday | 12/31/20 | 01/08/21 |
| 01/01/21 | 01/15/21 | Friday | 01/15/21 | 01/25/21 |
| 01/16/21 | 01/31/21 | Wednesday | 02/03/21 | 02/10/21 |
| 02/01/21 | 02/15/21 | Thursday | 02/18/21 | 02/25/21 |
| 02/16/21 | 02/28/21 | Wednesday | 03/03/21 | 03/10/21 |
| 03/01/21 | 03/15/21 | Thursday | 03/18/21 | 03/25/21 |
| 03/16/20 | 03/31/21 | Friday | 04/02/21 | 04/09/21 |
| 04/01/21 | 04/15/21 | Friday | 04/16/21 | 04/23/21 |
| 04/16/21 | 04/30/21 | Monday | 05/03/21 | 05/10/21 |
| 05/01/21 | 05/15/21 | Tuesday | 05/18/21 | 05/25/21 |
| 05/16/21 | 05/31/21 | Thursday | 06/03/21 | 06/10/21 |
| 06/01/21 | 06/15/21 | Friday | 06/18/21 | 06/25/21 |
| 06/16/21 | 06/30/21 | Thursday | 07/01/21 | 07/09/21 |

| Sumerhold back Pmt. FY2021 | Summer Holdback Pmt. FY2122 | 11.5 months = 23 ppp | Example | Summer Holdback Pmt. FY2223 | 10.5 months = 21 ppp |
|----------------------------|-----------------------------|----------------------|----------|-----------------------------|----------------------|
| | 7/23/21 | No | | 7/25/22 | No |
| | 8/10/21 | 1 | \$265.04 | 8/10/21 | No |
| | 8/25/21 | 1 | \$265.04 | 8/25/21 | No |
| | 9/10/21 | 1 | \$265.04 | 9/10/21 | 1 |
| | 9/24/21 | 1 | \$265.04 | 9/23/21 | 1 |
| | 10/8/21 | 1 | \$265.04 | 10/8/21 | 1 |
| | 10/25/21 | 1 | \$265.04 | 10/25/21 | 1 |
| | 11/10/21 | 1 | \$265.04 | 11/10/21 | 1 |
| | 11/25/21 | 1 | \$265.04 | 11/25/21 | 1 |
| | 12/10/21 | 1 | \$265.04 | 12/9/21 | 1 |
| | 12/24/21 | 1 | \$265.04 | 12/23/21 | 1 |
| \$156.31 | 1/10/22 | 1 | \$265.04 | 1/10/22 | 1 |
| \$156.31 | 1/25/22 | 1 | \$265.04 | 1/25/22 | 1 |
| \$156.31 | 2/10/22 | 1 | \$265.04 | 2/10/22 | 1 |
| \$156.31 | 2/25/22 | 1 | \$265.04 | 2/24/22 | 1 |
| \$156.31 | 3/10/22 | 1 | \$265.04 | 3/10/22 | 1 |
| \$156.31 | 3/25/22 | 1 | \$265.04 | 3/24/22 | 1 |
| \$156.31 | 4/8/22 | 1 | \$265.04 | 4/10/22 | 1 |
| \$156.31 | 4/25/22 | 1 | \$265.04 | 4/25/22 | 1 |
| \$156.31 | 5/10/22 | 1 | \$265.04 | 5/10/22 | 1 |
| \$156.31 | 5/25/22 | 1 | \$265.04 | 5/25/22 | 1 |
| \$156.31 | 6/10/22 | 1 | \$265.04 | 6/9/22 | 1 |
| \$156.31 | 6/24/22 | 1 | \$265.04 | 6/23/22 | 1 |
| \$156.31 | 7/8/22 | 1 | \$265.04 | 7/10/22 | 1 |

1ppp

3ppp

\$2,032.00 To pay 7/23/2021

\$6,096.00

23

\$6,096.00

\$2,032.00 To pay 7/25/2022

\$2,032.00 To pay 8/10/2022

\$2,032.00 To pay 8/25/2022

21

Assumption: Employee desires to hold deductions to make exactly the amount of the current net pay.

| Code Type | Code/Tax-Jurisdiction | Distribution Code | Rate | Hours | Applicable Earning Hours | Applicable Earnings | Employee Amount |
|------------------------|-----------------------|-------------------|---------|--------|--------------------------|---------------------|-----------------|
| Earning | AdSt11 | INSPY | 50.0000 | 6.0000 | | | 300.00 |
| | TS-S | INSPY | 28.0000 | | | | 2,426.67 |
| Benefit | STRSMatch | | 0.1615 | | | 2,726.67 | |
| Deduct | CignaDHMO | | | | | | 14.76 |
| | EyeMedVision | | | | | | 6.47 |
| | KaiserHMO | | | | | | 107.07 |
| | STRS-C | | 0.1025 | | | 2,726.67 | 279.48 |
| Tax | FIT | | | | | 2,318.89 | 143.31 |
| | MC | | | | | 2,508.37 | 37.68 |
| | SWT | | | | | 2,318.89 | 79.73 |
| | LWT-SDI | | | | | 2,508.37 | 25.98 |
| Net Pay/Employer Total | | | | | | | 2,032.19 |

Cover Sheet

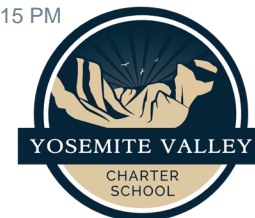
Special Education Extended School Year (ESY) for 2020-2021 (p. 177-178)

| | |
|--------------------------|--|
| Section: | III. Academic Excellence |
| Item: | A. Special Education Extended School Year (ESY) for 2020-2021 (p. 177-178) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | ESY_Proposal.pdf |



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MEMO

November 4, 2020

From: Dr. Steven James, Senior Director of Special Education
Yosemite Valley & Monarch River Charter Schools

To: Dr. Laurie Goodman, Executive Director
Yosemite Valley & Monarch River Charter Schools

REF: Extended School Year (ESY) for SpEd

ESY is for special education students with severe regression issues and this is found in our moderate-to-severe student population. This regression issue differs from a student needing review from a long summer break or smaller winter break. Our system is built around reviewing previously learned material at the beginning of a school year or extended break.

As a guideline we use the three-week winter break as a benchmark to identify students who might not have that normal minor regression level that a majority of our students will have after being away from the classroom during this break. We are looking for students who have lost a great deal of knowledge from this break where reteaching may require more than a simple review. These students in many cases have lost several months of knowledge, where in most cases, we must start back at what was taught many months before break began.

If the Case Managers begin seeing this type of regression an IEP is convened and the IEP team decides if the student meets the requirements for ESY. If so, it is written into the IEP and the proper boxes are checked and this student now qualifies for ESY.

ESY occurs directly after the school year ends and is four weeks in duration. This school year we are proposing that ESY begins on Tuesday, June 8, 2021 and ends on Monday, July 5, 2021. The actual last day of instruction will be on Thursday, July 1, 2021. Friday, July 2 and Monday, July 5, 2021, the staff will be off in observance of the 4th of July. This will give our students 18-days of instruction and access to their related services (Speech, OT etc.). This has been a common practice in our organization as the holidays do not need to be made up.

Thanks

Dr. Steven James

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Steven.james@inspireschools.org

Cover Sheet

Educational Vendor Policies & Procedures (p. 179-184)

Section: III. Academic Excellence
Item: B. Educational Vendor Policies & Procedures (p. 179-184)
Purpose: Vote
Submitted by:
Related Material:
Updated Educational Vendor Policies and Procedures - Yosemite Valley.pdf



Educational Vendor Policies and Procedures

Yosemite Valley Charter School (“Charter School”) is focused on “Personalized Learning”, a philosophy that puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Charter School’s educational mission, families and Charter School staff together carefully select educational items and services for students to fit their goals and education plan.

The purpose of the Yosemite Valley Charter School Governing Board approving the Educational Vendor Policies and Procedures is to accomplish the key requirements detailed in this policy, including:

1. The ~~Senior Director~~Executive Director (as defined below) must approve all vendors before they can provide educational items or services to students.
2. The Homeschool Teacher (as defined below) and ~~Senior Director~~Executive Director (as defined below) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student’s personalized learning curriculum.
3. No family may spend, or obligate the Charter School to spend, any Charter School monies on educational items and services. Charter School is responsible for making purchases of approved educational items and services.

VENDOR APPLICATION AND APPROVAL

1. **Educational Vendor Applications:** Charter School contracts with educational vendors who provide educational enrichment services (e.g., in-person educational activities) and items (e.g., textbooks, workbooks, etc.) to students. Vendors must submit an application to Charter School detailing critical information such as qualifications and services. Charter School shall carefully review Vendor’s application, website, available references, social media, and other pertinent information.

The ~~Senior Director~~Executive Director or his/her designee (“~~Senior Director~~Executive Director”) must approve all educational vendors and enter into an agreement with approved vendors before a vendor can provide any educational services to students. The ~~Senior Director~~Executive Director may reject a vendor applicant or terminate vendor services for any reason. The ~~Senior Director~~Executive Director may delegate his/her authority to approve vendors as necessary to promote the effective operations of the Charter School. For educational products, parents may submit requests specific educational products from a particular vendor (e.g., pencils from an online store). The Charter School’s approval of the educational product request (approval process described below) serves as vendor approval.

2. **Vendor Guidelines:** The ~~Senior Director~~Executive Director is responsible for approving vendors, and must ensure the vendor meets guidelines, including, but not limited to the following:

- Vendor must have the qualifications, skills and, if applicable, the certification and licenses necessary to perform the requested services in a competent and professional manner.
- Vendor conducts background checks in accordance with applicable law pursuant to Education Code section 45125.1 to ensure Vendor (if an individual), its employees, and agents who interact with students have not committed a serious or violent felony.
- Vendor services and/or products must be non-sectarian. Vendor's services and products must not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other protected basis under California law.
- Vendor must maintain adequate levels of insurance for its educational services.
- Vendor must not be a private school offering services through a part-time program (e.g., after school programs) or a parent-organized group (also known as "co-op").
- Vendors must qualify as independent contractors in accordance with applicable laws. This is determined by the ~~Senior Director~~Executive Director based on vendor representations and vetting by the Charter School or its service provider.

3. **Vendor Agreement:** Once the ~~Senior Director~~Executive Director has approved a vendor, the vendor and Charter School must enter into a vendor agreement before the school can order educational services from the vendor. Considering families may have one-off requests for educational products, a vendor agreement may not be necessary for the Charter School to purchase educational products (e.g., ordering pencils from an online store for one student). The vendor agreement will include protections set forth in this policy, including, but not limited to requiring background checks for staff interacting with students, prohibitions on non-sectarian/discriminatory items and services, insurance and indemnification provisions, and more.

REQUESTING EDUCATIONAL SERVICES AND ITEMS

1. **Requests:** Students make requests for educational services and items through the Enrichment Ordering System. The Enrichment Ordering System is accessible on the Charter School website and features a list of approved educational vendors. All requests for educational services and items must: (i) first be approved the credentialed teacher assigned to supervise student's independent study ("Homeschool Teacher"); and (ii) approved by the ~~Senior Director~~Executive Director or designee. The ~~Senior Director~~Executive Director may delegate his/her authority to approve parent requests for educational items and services as necessary to promote the effective operations of the Charter School.

The ~~Senior Director~~Executive Director can deny any request for educational items or services in his or her sole discretion for any reason. Families cannot directly purchase, or obligate the Charter School to purchase, any educational items or service without Charter School's approval.

The Charter School establishes a planning amount for students for educational items and services per full school year. Parents and students are not guaranteed to receive any educational items and services up to and equal to this planning amount, as a Homeschool Teacher and the ~~Senior Director~~Executive Director must approve all requests. The

planning amount is also not a mandatory cap limiting the Charter School's ability provide necessary educational services to students (e.g., pursuant to a student's individualized education program). The Charter School developed this planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. Parents and students are not given access to direct or encumber planning amount funds. ~~Parents are encouraged to work with their Homeschool Teacher to develop multi-year plans for their children because their educational needs may vary from year to year. While the Charter School does not guarantee any specific amount of funding for educational services and items, a multi-year plan empowers the Charter School and families to develop a personalized course of study suited to their children's needs and the Charter School to effectively budget for all students.~~ In accordance with SB 98 (2020), planning amount funds must be used exclusively for the support of the school for the current school year and will not carry over to the following school year. The planning amount cannot be transferred to any other student.

The Homeschool Teacher and ~~Senior Director~~Executive Director are responsible for granting requests and allocating educational products and services in a nondiscriminatory manner. The Charter School shall seek to purchase cost-effective educational items and services. The Homeschool Teacher and ~~Senior Director~~Executive Director shall ensure purchased educational items and services meet the following requirements:

- From approved vendors only.
- Support the requesting student's personalized curriculum and education plan.
- Must be aligned with State standards, student's course of study (e.g., requested amount of fabric corresponds to length of course/project), and student's independent study master written agreement.
- From a vendor who is not related to the Charter School family requesting the educational items or services and otherwise does not present conflict of interest concerns.

2. **Core Subject & Intervention Curriculum:** The Homeschool Teacher and ~~Senior Director~~Executive Director must ensure students access all necessary "core subject curriculum" and, as needed, "intervention curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items. Intervention curriculum, when needed, will account for at minimum 40% of the school's annual planning amount allocated for each student. Core subject curriculum includes physical curriculum like McGraw Hill Textbook Set and associated workbooks and access to digital educational platforms such as Odysseyware or StongMind Digital Learning. Intervention curriculum includes, but is not limited to, Reading Horizons and Direct Instruction/Tutoring.–

3. **Enrichment Certificates:** After the Homeschool Teacher and ~~Senior Director~~Executive Director approve a request through the Enrichment Ordering System, an "Enrichment Certificate" is created by Charter School. Charter School requests educational services and items from approved vendors through Enrichment Certificates. If necessary, Charter School may use an approved vendor's purchase order form in lieu of an Enrichment Certificate. Certificates/purchase orders should include important information, including the requested educational services, dates of services, Enrichment Certificate/PO Number, and approved cost for services.

Vendors must receive an approved Enrichment Certificate/purchase order before providing educational services or items to students. Vendors must receive the Enrichment

Certificate/purchase order and provide the requested education services before submitting an invoice to Charter School.

4. **Prohibited Requests:** Charter School students can only request education services and items available in the Enrichment Ordering System. Homeschool Teachers and ~~Senior Director~~Executive Directors will only approve requests for educational items and services that are educational quality (~~e.g., not top of the line~~). ~~Only basic items and services may be approved.~~ Charter School seeks to purchase cost-effective educational items and services. Charter School will not approve educational items or services beyond what is needed to meet a student's learning objectives.

The following is a non-exhaustive list of prohibited items and services:

- Backpacks
- Amusement park tickets
- Video game hardware or software
- Excessive quantities of any item or service (e.g., beyond student's course of study).
- Non-educational household items (e.g., storage containers, organizational items (large or small items), picture frames, etc.)
- Bicycles, tricycles, scooters, skateboards, rollerblades, roller skates, wagons, etc.
- Live animals or animal supplies small insects/amphibians/worms as a part of a science class. Certain kit and supplies can be ordered by a student (e.g., praying mantis, caterpillars, ladybugs, or silkworms to study; ant farms; or tadpoles)
- Top of the line musical instruments (where more reasonably-priced options are available)
- Educational items and services must be nonsectarian
- Taxis/Uber/Lyft rides and other transportation costs

5. **Educational Field Trips:** While families are prohibited from requesting trips to non-educational venues, they can request to join educational field trips through the Enrichment Ordering System (e.g., museums, aquariums, libraries, etc.) The ~~Senior Director~~Executive Director and Homeschool Teacher shall carefully scrutinize each request to ensure the requested educational field trip aligns with the student's course of study and furthers their education and that all participants are necessary for student transportation, safety and supervision.

In light of the Charter School providing an independent study program, it is anticipated that a parent/guardian may need to serve as chaperone and transport their children for approved educational field trips. The Charter School Board finds funding the actual, reasonable, and necessary costs (~~not from a student's planning amount~~) for a chaperone to access the educational field trip (e.g., ticket to museum, transportation costs) furthers public school purposes where necessary or desirable to allow students to participate in educational field trips.

6. **Student and Family Responsibilities:**

- A. Returning Educational Products: All educational items requested through the Enrichment Ordering System are the property of the Charter School. This includes any technology, textbooks, and other educational items. Families must return all educational products upon disenrollment or upon request by the ~~Senior Director~~Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for to replace lost, stolen, damage, or otherwise unreturned educational items.

- Certain items are “consumable”, meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.

B. Damaged or Lost Educational Items: Parents are responsible for replacing lost, stolen, damage, or otherwise unreturned educational items to the extent allowed under applicable law. If an educational item is damaged, parents must immediately contact the Homeschool Teacher for support.

Required Attendance: Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through the Enrichment Ordering System.

7. **Questions:** If Charter School families have any questions about this policy or how to make requests for educational items and services, please contact Executive Director, Dr. Laurie Goodman at laurie@inspireschools.org

Cover Sheet

CalSTRS 403(b) Board Resolution (p. 185-186)

| | |
|--------------------------|--|
| Section: | IV. Operations |
| Item: | A. CalSTRS 403(b) Board Resolution (p. 185-186) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | CalSTRS 403(b) Board Resolution - Yosemite Valley Charter School.pdf |



Adoption of CalSTRS Pension2 403(b) Deferred Compensation Plan

Whereas, Yosemite Valley Charter School offers its employees an opportunity to enhance their retirement savings by deferring compensation pursuant to Section 403(b) of the Internal Revenue Code; and

Whereas, the California State Teachers' Retirement System has established the CalSTRS Pension2 403 Deferred Compensation Plan (CalSTRS Pension2) which may be adopted by a school district, county office of education or community college district, and

Whereas, Yosemite Valley Charter School believes that CalSTRS Pension2 and the investment options available there under will provide valuable benefits to its employees; and

Whereas, CalSTRS has appointed VOYA to perform administrative services for CalSTRS Pension2;

Now, therefore, be it resolved that Board of Directors of Yosemite Valley Charter School adopts the CalSTRS Pension2 403 Deferred Compensation Plan for the benefit of its employees and authorizes and directs the appropriate officer to execute the attached adoption agreement on behalf of Board of Directors of Yosemite Valley Charter School, and to provide CalSTRS Pension2 with such information and cooperation as may be needed on an ongoing basis in the administration of the plan. A copy of this resolution, the agreement, and any attachments thereto shall be on file.

Passed and adopted at a regular meeting of the Board of Directors of Yosemite Valley Charter School, on the 10th day of December, 2020.



Cover Sheet

Identification of Consumable Item Categories (p. 187-188)

| | |
|--------------------------|--|
| Section: | IV. Operations |
| Item: | B. Identification of Consumable Item Categories (p. 187-188) |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | LL Consumable List.pdf |

| Items | Price Range | Approved | Rev. 11/17/2020 |
|--|-------------|----------|-----------------|
| Pencils-mechanical | | | |
| Markers | | | |
| Whiteboard magnets | | | |
| Play-doh | | | |
| Moon Sand (Kenetic Sand) | | | |
| Posters | | | |
| Scissors | | | |
| Pencil Sharpeners | Up to \$20 | | |
| Notebooks/Journals | | | |
| Workbooks | | | |
| Coloringbooks | | | |
| Dissection Animals | | | |
| Craft/DYI Kits | | | |
| Butterfly/Ladybug, Praymantis Growing Kits | | | |
| Ant Farms | | | |
| Board games /puzzles | Under \$15 | | |
| Lego Sets | Under \$15 | | |
| Recorders | | | |
| Harmonicas | | | |
| Laptop Carriers (Bags) | Under \$30 | | |
| Paint Brushes | | | |
| Molds (Soap, Play-doh) | | | |
| Containers | | | |
| Tape Dispensers | | | |
| Staplers | | | |
| Weighted Lap Blankets | | | |
| Paint | | | |
| Little white boards/chalk boards | Under \$15 | | |
| Headphones (inside the ears) | | | |
| Headphones (over the ears) | Under \$30 | | |
| Play Money | | | |
| Write & Wipe Boards | | | |
| Moving Boxes | | | |

Cover Sheet

Comprehensive Safety Plan (p. 189-226)

Section: IV. Operations
Item: C. Comprehensive Safety Plan (p. 189-226)
Purpose: Vote
Submitted by:
Related Material: Comprehensive Safety Plan - Yosemite.pdf

BACKGROUND:

- Updated to include information about the COVID-19 Increased Reporting Regulations (AB 685)



Yosemite Valley Charter School

1781 East Fir Avenue, Suite 101, Fresno, CA 93720

Ph (559) 754-1442 | Fax (559) 335-4089

Emergency Procedures Guide

for

Yosemite Valley Charter School

Rev. ~~February~~December 2020

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| Terrorist Event | Pg. 20-21 |
| <u>COVID-19 Reporting</u> | <u>Pg. 22-23</u> |
| Appendix | Pg. 24<u>31</u> |
| -Definition of Staff Roles | |
| -Phone Numbers for Community Agencies | |
| -Evacuation Map (insert) | |
| -Printable Evacuation Signs – “OK” & “Need Help” | |
| <i>(Print one set of OK & Need Help signs per teacher. Print OK sign on green paper or print on white paper & highlight/outline in green; print Need Help sign on red paper or print on white paper & highlight/outline in red)</i> | |
| -Incident Reports | |

Crisis Team Members

Crisis Team Advisors:

- Executive Director: Laurie Goodman 559-999-5030
- Co-Director: Steph Johnson 559-943-4566
- Administrative Services Director: Mariah Jordan 559-754-1431
- ~~Director of School Support: Chris Alcalá 626-433-8075~~
- ~~Director of School Accountability: Giovanna Arzaga 626-487-9943~~
- ~~Deputy Executive Director: Kimmi Buzzard 562-584-0427~~
- ~~Senior Director: Laurie Goodman 559-999-5030~~
- ~~Assistant Director: Steph Johnson 559-943-4566~~
- Office Manager: Kim Robles 559-754-1442
- Triage Team: Staff members who are CPR & First Aid Certified and called on to respond to medical emergencies or injuries before EMS arrives.
- First Aid Certified: Staff members who are First Aid Certified are called on to respond to medical emergencies or injuries before EMS arrives.
- Search & Rescue Team: This team will strategically sweep the premises for unaccounted staff/students when evacuation or sheltering orders are issued.

For the following roles the first person listed is primary. The second person steps in if the first person is absent.

- Hazards Team: Staff members designated to call for shut off of gas/water/reset fire alarm or seal off areas containing materials or persons who have become hazardous.
- Administrative Assistant: Staff member designated to ensure completion of incident reports and documentation of the emergency.
- Runner: Staff member(s) designated to collect roll sheets that determine any staff/students unaccounted for. First to be at pole out front to direct everyone to gather.
- Lock Down Code Word and Means of Issue Code Red: walkie talkie and text

Response to Any Emergency

- ☐ Notify 911 (if necessary) and your applicable Crisis Team members.
- ☐ Notify Triage Team in building of medical emergencies, if necessary.
- ☐ Seal off high-risk areas.
- ☐ Take charge of the area until the incident is contained or relieved.
- ☐ Preserve evidence. See appendix and fill out Incident Reports.

Staff Responsibilities

Emergency Team Members:

- ☐ Verify information.
- ☐ Call 911 (if necessary).
- ☐ Seal off high-risk areas.
- ☐ Notify Office Manager.
- ☐ Notify staff (depending on emergency).
- ☐ Evacuate staff if necessary.
- ☐ Notify community agencies if necessary.
- ☐ Keep detailed notes of the crisis event.

Coordinators:

- ☐ Verify information.
- ☐ Lock classroom doors, unless evacuation orders are issued.
- ☐ Warn staff, if advised.
- ☐ Account for all staff.
- ☐ Stay with staff during an evacuation. Take roster.
- ☐ Keep detailed notes of the crisis event.

Weather

Severe Weather Watch has been issued in an area near building

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside the building(s).
- Close windows and blinds.
- Review severe weather procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

Severe Weather Warning has been issued in an area near building or severe weather has been spotted near building

- Shut off gas.
- Move staff to safe areas.
- Remind coordinators to take class rosters.
- Ensure that staff are in “drop, cover and hold” positions.
- Account for all staff.
- Remain in a safe area until the warning expires or until emergency personnel have issued an all-clear signal.

Fire

In the event of a fire, smoke from a fire or a gas odor has been detected:

- Team Member alerts team by shouting “Fire!”
- Evacuate staff to a safe distance outside of the building.
- Follow the normal fire drill route (as per map in Appendix). Follow alternate routes if the normal route is too dangerous.
- Coordinators take roster.
- Office Manager notifies police (call 911) and Site Administrator
- Coordinators ensure all staff are accounted for and give “all present” signal or activate Search & Rescue team.
- No one may re-enter building(s) until the entire building(s) is declared safe by fire or police personnel.

In the event of a fire alarm sounding:

Proceed quickly to an exit. Once you know you are to evacuate, proceed quickly to your nearest exit. Do not rush but move quickly.

Do not worry about gathering belongings that are not immediately within reach. Taking time to pack a bag or go to another room once an evacuation has been called is dangerous. Take only what is already on your person or already packed and within arm’s reach.

Meet outside at the designated meeting place to ensure all staff are accounted for and give “all present” signal or activate Search & Rescue team.

No one may re-enter building(s) until the entire building(s) is declared safe.

Hazardous Materials

Incident occurred in building

- ☐ Call 911.
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Hazards Team seals off area of leak/spill.
- ☐ Take charge of the area until fire personnel contain the incident.
- ☐ Fire officer in charge will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Resume normal operations after consulting with fire officials.

Incident occurred near building property

- ☐ Fire or Police will notify Office Manager
- ☐ Office Manager will notify Site Administrator
- ☐ Fire officers in charge of the scene will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Resume normal operations after consulting with fire officials.

Assault/Fights

- ☐ Ensure the safety of staff first.
- ☐ Call 911, if necessary.
- ☐ Notify the Triage Team in building of medical emergencies.
- ☐ Notify Office Manager
- ☐ Seal off the area where assault took place.
- ☐ Defuse situation, if possible.
- ☐ Office Manager notifies police if a weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (*intentional touching of anus, breast, buttocks or genitalia or another person in a sexual manner. This includes touching of those areas covered by clothing*).
- ☐ Office Manager notifies Site Administrator and School Support Administrator
- ☐ Document all activities. Ask victim(s)/witness (es) for their account of the incident.

Bomb Threat

Upon receiving a message that a bomb has been planted in building:

- ☐ Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why caller is doing this.
- ☐ Listen closely to caller's voice and speech patterns and to noises in background.
- ☐ Notify Office Manager
- ☐ Office Manager orders evacuation of all persons inside building(s).
- ☐ Office Manager notifies police (call 911) and Site Administrator

Evacuation procedures:

- ☐ Office Manager warns staff. Do not mention "Bomb Threat". Use standard fire drill procedures (Use Code Black)
- ☐ Direct staff to take their belongings.
- ☐ Staff must be evacuated to a safe distance outside of building(s). After consulting with Office Manager, staff will be relocated.
- ☐ Coordinators take roll and compare to sign-in sheets after being evacuated.
- ☐ No one may reenter building(s) until fire or police personnel declare entire building(s) safe.
- ☐ Office Manager notifies staff of termination of emergency. Resume normal operations.

Intruder/Hostage

Intruder- An unauthorized person who enters the property

- ☐ Notify Office Manager
- ☐ Ask another staff person to accompany you before approaching the intruder.
- ☐ Politely greet the intruder and identify yourself.
- ☐ Ask intruder the purpose of his/her visit.
- ☐ Inform intruder that all visitors must register with Office Manager.
- ☐ If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- ☐ Warn intruder of consequences for staying on the property. Inform him/her that you will call the police.
- ☐ Notify police and Office Manager if intruder still refuses to leave. Give the police a full description of the intruder.
- ☐ Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in the building, whether he/she is carrying a weapon or package, etc.)

*Office Manager notifies Site Administrator and may issue lock-down procedures (see Lock-Down Procedures section).

Hostage

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Call 911 immediately. Give dispatcher details of the situation; ask for assistance from the hostage negotiation team.
- ☐ Seal off area near hostage scene.
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Give control of the scene to the police and hostage negotiation team.
- ☐ Keep detailed notes of events.

If taken hostage:

- ☐ Follow instructions of hostage taker.
- ☐ Try not to panic. Calm staff if they are present.
- ☐ Treat the hostage taker as normally as possible.
- ☐ Be respectful to hostage taker.
- ☐ Ask permission to speak and do not argue or make suggestions.

Serious Injury/Death

If incident occurred in building

- ☐ Call 911.
- ☐ Notify CPR/first aid certified persons in building of medical emergencies.
- ☐ If possible, isolate affected student(s)/staff member(s).
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Designate staff person to accompany injured/ill person to hospital.
- ☐ Office Manager notifies family
- ☐ Determine method of notifying staff.
- ☐ Refer media to Deputy Executive Director.

Post-crisis intervention

- ☐ Meet with school staff to determine level of intervention for staff.
- ☐ Designate rooms as private grief areas.
- ☐ Assess stress level of staff. Recommend counseling to overly stressed staff.
- ☐ Follow-up with staff who received counseling.
- ☐ Designate staff person(s) to attend funeral.
- ☐ Allow for changes in normal routines or test schedules to address injury or death.

Earthquake

Earthquake- Inside Building

- ☐ Staff member implements action “**DROP-COVER AND HOLD**”.
- ☐ Avoid areas with large areas of glass or heavy suspended light fixtures.
- ☐ Implement Action “**LEAVE BUILDING**”.
- ☐ Maintain control of staff- **DO NOT RUN!!**
- ☐ Avoid touching electrical wires and metal objects such as chain link fences.
- ☐ Render first aid as required.
- ☐ Runner collects roll sheets. Hold up either “**OK**” or “**NEED HELP**” sign.
- ☐ Office Manager will initiate action “**STAY OUT**”. Do not return to buildings for any reason until they have been declared safe by authorized officials and the “**ALL CLEAR**” command is given.
- ☐ Office Manager will instruct other staff members/volunteers to guard entrances so that no one re-enters the buildings.
- ☐ Office Manager will initiate “**GO HOME**” action if warranted.

Earthquake- Outside on Center Grounds

- ☐ Staff member implements action “**DROP-COVER AND HOLD**”
- ☐ The safest place is to stay in the open. **Stay there until the earthquake is over.**
- ☐ Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
- ☐ **DO NOT RUN!**
- ☐ Avoid touching electrical wires and metal objects such as chain link fences.

- ☐ Render first aid as required.
- ☐ Take roll. Hold up either **“OK”** or **“NEED HELP”** sign.
- ☐ Office Manager will initiate action **“STAY OUT”**. Do not return to buildings for any reason until they have been declared safe by authorized officials and the **“ALL CLEAR”** command is given.
- ☐ Office Manager will instruct staff members/volunteers to guard entrances so that no one re-enters the buildings.
- ☐ Office Manager will initiate **“GO HOME”** action if warranted.

Civil Disturbance, Violence, Gunman on Site

PERSONS RECEIVING GUN OR VIOLENCE INFORMATION ON CAMPUS BY TELEPHONE, EMAIL OR OTHER MESSAGE WILL IMMEDIATELY NOTIFY the Office Manager

- ☐ Notify the Office Manager immediately.
- ☐ Tell the Office Manager the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.

Office Manager:

- ☐ **Initiate “LOCKDOWN”**
- ☐ If away from a building, all staff are to immediately lie flat.
- ☐ Take roll and notify the office assistant of staff missing.
- ☐ Office Manager will call **911**.
- ☐ Lock doors, stay away from windows and doors.
- ☐ **DO NOT** approach gunman. Law Enforcement will handle.
- ☐ Take roll and place **“NEED HELP/I’M OK”** sign in window.
- ☐ Release Lock Down will be issued by the Police department if involved. If the Police department was not involved it will be released by Site Administrator or Designee.

Warning and Notification of Emergency

- ☐ **Call 911**, if necessary. Assess life and safety issues first.
- ☐ Inform Office Manager
- ☐ The Office Manager notifies the Emergency Team.
- ☐ Warn team members and staff. If an emergency requires immediate action to protect the safety of students and staff activate
- ☐ _____.
 - ☐ Warning systems, i.e. announcement, sounding of bell
- ☐ Plain Language shall be used to announce an emergency.
- ☐ If immediate action is not required, notify staff at a meeting before or after program hours.
- ☐ Office Manager notifies others as needed. Families of the victim(s) should be called first.

Lock-Down Procedures

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the building.

- ☐ Office Manager will issue a lock-down procedure by sending staff to each suite.
- ☐ Direct all staff and visitors into suites.
- ☐ Lock suites.
- ☐ Cover windows of suites.
- ☐ Move all persons away from windows and doors.
- ☐ Allow no one outside of suites in until Office Manager gives an all-clear signal.
- ☐ Release Lock Down will be issued by the Police department if involved. If the Police department was not involved it will be released by Site Administrator or Designee.

Sheltering Procedures

Sheltering provides refuge for students, staff and public within building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- ☐ Identify safe areas in each building.
- ☐ Office Manager warns staff to assemble in safe areas. Bring all persons inside building(s).
- ☐ Coordinators take roster.
- ☐ Close all exterior doors and windows.
- ☐ Turn off any ventilation leading outdoors.
- ☐ Cover up food not in containers or put in the refrigerator.
- ☐ If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- ☐ All persons must remain in safe areas until notified by Office Manager or emergency responders.

Terrorist Event

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- ☐ Move staff to specifically identified basement or lower level rooms. Interior hallways as an alternative.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ All people assume the *duck, cover and hold* position on the ground.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep staff inside buildings.

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the program should:

- ☐ Reverse-evacuate all people into buildings.
- ☐ Shelter in place. (**Do not use basements or low lying areas**)
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC systems. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Keep staff inside buildings.

Chemical:

- ☐ Reverse-evacuate all people into buildings.

- ☐ Shelter in place. (**Do not use basements or low lying areas**)
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC systems. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Be prepared to treat staff who experience a reaction to the chemical agent.
- ☐ Evacuation. (*The decision to evacuate should only be made after consulting with public safety, emergency management, or military authorities.*)

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- ☐ Move staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep staff inside buildings.

If the building is the target of the event:

- Evacuate to ~~(insert pre-designated location)~~
_____ a safe location

COVID-19 Reporting

AB 685 mandates increased COVID-19 reporting requirements. School employees must be notified within one business day of any potential exposure to COVID-19 in the workplace with specific information regarding their rights in response to the exposure, as well as the employer's disinfection/safety plan. The local public health agency must be notified within forty-eight hours in the event of an outbreak in the workplace.

SCHOOL:

- ☐ The school will notify all employees at a worksite of potential exposures, COVID-19-related benefits and protections, and disinfection and safety measures that will be taken at the worksite in response to the potential exposure.
- ☐ The school will provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the person who was infectious with COVID-19 or who was subject to a COVID-19-related quarantine order within one business day.
- ☐ The school will notify local public health agencies of all workplace outbreaks, which are defined as three or more laboratory-confirmed cases of COVID-19 among employees who live in different households within a two-week period.
- ☐ The school will notify local public health agencies of outbreaks within 48 hours of becoming aware of the number of cases that meets the definition of an outbreak. The school will notify the local public health agency in the jurisdiction of the worksite of the names, phone number, occupation, and worksite of employees who may have COVID-19 or who are under a COVID-19 isolation order from a public health official.
- ☐ The school will provide staff who may have been exposed with information regarding COVID-19 related benefits available under federal, state, and local laws. This information would include workers compensation benefits, COVID-19-related leaves, company sick leave, state-mandated leave, supplemental sick leave, and anti-retaliation and antidiscrimination protections.
- ☐ The school will notify all employees of the disinfection and safety plan that the employer plans to implement and complete in accordance with the guidelines of the Centers for Disease Control.
- ☐ The school will report the business address and NAICS industry code of the worksite where the infected or quarantined individuals work.
- ☐ The school will provide information about access to COVID-19 testing.

- ☐ The school will provide information about COVID-19 hazards to staff and anyone that comes into contact with the school workplace.
- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue an Order Prohibiting Use (OPU) to shut down an entire worksite or a specific worksite area that exposes employees to an imminent hazard related to COVID-19.
- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue citations for serious violations related to COVID-19 without giving employers 15-day notice before issuance.

STAFF:

- ☐ Staff need to report to the school, without fear of reprisal, COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards at the workplace.
- ☐ Staff with medical or other conditions that put them at increased risk of severe COVID-19 illness shall inform Human Resources.

Appendix

Definition of Staff Roles

- Triage Team – Staff members who are CPR & first aid certified and called on to respond to medical emergencies or injuries before
- Search & Rescue Team – Staff members who strategically sweep the premises for unaccounted students when evacuation or sheltering orders are issued
- Hazards Team – Staff members designated to shut off gas or seal off areas containing materials or persons who have become hazardous
- Administrative Assistant – Staff member designated to ensure completion of incident reports and documentation of the emergency
- Runner – Staff member designated to collect roll sheets that determine any students unaccounted for
- Lockdown Code Word – What word(s) are stated to declare lockdown orders and procedures : CODE RED
- Lockdown Means of Issue – Method the person issuing the lockdown sequence is using to communicate to all staff (walkie-talkie, text message, PA system, bullhorn, etc.)
 - Main Office: Office Manager
 - All Other Offices including Main Office: Director

Emergency & Community Agency

Phone Numbers

| | |
|--|--|
| Fire, Ambulance, Police | 9-1-1 |
| Disaster Services | 2-1-1 |
| Local Police (Non-emergency) | Fresno County 559-621-7000 |
| | San Benito County 831-636-4080 |
| | Madera County 559- 675-4242 |
| | Merced County 209-385-6905 |
| | Monterey County 831-646-3914 |
| | Mono County 760-932-7549 |
| Local Fire Department | 559-324-2200 Fresno County |
| | Clovis - Station 3 |
| CIS Security | 559-495-3000 |
| Child Abuse/Neglect Reporting Line - CPS Fresno county | |
| Crime Reporting Hotline in your county | |
| Reporting Child Abuse.... | Fresno County 559-600-8320 |
| Reporting Elder/Dependant Abuse.... | Fresno County 559-600-3383 |
| Hazardous Materials: To report a leak or spill | San Benito County 831-636-4110 |
| | Fresno County 559-600-3271 |

| | |
|---------------------------------------|--|
| | Madera 559-661-6333 |
| | Merced County 209-723-4481 |
| | ext.210 |
| | Monterey County 831-384-5313 |
| | Mono County 760-924-1830 |
| The Emergency Response Team | Fresno County 559-324-2217 |
| | San Benito County 831-636-4168 |
| | Madera County 559-675-7703 |
| | Merced County 209-385-7548 |
| | Monterey County 831-796-1905 |
| | Mono County 760-932-7549 ext.7 |
| Reset Fire Alarm (Misty) | 559-439-9200 |
| Building Keys (Misty) | 559-439-9200 |
| Poison Control Center | 1 (800) 222-1222 |
| | |
| Disaster Assistance | Monterey 831-796-1905 |
| | Fresno County 559-600-3111 |
| | San Benito County 831-636-4168 |
| | Madera County 559-675-7708 |
| | Merced County 209-385-7548 |
| | Mono 760-873-8557 |
| | |
| American Red Cross | 1-800-RED CROSS (1-800-733-2767) |
| Terrorist Threat | 1-877-A-THREAT |

General City Telephone Information

[Monterey](#) 831-646-3799

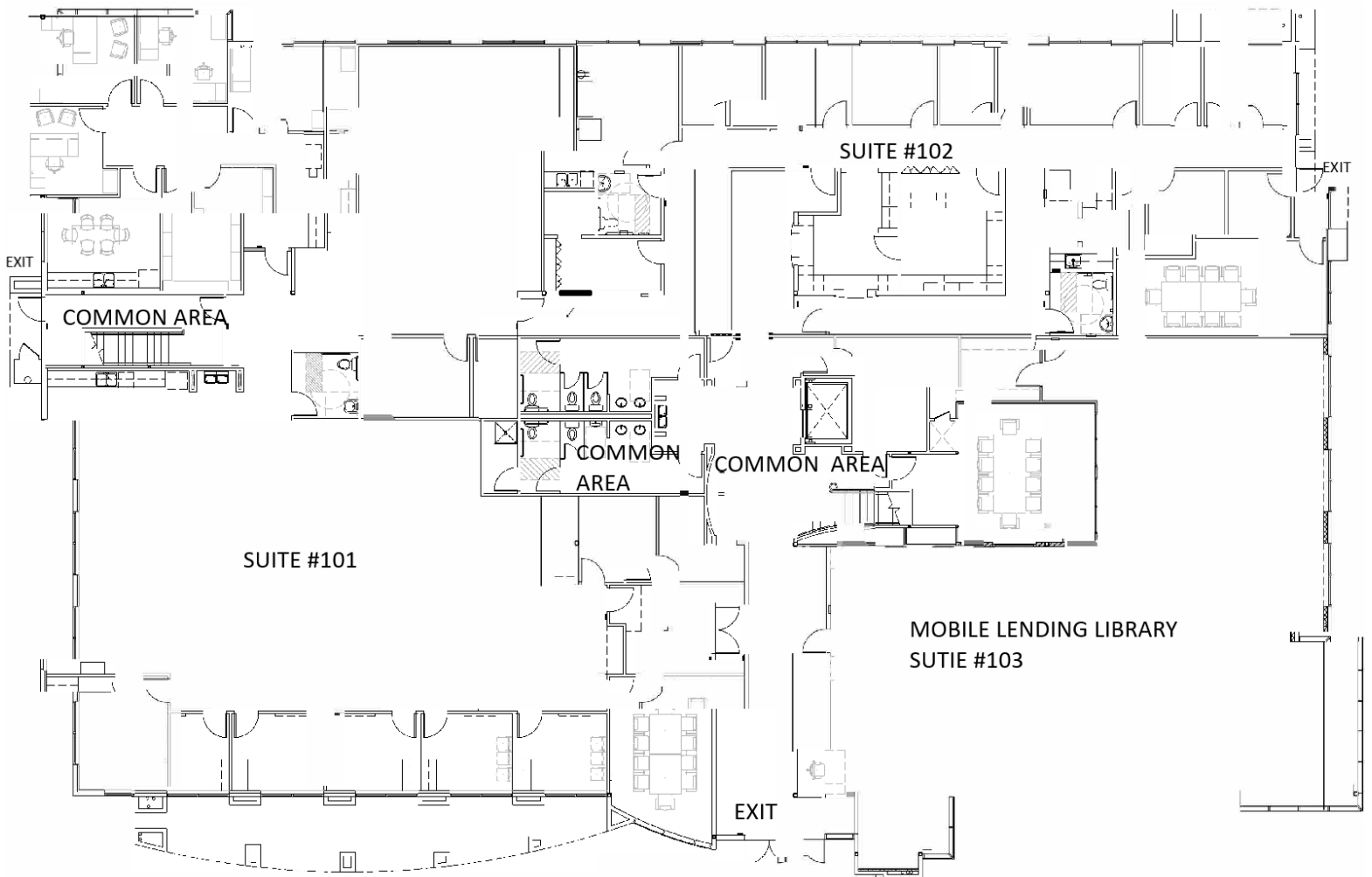
[Madera](#) 559-661-5400

[San Benito](#)

[Merced County](#) 209-385-7627

[Fresno County](#) 559-621-2489

[Mono County](#) 866-745-9719



OK

**NEED
HELP**

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____

Cover Sheet

Employee Handbook (p. 227-293)

Section: IV. Operations
Item: D. Employee Handbook (p. 227-293)
Purpose: Vote
Submitted by:
Related Material: Employee Handbook 20-21 - Yosemite.pdf

BACKGROUND:

- Updated to include information about the California Family Rights Act "CFRA" (SB1383) on page 26



EMPLOYEE HANDBOOK 2020-2021

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SECTION 1 – WELCOME

Welcome to Yosemite Valley Charter School!

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

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

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

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

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

SECTION 2 – GENERAL

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

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

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

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

SECTION 3 – PHILOSOPHY

CORE PURPOSE

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

CORE VALUES

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

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

PERMISSION-TO-PLAY VALUES

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

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

STRATEGIC ANCHORS

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

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

School-wide Learning Outcomes

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

1. Technologically proficient and will:

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

2. Critical thinkers who will:

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

3. Effective communicators who will:

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

4. Responsible and self-directed citizens who will:

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

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

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

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

HARASSMENT

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

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

What is Harassment?

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

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

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

What is abusive conduct/workplace bullying?

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

What is Retaliation?

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

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

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

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

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

Responsibility

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

Reporting

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

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

Investigation/Complaint Procedure

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

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

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

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

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

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

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

Conclusion

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

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

Training Requirements

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

AT WILL EMPLOYMENT

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

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

OPEN COMMUNICATION POLICY

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

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

LACTATION ACCOMMODATION POLICY

YVCS provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The School will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private. The lactation location will be shielded from view and free from intrusion while the employee is expressing milk.

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

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

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

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

If the School cannot provide break time or a location that complies with this policy, the School will provide a written response to the employee. If the School fails to provide an accommodation for expressing milk in accordance with this policy, the employee has a right to file a complaint with the Labor Commissioner.

PUBLIC RELATIONS

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

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

These are the building blocks for our continued success:

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

WHISTLEBLOWER POLICY

YVCS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of YVCS policy, specifically the policies contained in YVCS' Employee Handbook.

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

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

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

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

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

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

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

Exempt

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

Non-Exempt

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

Certificated Employee

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

Classified Employee

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

WORK SCHEDULES

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

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

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

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

WORKWEEK AND WORKDAY

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

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities:

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

Training:

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

Worksites:

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

ATTENDANCE AND PUNCTUALITY

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

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

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

TIME RECORDS (NON-EXEMPT EMPLOYEES)

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

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

OVERTIME

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

OFF THE CLOCK WORK

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

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

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

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

Meal Periods

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

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

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

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

Rest Periods

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

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

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

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

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

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

PAYDAYS

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

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

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

PAYROLL WITHHOLDINGS

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

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

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

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

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

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

CREDENTIAL REQUIREMENTS

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

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

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

TUBERCULOSIS TEST

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

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

CRIMINAL BACKGROUND CHECK

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

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

CHILD ABUSE AND NEGLECT REPORTING ACT

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

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

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

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

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

PERSONNEL FILES

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

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

CHANGES IN EMPLOYEE INFORMATION

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

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

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

Teachers:

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

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

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

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

Classified Staff:

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

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

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT¹

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

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

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

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

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

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

provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

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

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

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

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

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

PREGNANCY DISABILITY LEAVE

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

for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

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

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

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

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

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

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

MILITARY SPOUSE LEAVE

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

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

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

WORKERS' COMPENSATION LEAVE

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

BEREAVEMENT LEAVE

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

JURY DUTY LEAVE

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

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

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

TIME OFF TO VOTE

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

The School will not require or request that an employee bring the employee's vote by mail ballot to work or vote the employee's vote by mail ballot at work.

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

SCHOOL ACTIVITIES LEAVE

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

The leave is subject to all of the following conditions:

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

SCHOOL APPEARANCE/SUSPENSION LEAVE

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

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

CRIME VICTIM LEAVE

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

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

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

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

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

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

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

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

Certification may be sufficiently provided by any of the following:

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

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

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

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

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

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

MILITARY LEAVE

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

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

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want

compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

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

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

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

An employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

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

DRUG & ALCOHOL REHABILITATION LEAVE

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

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

VOLUNTEER CIVIL SERVICE LEAVE

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

CIVIL AIR PATROL LEAVE

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

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

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

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

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

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

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

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

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

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

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

- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) – A-BASIS ONLY

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

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

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

All full-time A-Basis (12 Months) employees may be eligible to receive up to ten (10) days (i.e., 80 hours) of PTO each school year (July 1 – June 30). 3.33 hour of PTO are accrued per pay period. Once an employee's PTO balance reaches fifteen (15) days (i.e., 120 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 15 day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

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

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

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“PSL”) to eligible employees.

Eligible Employees

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

Permitted Use

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

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

Allotment

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

- Full-time A-Basis, B-Basis, C-Basis, and D-Basis school based employees:
On July 1 of each year, eligible employees will be allotted ten days (80 hours) of PSL per school year (July 1 – June 30), which unused PSL days will carryover year to year subject to a cap of 18 days (144 hours). 24 hours will be front-loaded at beginning of the school year or hire date with 2.33 hours accrued per pay period. 8 hours equals one full workday. Please note that teachers get 10 days of sick leave. Regional Coordinators receive 11 days of sick leave. Directors receive 12 days of sick leave per year according to the number of days in their work contract.
- All other eligible employees:
All other eligible employees will be allotted three days (24 hours) of PSL each school year (July 1 – June 30) on July 1 or on his or her first day of employment, even if hired mid-year. PSL days are “use it or lose it” and, as such, do not carry over from year to year.

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

Limits on Use

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

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

Notification

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

Termination

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

No Discrimination or Retaliation

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

Transfer of Sick Leave for STRS

New employees may carry over accrued sick leave from a prior employer, but said accrued sick leave may not be used while employed with YVCS. Said accrued sick leave is for purposes of the State Teachers Retirement System only.

PAID SICK LEAVE DONATION POLICY

Personal Hardship

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

Eligibility

Employees who are experiencing hardship due to a catastrophic illness or medical emergency are eligible to request and receive donations of PSL from other employees who have agreed to surrender leave to the School sponsored leave bank.

Requests for Donations

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

Donations of Paid Leave

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

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

Valuation of Donated PSL

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

INSURANCE BENEFITS

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

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources.

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

COBRA BENEFITS

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

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

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

SOCIAL SECURITY/MEDICARE

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

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

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

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

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under YVCS policy and applicable law.

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

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

WORKER'S COMPENSATION INSURANCE

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

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

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

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

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

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

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

No Expectation of Privacy

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

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

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

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

Professional Use of Communication Systems Required

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

Offensive and Inappropriate Material

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

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

Solicitations

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

Licenses and Fees

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

Games and Entertainment Software

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

Confidential Information

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

Copyrights and Trademarks

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

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

Maintenance and Security of the System

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

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

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

Violations of this Policy

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

Amendment and Modification of this Policy

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

SOCIAL MEDIA POLICY

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

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

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

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

Personal or Professional Blogs

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

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

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

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

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

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

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

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

EQUIPMENT POLICY

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

Laptop Computers

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

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

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

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

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

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

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

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

CELL PHONE POLICY

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

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

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

Telephone Calls and Texting

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

NO SOLICITATION/DISTRIBUTION POLICY

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

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

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

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

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

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

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

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

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

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

Definitions

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

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

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

Employee Responsibility

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

ANTI-NEPOTISM POLICY

Policy Statement

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

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

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

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

Definitions

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

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

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

Procedures

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

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

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

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

Responsibilities

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

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

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

VIOLENCE IN THE WORKPLACE

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

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

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

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

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

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

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

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

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

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

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

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

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

Acceptable and Unacceptable Behavior

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

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

Unacceptable Behaviors

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

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

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

Acceptable and Recommended Behaviors

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

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

Reporting

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

Investigating

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

Consequences

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

CUSTOMER & PUBLIC RELATIONS

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

PROHIBITED CONDUCT

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

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

- Abuse of sick leave
- Violation of the Communications Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

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

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

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

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

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

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems. Employees shall not be financially interested in any contract made by them in their official capacity.

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

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

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

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

Outside Employment

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

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

Your obligations to YVCS must be given priority. Full time employees are hired and continue employment with the understanding that YVCS is their primary employer and that other

employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

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

Policy Statement

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

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

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

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

Procedure

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

EXPENSE REIMBURSEMENT POLICY

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

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

Policy Statement

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

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

Procedures

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

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

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

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SMOKING

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

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

PARKED VEHICLES

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

PERSONAL AUTOMOBILE

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

PERSONAL PROPERTY

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

SAFETY POLICY

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

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

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

ERGONOMICS

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

CHEMICAL EXPOSURE WARNING

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

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

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

INVOLUNTARY TERMINATION

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

EXIT INTERVIEWS

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

VERIFICATION AND REFERENCE POLICY

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

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

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

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

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

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

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

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

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

Employee Name (print): _____

Employee Signature: _____

Date: _____

Cover Sheet

Resolution to Establish Policies and Procedures for the Sale and Disposal of Books, Equipment, and Supplies (p. 294-297)

Section: IV. Operations

Item: E. Resolution to Establish Policies and Procedures for the Sale and Disposal of Books, Equipment, and Supplies (p. 294-297)

Purpose: Discuss

Submitted by:

Related Material:

DRAFT - Board Resolution - Establishing Policies & Procedures for the Sale & Disposal of Books, Equipment, & Supplies.pdf

YOSEMITE VALLEY CHARTER SCHOOL

BOARD RESOLUTION 2020-X

WHEREAS, the Yosemite Valley Charter School (the “School”) is a California nonprofit public benefit corporation that operates a public charter school authorized by Westside Elementary School District in Fresno County;

WHEREAS, there is a need to create policies and procedures for the sale and disposal of surplus, obsolete, or unneeded books, equipment, and supplies;

WHEREAS, per EC Section 60510 a school may dispose of surplus or undistributed obsolete instructional materials in its possession that are usable for educational purposes in any of the following ways:

- (a) By donation to a governing board, county free library, or other state institution.
- (b) By donation to a public agency or institution of any territory or possession of the United States, or the government of a country that formerly was a territory or possession of the United States.
- (c) By donation to a nonprofit charitable organization.
- (d) By donation to children or adults in the State of California, or foreign countries for the purpose of increasing the general literacy of the people.
- (e) By sale. EC Section 60511.

NOW, THEREFORE BE IT RESOLVED by the Board of Directors that the policies and procedures attached hereto and incorporated herein by this reference are hereby adopted.

The Executive Director may dispose of surplus, obsolete, or unneeded school property of nominal value through any of the following methods:

1. The Executive Director or designee may advertise the sale of items with a call for bids by posting and publishing public notices and sell the property to the highest responsible bidder or shall reject all bids (Education Code 17545). Property for which no qualified bid has been received may be sold, donated, or disposed of without further advertising (Education Code 17546).
2. The property may be sold by means of a public auction conducted by school employees, employees of other public agencies or nonprofit organizations, or by contract with a private auction firm.
3. The property may be sold, donated, or disposed of without advertising under any of the following conditions:

- a. The property is sold to federal, state, or local government, to any other school, or to any nonprofit public benefit corporation or charitable entity, and the sale price equals the value of the property plus the cost of disposal.
 - b. If the Executive Director or designee determines that the value of the property is insufficient to defray the costs of arranging a sale or auction, the property may be donated to any public or charitable organization deemed appropriate by the Board or disposed of.
4. In all cases, the property shall be offered “as is,” without any warranty, and buyers or donees must agree to waive all claims with respect to the condition or utility of the property.
5. Property not suitable for sale or donation may be destroyed or otherwise disposed of by any economical means.

Money received from the sale of surplus property shall be either deposited in the school reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 17547).

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Yosemite Valley Charter School a California nonprofit public benefit corporation, County of Fresno, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Yosemite Valley Charter School which was duly and held on [Month Date], 2020, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on _____, 2020.

Secretary of the Board of Directors of
Yosemite Valley Charter School