



# Yosemite Valley Charter School

## Regular Scheduled Board Meeting

---

### Date and Time

Thursday March 25, 2021 at 5:15 PM PDT

### 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
<b>I. Opening Items</b>			<b>5:15 PM</b>
A. Record Attendance			1 m
B. Call the Meeting to Order		Larry Jarocki	1 m
C. Flag Salute			1 m
D. Approval of the Agenda	Vote	Larry Jarocki	1 m
E. Public Comments	Discuss		5 m
F. Approve Minutes	Approve Minutes	Larry Jarocki	2 m
Approve minutes for Regular Scheduled Board Meeting on February 25, 2021			
G. Approve Minutes	Approve Minutes	Larry Jarocki	2 m
Approve minutes for Special Board Meeting on February 25, 2021			
H. Executive Director Report		Laurie Goodman	10 m
<b>II. Finance</b>			<b>5:38 PM</b>

	Purpose	Presenter	Time
<b>A. February Financials</b>	Vote	Darlington Ahauiwe	5 m
<b>B. Budget Considerations for 2021-2022 School Year</b>	Vote	Laurie Goodman	10 m
<b>III. Academic Excellence</b>			<b>5:53 PM</b>
<b>A. School's Mission &amp; Vision</b>	Discuss	Laurie Goodman	5 m
<b>B. Transgender &amp; Gender Nonconforming Students Policy</b>	Vote	Laurie Goodman	5 m
<b>C. Local Control and Accountability Plan (LCAP) Update &amp; Timeline</b>	Discuss	Laurie Goodman	5 m
<b>D. Local Control and Accountability Plan (LCAP) / Every Student Succeeds Act (ESSA) Federal Addendum</b>	Vote	Laurie Goodman	5 m
<b>E. Discussion and Potential Action on the Parent and Family Involvement Policy</b>		Laurie Goodman	5 m
<b>F. Special Education Specialized Academic Instruction (SAI) and Related Services Reopening Plan</b>	Vote	Dr. Steven James	5 m
<b>G. Adult Status of 18-Year Old Students Policy</b>	Vote	Dr. Steven James	5 m
<b>H. Assignment of Educational Decision-Making Authority</b>	Vote	Dr. Steven James	5 m
<b>I. Discussion and Potential Action on the Independent Study Policy</b>		Laurie Goodman	5 m
<b>J. Discussion and Potential Action on the Independent Study Master Agreement</b>		Laurie Goodman	5 m
<b>K. Discussion and Potential Action on the Work Sample Policy</b>		Laurie Goodman	5 m
<b>IV. Closing Items</b>			<b>6:48 PM</b>
<b>A. Adjourn Meeting</b>	Vote		1 m
<b>B. Announcement of the Next Regular Scheduled Board Meeting</b>	FYI	Larry Jarocki	1 m

April 29, 2021 at 5:15 pm

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.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** F. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Regular Scheduled Board Meeting on February 25, 2021

DRAFT



# Yosemite Valley Charter School

## Minutes

### Regular Scheduled Board Meeting

---

#### **Date and Time**

Thursday February 25, 2021 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, Debbie De Alba, Jonna Durst, Larry Jarocki, Trina Short

#### **Directors Absent**

*None*

#### **Guests Present**

Jenny Plumb (remote), Kimmi Buzzard (remote), Maria Thoeni (remote), Steph Johnson, 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 Feb 25, 2021 @ 5:16 PM.

#### **C. Flag Salute**

Dr. Larry Jarocki led the flag solute.

**D. Approval of the Agenda (p. 1-3)**

Jonna Durst made a motion to approve the agenda.

Carla Moore seconded the motion.

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

**E. Public Comments**

There were no public comments.

**F. Executive Director's Report**

Steph Johnson presented school updates including

- Intervention Program
- Professional Learning Communities

**G. Approve Minutes (p. 4-9)**

Debbie De Alba made a motion to approve the minutes from Regular Scheduled Board Meeting on 01-28-21.

Carla Moore seconded the motion.

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

**II. Finance**

**A. January Financials & Second Interims (p. 10-39)**

Darlington Ahaiwe presented the monthly financial report as well as the Second Interim report.

Debbie De Alba made a motion to approve the January Financials & Second Interims.

Carla Moore seconded the motion.

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

**B. Board Resolution - 2021-2 - EL Coordinator Stipend (p. 40-42)**

Dr. Larry Jarocki recused himself from this agenda item.

Steph Johnson explained the current EL Staff is one member understaffed. The school would like to use the budget allocated to a third staff member to provide the stipend for additional work duties the current EL Coordinator has taken on.

Jonna Durst made a motion to approve Board Resolution - 2021-2 - EL Coordinator Stipend.

Trina Short seconded the motion.

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

**Roll Call**

Debbie De Alba Aye

Carla Moore Aye

Jonna Durst Aye

Trina Short Aye

Larry Jarocki Abstain

**C. Budget Considerations for 2021-2022 School Year (p. 43-45)**

**Growth in Enrollment**

- Dr. Larry Jarocki inquired about the growth projections and whether or not the growth has been factored into budget projections.

- Steph shared that the authorizer desires the school to grow.

### **Special Education Staffing & Program**

- Dr. Larry Jarocki asked about SPED staff and additional needs with increased enrollment.
- Dr. Steven James said that with the amount of time being provided for planning and hiring, his team will be prepared to meet the additional needs.

### **Enrollment Goals**

- Dr. Larry Jarocki asked about the vision for the school size.
- Steph Johnson shared that the school will ensure the program can serve all enrolled students well and that the school's systems can withstand an increase in enrollment. The size of the school will always depend on how well the school can serve students well.

Carla Moore made a motion to approve the Budget Considerations for 2021-2022 School Year.

Debbie De Alba seconded the motion.

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

#### **D. Payroll Transition 2022-2023 (p. 46-47)**

Carla Moore made a motion to approve the Payroll Transition 2022-2023.

Trina Short seconded the motion.

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

### **III. Academic Excellence**

#### **A. 2021-2022 School Calendar (p. 48-49)**

Trina Short made a motion to approve the 2021-2022 School Calendar.

Debbie De Alba seconded the motion.

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

#### **B. Title IX Sexual Harassment Policy & Grievance Procedures (p. 50-60)**

Jonna Durst made a motion to approve the Title IX Sexual Harassment Policy & Grievance Procedures.

Trina Short seconded the motion.

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

#### **C. Transgender & Gender Nonconforming Students Policy (p. 61-67)**

Dr. Larry Jarocki asked about student name authorization and if a student and parent have differing opinions about the student's preferred name or pronouns. Steph Johnson said that legal would need to be consulted for guidance and clarification.

Dr. Larry Jarocki asked for this section to be revised to include the process of how to respond to the scenario described above.

Jonna Durst made a motion to table the Transgender & Gender Nonconforming Students Policy.

Carla Moore seconded the motion.

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

#### **D. Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy (p. 68-74)**

Jonna Durst made a motion to approve the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy.  
Trina Short seconded the motion.  
The board **VOTED** unanimously to approve the motion.

#### **IV. Operations**

##### **A. Updated Public Random Drawing-Lottery Policy (p. 75-78)**

Debbie De Alba made a motion to approve the Updated Public Random Drawing-Lottery Policy.  
Carla Moore seconded the motion.  
The board **VOTED** unanimously to approve the motion.

##### **B. Updated Residency Policy (p. 79-83)**

Trina Short made a motion to approve the Updated Residency Policy.  
Jonna Durst seconded the motion.  
The board **VOTED** unanimously to approve the motion.

##### **C. Evaluation Policy (p. 84-86)**

Trina Short made a motion to approve the Evaluation Policy.  
Carla Moore seconded the motion.  
The board **VOTED** unanimously to approve the motion.

##### **D. Disposal of Surplus, Obsolete, or Unneeded Books, Equipment, and Supplies Policy (p. 87-89)**

Jonna Durst made a motion to approve the Disposal of Surplus, Obsolete, or Unneeded Books, Equipment, and Supplies Policy.  
Debbie De Alba seconded the motion.  
The board **VOTED** unanimously to approve the motion.

##### **E. Comprehensive Safety Plan 2021-2022 (p. 90-126)**

Steph Johnson presented the changes to the Safety Plan. The main changes included updated staff named in the plan as well as with the new office location.  
Trina Short made a motion to approve the Comprehensive Safety Plan 2021-2022.  
Carla Moore seconded the motion.  
The board **VOTED** unanimously to approve the motion.

##### **F. Auditor Selection (p. 127-159)**

Trina Short made a motion to approve Wilkenson, Hadley, and King as the auditor for 2020-2021.  
Debbie De Alba seconded the motion.  
The board **VOTED** unanimously to approve the motion.

#### **V. Closing Items**

##### **A. Board of Director's Comments & Requests**

1. Transgender policy - Clarification on name/pronoun preferences + Find the age of a child that can make their own decisions about their name without the input/permission from a parent/guardian.
2. Sale/Donation of Items - Consult legal counsel

##### **B. Announcement of the Next Regularly Scheduled Board Meeting**

The next board meeting will be held on March 25, 2021 at 5:15 pm.



### C. Adjourn Meeting

Debbie De Alba made a motion to adjourn the meeting at 6:13 pm.

Jonna Durst seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:13 PM.

Respectfully Submitted,  
Larry Jarocki

---

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.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Cover Sheet

## Approve Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	G. Approve Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on February 25, 2021

DRAFT



# Yosemite Valley Charter School

## Minutes

### Special Board Meeting

---

#### Date and Time

Thursday February 25, 2021 at 7:00 PM

---

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

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

---

#### Directors Present

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

#### Directors Absent

Carla Moore

#### Guests Present

Kimmi Buzzard (remote), Paul Minney (remote), Steph Johnson (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 Feb 25, 2021 @ 7:01 PM.

Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Thursday Feb 25, 2021 @ 7:01 PM.

#### C. Approval of the Agenda

Trina Short made a motion to approve the agenda.

Jonna Durst seconded the motion.

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

**Roll Call**

Trina Short	Aye
Larry Jarocki	Aye
Jonna Durst	Aye
Carla Moore	Absent
Debbie De Alba	Aye

Jonna Durst made a motion to approve the agenda.

Debbie De Alba seconded the motion.

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

**Roll Call**

Jonna Durst	Aye
Larry Jarocki	Aye
Debbie De Alba	Aye
Carla Moore	Absent
Trina Short	Aye

**D. Public Comments**

There were no public comments for this meeting.

There were no public comments.

**II. Closed Session**

**A. Closed Session**

Jonna Durst made a motion to move into Closed Session at 7:02 pm.

Debbie De Alba seconded the motion.

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

**Roll Call**

Trina Short	Aye
Larry Jarocki	Aye
Carla Moore	Absent
Jonna Durst	Aye
Debbie De Alba	Aye

**B. Closed Session**

Debbie De Alba made a motion to move into Closed Session at 7:02 pm.

Jonna Durst seconded the motion.

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

**Roll Call**

Jonna Durst	Aye
Trina Short	Aye
Carla Moore	Absent
Larry Jarocki	Aye
Debbie De Alba	Aye

Trina Short made a motion to end the closed session at 7:24 pm.

Jonna Durst seconded the motion.

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

**Roll Call**

Trina Short	Aye
Debbie De Alba	Aye
Carla Moore	Absent
Larry Jarocki	Aye
Jonna Durst	Aye

### III. Open Session

#### A. Announcement of any Action Taken in Closed Session

Dr. Larry Jarocki reported that the board has decided to move forward with the legal services agreement with the law firm of Young, Minney & Corr, LLP.

#### B. Action: The Board will consider the approval of a Legal Services Agreement with the law firm of Young, Minney & Corr, LLP.

Debbie De Alba made a motion to approve the approval of a Legal Services Agreement with the law firm of Young, Minney & Corr, LLP.

Trina Short seconded the motion.

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

##### Roll Call

Larry Jarocki	Aye
Jonna Durst	Aye
Carla Moore	Absent
Debbie De Alba	Aye
Trina Short	Aye

### IV. Closing Items

#### A. Adjourn Meeting

Trina Short made a motion to adjourn the meeting.

Jonna Durst seconded the motion.

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

##### Roll Call

Jonna Durst	Aye
Debbie De Alba	Aye
Trina Short	Aye
Larry Jarocki	Aye
Carla Moore	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:26 PM.

Respectfully Submitted,  
Larry Jarocki

---

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.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation,

including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Cover Sheet

## February Financials

<b>Section:</b>	II. Finance
<b>Item:</b>	A. February Financials
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Financial Package - February 2021 - Yosemite.pdf



# Yosemite Valley Charter School

## Monthly Financial Presentation – February 2021



# YOSEMITE - Highlights

- Year-end revenue projections increased by \$36k.
- Year-end expense projections increased by \$169k.
- Year-end surplus projected at \$1.6M. (Prior; \$1.7M)
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

Cert.	Instr.
48.7%	80.2%
1,949,195	56,793

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
21.01 :1

# YOSEMITE - Revenue

- Other State Rev: Recognition of Learning Loss Mitigation Funds- GF

## Revenue

	<i>Year-to-Date</i>		
	<b>Actual</b>	<b>Budget</b>	<b>Fav/(Unf)</b>
State Aid-Rev Limit	\$ 10,852,921	\$ 11,177,955	\$ (325,034)
Federal Revenue	141,175	151,663	(10,488)
Other State Revenue	1,184,982	814,731	370,252
Other Local Revenue	3,188	-	3,188
<b>Total Revenue</b>	<b>\$ 12,182,266</b>	<b>\$ 12,144,349</b>	<b>\$ 37,917</b>

	<i>Annual/Full Year</i>		
	<b>Forecast</b>	<b>Budget</b>	<b>Fav/(Unf)</b>
State Aid-Rev Limit	\$ 20,330,118	\$ 20,333,097	\$ (2,979)
Federal Revenue	416,926	275,751	141,175
Other State Revenue	2,153,707	1,849,349	304,358
Other Local Revenue	3,188	-	3,188
<b>Total Revenue</b>	<b>\$ 22,903,939</b>	<b>\$ 22,458,197</b>	<b>\$ 445,742</b>

# YOSEMITE - Expenses

- **Sud agreement Services** - Increase in projected SPED expense.

## Expenses

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 4,778,193	\$ 5,027,366	\$ 249,173
Classified Salaries	252,498	193,250	(59,248)
Benefits	1,502,136	1,683,797	181,661
Books and Supplies	2,181,109	1,621,081	(560,028)
Subagreement Services	3,265,989	2,922,817	(343,173)
Operations	193,207	101,133	(92,074)
Facilities	2,471	2,533	62
Professional Services	1,078,846	1,576,178	497,332
Depreciation	-	-	-
Interest	252,857	434,959	182,102
<b>Total Expenses</b>	<b>\$ 13,507,308</b>	<b>\$ 13,563,114</b>	<b>\$ 55,806</b>

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 7,212,112	\$ 7,633,555	\$ 421,443
Classified Salaries	356,124	289,875	(66,249)
Benefits	2,243,917	2,538,410	294,494
Books and Supplies	3,138,379	2,911,762	(226,617)
Subagreement Services	5,905,796	4,857,812	(1,047,984)
Operations	243,774	151,700	(92,074)
Facilities	3,738	3,800	62
Professional Services	1,841,746	2,492,089	650,343
Depreciation	-	-	-
Interest	329,704	459,603	129,899
<b>Total Expenses</b>	<b>\$ 21,275,290</b>	<b>\$ 21,338,606</b>	<b>\$ 63,316</b>

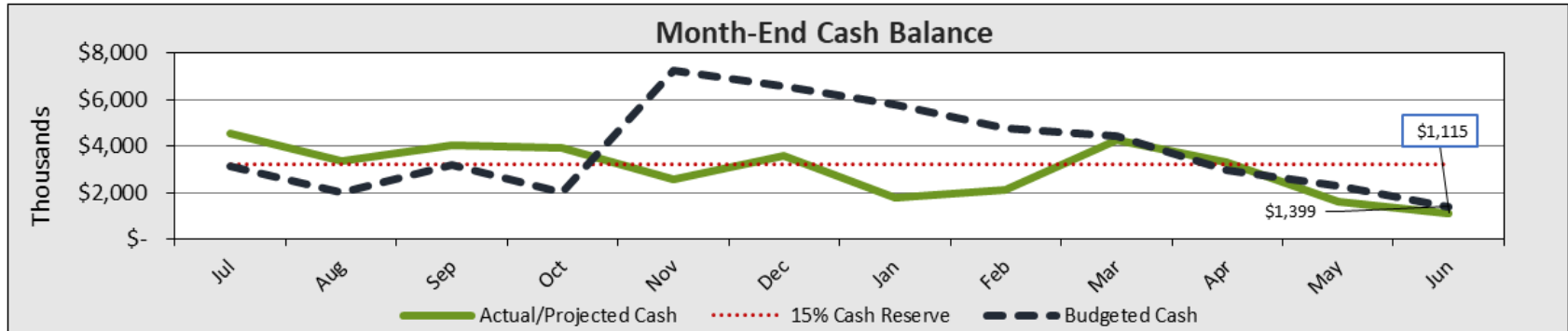
# YOSEMITE - Fund Balance

- Projected year-end surplus and fund balance exceed budget.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (1,325,042)	\$ (1,418,765)	\$ 93,723	\$ 1,628,649	\$ 1,119,591	\$ 509,058
Beginning Fund Balance	<u>2,032,470</u>	<u>2,032,470</u>		<u>2,032,470</u>	<u>2,032,470</u>	
<b>Ending Fund Balance</b>	<u><b>\$ 707,428</b></u>	<u><b>\$ 613,705</b></u>		<u><b>\$ 3,661,119</b></u>	<u><b>\$ 3,152,062</b></u>	
<i>As a % of Annual Expenses</i>	3.3%	2.9%		17.2%	14.8%	

# YOSEMITE - Cash Balance

- Year-end cash balance projected at \$1.1MM.



# YOSEMITE - Appendix

- Monthly Cash Flow / Forecast 20-21
- 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 3/11/2021

ADA = 2206.01



### Revenues

#### State Aid - Revenue Limit

8011	LCFF State Aid	-	966,575	966,575	1,739,834	1,739,834	1,739,834	1,739,834	1,739,834	927,176	454,021	437,166	431,490	6,444,850
8012	Education Protection Account	-	-	-	110,301	-	-	110,300	-	-	110,301	-	-	110,301
8019	State Aid - Prior Year	6,076	(6,076)	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	187,298	93,649	93,649	93,649	93,649

#### Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	55,150	55,150	55,150	55,150	55,150
8296	Other Federal Revenue	-	-	-	314,473	(173,298)	-	-	-	-	-	-	-	-
		-	-	-	314,473	(173,298)	-	-	-	55,150	55,150	55,150	55,150	55,150

#### Other State Revenue

8311	State Special Education	59,213	73,705	119,627	119,627	119,627	119,627	119,627	62,824	105,946	105,946	105,946	105,946	105,946
8550	Mandated Cost	-	-	-	-	-	47,853	-	-	-	-	-	438,996	-
8560	State Lottery	-	-	-	-	-	-	124,647	-	-	-	-	-	-
8598	Prior Year Revenue	-	6,076	-	-	-	-	2,149	3,911	-	-	-	-	-
8599	Other State Revenue	-	2,881	-	-	34,886	138,412	-	30,291	-	-	-	-	-

#### Other Local Revenue

8660	Interest Revenue	-	-	-	480	207	-	-	2,501	-	-	-	-	-
		-	-	-	480	207	-	-	2,501	-	-	-	-	-

### Total Revenue

### Expenses

#### Certificated Salaries

1100	Teachers' Salaries	463,215	477,025	477,572	478,328	484,285	478,678	477,411	473,047	472,349	472,349	472,349	472,349	-
1175	Teachers' Extra Duty/Stipends	30,922	40,601	59,356	63,228	92,125	58,855	63,037	60,577	85,023	85,023	85,023	85,023	-
1200	Pupil Support Salaries	35,792	41,914	34,923	34,923	36,723	40,105	36,727	36,140	34,923	34,923	34,923	34,923	-
1300	Administrators' Salaries	9,167	9,167	9,167	14,943	20,482	19,683	19,683	19,683	9,167	9,167	9,167	9,167	-
1900	Other Certificated Salaries	7,019	7,019	7,019	7,019	7,469	11,761	16,452	16,952	7,019	7,019	7,019	7,019	-

#### Classified Salaries

2100	Instructional Salaries	15,756	14,595	14,651	15,135	15,440	16,012	16,591	14,229	14,673	14,673	14,673	14,673	-
2300	Classified Administrators'	11,475	10,792	11,440	14,840	13,985	14,542	12,131	3,141	11,234	11,234	11,234	11,234	-
2400	Clerical and Office Staff Salaries	-	-	-	3,812	7,632	8,376	7,679	7,412	-	-	-	-	-

#### Benefits

3101	STRS	86,289	91,143	92,924	74,137	95,390	95,689	98,927	95,103	97,174	97,174	97,174	97,174	-
3301	OASDI	1,829	1,539	1,582	2,060	2,243	2,350	2,194	1,498	1,402	1,402	1,402	1,402	-
3311	Medicare	8,005	8,321	8,508	8,786	9,422	8,960	8,988	8,726	9,046	9,046	9,046	9,046	-
3401	Health and Welfare	49,910	75,371	91,866	77,916	74,987	79,708	78,122	80,821	65,000	65,000	65,000	65,000	-
3501	State Unemployment	6,501	2,802	569	772	583	114	26,020	1,039	5,292	2,646	2,646	2,646	-
3601	Workers' Compensation	8,838	1,268	5,053	5,053	5,053	5,053	5,052	5,052	8,734	8,734	8,734	8,734	-
3901	Other Benefits	-	-	-	-	-	-	-	-	782	782	782	782	-

#### Books and Supplies

4302	School Supplies	150,907	290,268	255,085	243,146	179,712	167,436	223,720	306,223	8,117	13,218	11,349	8,529	213,108
4305	Software	284	21,858	17,009	61,660	28,479	10,141	10,622	11,304	16,758	16,758	16,758	16,758	-
4310	Office Expense	2,610	5,905	1,327	1,516	694	828	250	304	1,642	1,642	1,642	1,642	-
4311	Business Meals	-	-	-	-	-	-	28	-	125	125	125	125	-
4400	Noncapitalized Equipment	-	2,057	13,549	63,571	100,061	2,028	8,075	452	93,969	153,018	131,381	98,733	151,747

#### Subagreement Services

5102	Special Education	1,729	14,516	51,729	270,409	156,651	127,924	106,123	263,944	99,750	99,750	99,750	99,750	-
5106	Other Educational Consultants	14,213	48,969	157,331	157,995	132,022	116,355	389,067	22,040	241,295	392,922	337,362	253,527	389,659
5107	Instructional Services	105,229	91,763	98,496	98,496	374,285	154,348	156,178	156,178	156,510	156,510	156,510	156,510	-

#### Operations and Housekeeping

5201	Auto and Travel	-	173	158	8,435	11,382	5,593	12,724	6,036	1,050	1,050	1,050	1,050	-
5300	Dues & Memberships	-	1,070	-	-	-	-	-	227	683	683	683	683	-
5400	Insurance	13,289	16,799	15,044	15,044	15,044	15,059	15,059	15,059	10,908	10,908	10,908	10,908	-
5900	Communications	-	219	389	369	750	4,707	3,348	2,618	-	-	-	-	-
5901	Postage and Shipping	-	229	1,147	156	5,052	4,047	1,041	2,408	-	-	-	-	-

#### Facilities, Repairs and Other Leases

5601	Rent	-	-	-	-	-	-	2,181	1,090	-	-	-	-	-
5602	Additional Rent	-	-	-	-	-	-	-	-	83	83	83	83	-
5604	Other Leases	-	-	-	(800)	-	-	-	-	233	233	233	233	-

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.)
														ADA = 2206.01	
-	966,575	966,575	1,739,834	1,739,834	1,739,834	1,739,834	1,739,834	927,176	454,021	437,166	431,490	6,444,850	19,327,023	19,331,492	(4,469)
-	-	-	110,301	-	-	110,300	-	-	110,301	-	-	110,301	441,202	441,202	-
6,076	(6,076)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	187,298	93,649	93,649	93,649	93,649	561,893	560,402	1,490
6,076	960,499	966,575	1,850,135	1,739,834	1,739,834	1,850,134	1,739,834	1,114,474	657,970	530,815	525,139	6,648,799	20,330,118	20,333,097	(2,979)
-	-	-	-	-	-	-	-	55,150	55,150	55,150	55,150	55,150	275,751	275,751	-
-	-	-	314,473	(173,298)	-	-	-	-	-	-	-	-	141,175	-	141,175
-	-	-	314,473	(173,298)	-	-	-	55,150	55,150	55,150	55,150	55,150	416,926	275,751	141,175
59,213	73,705	119,627	119,627	119,627	119,627	119,627	62,824	105,946	105,946	105,946	105,946	105,946	1,323,606	1,323,606	-
-	-	-	-	-	47,853	-	-	-	-	-	438,996	-	486,849	525,743	(38,894)
-	-	-	-	-	-	124,647	-	-	-	-	-	-	124,647	-	124,647
-	6,076	-	-	-	-	2,149	3,911	-	-	-	-	-	12,135	-	12,135
-	2,881	-	-	34,886	138,412	-	30,291	-	-	-	-	-	206,470	-	206,470
59,213	82,662	119,627	119,627	154,513	305,892	246,423	97,026	105,946	105,946	105,946	544,942	105,946	2,153,707	1,849,349	304,358
-	-	-	480	207	-	-	2,501	-	-	-	-	-	3,188	-	3,188
-	-	-	480	207	-	-	2,501	-	-	-	-	-	3,188	-	3,188
65,289	1,043,161	1,086,202	2,284,715	1,721,256	2,045,726	2,096,557	1,839,361	1,275,570	819,066	691,911	1,125,231	6,809,895	22,903,939	22,458,197	445,742
463,215	477,025	477,572	478,328	484,285	478,678	477,411	473,047	472,349	472,349	472,349	472,349	-	5,698,955	6,167,091	468,136
30,922	40,601	59,356	63,228	92,125	58,855	63,037	60,577	85,023	85,023	85,023	85,023	-	808,792	925,064	116,272
35,792	41,914	34,923	34,923	36,723	40,105	36,727	36,140	34,923	34,923	34,923	34,923	-	436,937	327,809	(109,129)
9,167	9,167	9,167	14,943	20,482	19,683	19,683	19,683	9,167	9,167	9,167	9,167	-	158,642	130,740	(27,902)
7,019	7,019	7,019	7,019	7,469	11,761	16,452	16,952	7,019	7,019	7,019	7,019	-	108,785	82,852	(25,934)
546,115	575,725	588,036	598,440	641,085	609,081	613,310	606,400	608,480	608,480	608,480	608,480	-	7,212,112	7,633,555	421,443
15,756	14,595	14,651	15,135	15,440	16,012	16,591	14,229	14,673	14,673	14,673	14,673	-	181,099	170,625	(10,474)
11,475	10,792	11,440	14,840	13,985	14,542	12,131	3,141	11,234	11,234	11,234	11,234	-	137,282	119,250	(18,032)
-	-	-	3,812	7,632	8,376	7,679	7,412	-	-	-	-	-	34,911	-	(34,911)
30,062	25,386	26,092	33,787	37,057	38,930	36,401	24,783	25,907	25,907	25,907	25,907	-	356,124	289,875	(66,249)
86,289	91,143	92,924	74,137	95,390	95,689	98,927	95,103	97,174	97,174	97,174	97,174	-	1,118,298	1,404,574	286,276
1,829	1,539	1,582	2,060	2,243	2,350	2,194	1,498	1,402	1,402	1,402	1,402	-	20,903	17,972	(2,931)
8,005	8,321	8,508	8,786	9,422	8,960	8,988	8,726	9,046	9,046	9,046	9,046	-	105,900	114,890	8,990
49,910	75,371	91,866	77,916	74,987	79,708	78,122	80,821	65,000	65,000	65,000	65,000	-	868,701	825,000	(43,701)
6,501	2,802	569	772	583	114	26,020	1,039	5,292	2,646	2,646	2,646	-	51,630	56,350	4,720
8,838	1,268	5,053	5,053	5,053	5,053	5,052	5,052	8,734	8,734	8,734	8,734	-	75,358	110,928	35,571
-	-	-	-	-	-	-	-	782	782	782	782	-	3,127	8,696	5,569
161,372	180,444	200,504	168,724	187,678	191,874	219,302	192,238	187,430	184,784	184,784	184,784	-	2,243,917	2,538,410	294,494
150,907	290,268	255,085	243,146	179,712	167,436	223,720	306,223	8,117	13,218	11,349	8,529	213,108	2,070,819	1,870,819	(200,000)
284	21,858	17,009	61,660	28,479	10,141	10,622	11,304	16,758	16,758	16,758	16,758	-	228,390	201,100	(27,290)
2,610	5,905	1,327	1,516	694	828	250	304	1,642	1,642	1,642	1,642	-	20,000	19,700	(300)
-	-	-	-	-	-	28	-	125	125	125	125	-	528	1,500	972
-	2,057	13,549	63,571	100,061	2,028	8,075	452	93,969	153,018	131,381	98,733	151,747	818,643	818,643	-
153,801	320,087	286,970	369,893	308,947	180,433	242,694	318,284	120,611	184,761	161,255	125,787	364,856	3,138,379	2,911,762	(226,617)
1,729	14,516	51,729	270,409	156,651	127,924	106,123	263,944	99,750	99,750	99,750	99,750	-	1,392,024	1,026,000	(366,024)
14,213	48,969	157,331	157,995	132,022	116,355	389,067	22,040	241,295	392,922	337,362	253,527	389,659	2,652,757	2,652,757	-
105,229	91,763	98,496	98,496	374,285	154,348	156,178	156,178	156,510	156,510	156,510	156,510	-	1,861,014	1,179,055	(681,959)
121,171	155,248	307,556	526,899	662,957	398,627	651,368	442,162	497,555	649,182	593,622	509,788	389,659	5,905,796	4,857,812	(1,047,984)
-	173	158	8,435	11,382	5,593	12,724	6,036	1,050	1,050	1,050	1,050	-	48,702	12,600	(36,102)
-	1,070	-	-	-	-	-	227	683	683	683	683	-	4,030	8,200	4,170
13,289	16,799	15,044	15,044	15,044	15,059	15,059	15,059	10,908	10,908	10,908	10,908	-	164,030	130,900	(33,130)
-	219	389	369	750	4,707	3,348	2,618	-	-	-	-	-	12,400	-	(12,400)
-	229	1,147	156	5,052	4,047	1,041	2,408	-	-	-	-	-	14,080	-	(14,080)
13,820	18,490	16,738	24,005	32,229	29,406	32,172	26,348	12,642	12,642	12,642	12,642	-	243,774	151,700	(92,074)
-	-	-	-	-	-	2,181	1,090	-	-	-	-	-	3,271	-	(3,271)
-	-	-	-	-	-	-	-	83	83	83	83	-	333	1,000	667
-	-	-	(800)	-	-	-	-	233	233	233	233	-	133	2,800	2,667
-	-	-	(800)	-	-	2,181	1,090	317	317	317	317	-	3,738	3,800	62

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 3/11/2021

ADA = 2206.01



Professional/Consulting Services

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

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
-	158	-	-	-	-	761	-	58	58	58	58	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	873	-	13,936	(1,296)	7,291	28,511	1,890	3,208	3,208	3,208	3,208	-
3,100	5,045	6,198	464	883	1,678	3,600	3,780	2,975	2,975	2,975	2,975	-
-	3,199	459	-	3,750	-	1,604	-	5,442	5,442	5,442	5,442	-
36	672	3,100	-	-	110	77	410	19,298	31,424	26,981	20,276	31,163
1,824	965	33	905	1,165	720	730	931	90	90	90	90	-
-	-	584	-	-	-	-	-	-	-	-	-	-
2,925	515	520	592	661	540	2,759	2,925	490	490	490	490	-
-	2,134	435	1,737	1,624	886	2,520	2,170	1,159	1,159	1,159	1,159	-
140,305	126,830	133,863	134,313	(144,953)	74,683	75,189	75,643	77,301	77,301	77,301	77,301	-
-	28,997	28,997	55,504	52,195	52,195	55,504	68,477	33,434	19,739	15,924	15,754	183,182
15	-	-	-	-	-	-	-	708	708	708	708	-
148,205	169,389	174,189	207,452	(85,971)	138,104	171,254	156,225	144,163	142,594	134,336	127,461	214,345
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
284	284	115,482	507	451	73,018	284	62,546	76,847	-	-	-	-
284	284	115,482	507	451	73,018	284	62,546	76,847	-	-	-	-
1,174,830	1,445,054	1,715,566	1,928,907	1,784,434	1,659,474	1,968,967	1,830,076	1,673,951	1,808,666	1,721,342	1,595,164	968,859
(1,109,542)	(401,893)	(629,364)	355,808	(63,178)	386,252	127,590	9,284	(398,382)	(989,600)	(1,029,431)	(469,933)	5,841,036
(1,109,542)	(401,893)	(629,364)	355,808	(63,178)	386,252	127,590	9,284	(398,382)	(989,600)	(1,029,431)	(469,933)	5,841,036
Monthly Surplus (Deficit)	(1,109,542)	(401,893)	(629,364)	355,808	(63,178)	127,590	9,284	(398,382)	(989,600)	(1,029,431)	(469,933)	5,841,036
Cash flows from operating activities	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	2,582,148	(966,575)		1,168,532	225,000	(1,979,699)	1,943,650	-	-	-	-	(6,809,895)
Grants and Contributions Rec.	4,742	-	(418,003)	442,139	(774)	(10,503)	10,503	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	(668,110)	-	-
Prepaid Expenses	16,528	(40,031)	441,329	(15,117)	1,831	1,831	(18,280)	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	98,637	135,526	(3,807,469)	(102,537)	(200,836)	(32,492)	(17,973)	-	-	-	-	968,859
Accrued Expenses	(109,632)	78,504	(87,272)	50,194	51,238	69,512	71,009	-	-	-	-	-
Other Liabilities	-	-	-	138,412	(138,412)	-	-	-	-	-	-	-
Proceeds from Factoring	-	-	5,915,200	-	-	2,231,300	1,355,300	2,561,573	-	-	-	-
Payments on Factoring	-	-	(709,900)	(1,987,800)	(1,478,800)	(1,478,800)	(2,957,600)	-	-	-	-	-
Proceeds from Debt	284	284	284	284	284	284	9,375	-	-	-	-	-
Payments on Debt	-	-	(20,833)	(20,833)	(20,833)	(20,833)	(41,670)	-	-	-	-	-
1,483,165	(1,194,184)	683,972	(109,330)	(1,347,655)	1,008,140	(1,786,455)	309,248	2,163,192	(989,600)	(1,697,541)	(469,933)	
3,062,014	4,545,179	3,350,995	4,034,967	3,925,636	2,577,981	3,586,121	1,799,666	2,108,914	4,272,106	3,282,506	1,584,965	
4,545,179	3,350,995	4,034,967	3,925,636	2,577,981	3,586,121	1,799,666	2,108,914	4,272,106	3,282,506	1,584,965	1,115,032	

8%
1,628,649
(3,836,839)
28,103
(668,110)
389,924
(2,398,485)
(427,059)
-
12,063,373
(8,612,900)
11,364
(125,002)

Cert.	Instr.
48.7%	80.8%
1,949,195	187,033

Pupil:Teacher Ratio
21.01 :1



Yosemite Valley Charter School  
Budget vs Actual

For the period ended February 28, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,739,834	\$ 1,739,834	\$ (0)	\$ 10,632,320	\$ 10,632,321	\$ (1)	\$ 19,331,492
Education Protection Account	-	-	-	220,601	220,601	-	441,202
In Lieu of Property Taxes	-	44,832	(44,832)	-	325,033	(325,033)	560,402
Total State Aid - Revenue Limit	1,739,834	1,784,666	(44,832)	10,852,921	11,177,955	(325,034)	20,333,097
Federal Revenue							
Special Education - Entitlement	-	24,818	(24,818)	-	151,663	(151,663)	275,751
Other Federal Revenue	-	-	-	141,175	-	141,175	-
Total Federal Revenue	-	24,818	(24,818)	141,175	151,663	(10,488)	275,751
Other State Revenue							
State Special Education	62,824	119,125	(56,301)	793,877	727,983	65,894	1,323,606
Mandated Cost	-	-	-	47,853	86,747	(38,894)	525,743
State Lottery	-	-	-	124,647	-	124,647	-
Prior Year Revenue	3,911	-	3,911	12,135	-	12,135	-
Other State Revenue	30,291	-	30,291	206,470	-	206,470	-
Total Other State Revenue	97,026	119,125	(22,099)	1,184,982	814,731	370,252	1,849,349
Other Local Revenue							-
Interest Revenue	2,501	-	2,501	3,188	-	3,188	-
Total Other Local Revenue	2,501	-	2,501	3,188	-	3,188	-
<b>Total Revenues</b>	<b>\$ 1,839,361</b>	<b>\$ 1,928,609</b>	<b>\$ (89,248)</b>	<b>\$ 12,182,266</b>	<b>\$ 12,144,349</b>	<b>\$ 37,917</b>	<b>\$ 22,458,197</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 473,047	\$ 513,924	\$ 40,877	\$ 3,809,561	\$ 4,111,394	\$ 301,833	\$ 6,167,091
Teachers' Extra Duty/Stipends	60,577	92,506	31,929	468,701	555,038	86,337	925,064
Pupil Support Salaries	36,140	27,317	(8,822)	297,246	218,539	(78,707)	327,809
Administrators' Salaries	19,683	10,895	(8,788)	121,975	87,160	(34,815)	130,740
Other Certificated Salaries	16,952	6,904	(10,048)	80,710	55,234	(25,475)	82,852
Total Certificated Salaries	606,400	651,547	45,147	4,778,193	5,027,366	249,173	7,633,555
Classified Salaries							
Instructional Salaries	14,229	14,219	(11)	122,409	113,750	(8,659)	170,625
Support Salaries	-	-	-	2,831	-	(2,831)	-
Supervisors' and Administrators' Salaries	3,141	9,938	6,796	92,347	79,500	(12,847)	119,250
Clerical and Office Staff Salaries	7,412	-	(7,412)	34,911	-	(34,911)	-
Total Classified Salaries	24,783	24,156	(626)	252,498	193,250	(59,248)	289,875
Benefits							
State Teachers' Retirement System, certificated positions	95,103	119,885	24,782	729,602	925,035	195,433	1,404,574
OASDI/Medicare/Alternative, certificated positions	1,498	1,498	(0)	15,295	11,982	(3,313)	17,972
Medicare/Alternative, certificated positions	8,726	9,798	1,072	69,716	75,699	5,983	114,890
Health and Welfare Benefits, certificated positions	80,821	68,750	(12,071)	608,701	550,000	(58,701)	825,000
State Unemployment Insurance, certificated positions	1,039	11,270	10,231	38,400	42,263	3,863	56,350
Workers' Compensation Insurance, certificated positions	5,052	9,460	4,408	40,422	73,089	32,667	110,928
Other Benefits, certificated positions	-	742	742	-	5,730	5,730	8,696
Total Benefits	192,238	221,402	29,164	1,502,136	1,683,797	181,661	2,538,410
Books & Supplies							
School Supplies	306,223	103,642	(202,582)	1,816,497	1,024,552	(791,945)	1,870,819
Software	11,304	16,758	5,454	161,356	134,067	(27,290)	201,100
Office Expense	304	1,642	1,338	13,433	13,133	(300)	19,700
Business Meals	-	125	125	28	1,000	972	1,500
Noncapitalized Equipment	452	45,352	44,900	189,795	448,329	258,534	818,643
Total Books & Supplies	318,284	167,519	(150,765)	2,181,109	1,621,081	(560,028)	2,911,762
Subagreement Services							
Special Education	263,944	85,500	(178,444)	993,024	684,000	(309,024)	1,026,000
Other Educational Consultants	22,040	146,961	124,921	1,037,991	1,452,780	414,788	2,652,757
Instructional Services	156,178	98,255	(57,924)	1,234,973	786,037	(448,937)	1,179,055
Total Subagreement Services	442,162	330,715	(111,447)	3,265,989	2,922,817	(343,173)	4,857,812

Yosemite Valley Charter School  
*Budget vs Actual*

For the period ended February 28, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	6,036	1,050	(4,986)	44,502	8,400	(36,102)	12,600
Dues & Memberships	227	683	456	1,297	5,467	4,170	8,200
Insurance	15,059	10,908	(4,151)	120,397	87,267	(33,130)	130,900
Miscellaneous Expense	-	-	-	531	-	(531)	-
Communications	2,618	-	(2,618)	12,400	-	(12,400)	-
Postage and Shipping	2,408	-	(2,408)	14,080	-	(14,080)	-
Total Operations & Housekeeping	26,348	12,642	(13,706)	193,207	101,133	(92,074)	151,700
Facilities, Repairs & Other Leases							
Rent	1,090	-	(1,090)	3,271	-	(3,271)	-
Additional Rent	-	83	83	-	667	667	1,000
Other Leases	-	233	233	(800)	1,867	2,667	2,800
Total Facilities, Repairs & Other Leases	1,090	317	(774)	2,471	2,533	62	3,800
Professional/Consulting Services							
IT	-	58	58	919	467	(452)	700
Audit & Taxes	-	-	-	-	6,300	6,300	6,300
Legal	1,890	3,208	1,318	57,403	25,667	(31,737)	38,500
Professional Development	3,780	2,975	(805)	19,008	23,800	4,792	35,700
General Consulting	-	5,442	5,442	11,654	43,533	31,880	65,300
Special Activities/Field Trips	410	7,398	6,988	1,338	73,136	71,798	133,546
Bank Charges	931	90	(841)	7,824	675	(7,149)	1,035
Other Taxes and Fees	2,925	490	(2,435)	11,437	3,675	(7,762)	5,635
Payroll Service Fee	2,170	1,234	(936)	11,505	9,871	(1,635)	14,806
Management Fee	75,643	131,006	55,363	615,873	1,048,049	432,176	1,572,074
District Oversight Fee	68,477	53,540	(14,937)	341,870	335,339	(6,531)	609,993
Public Relations/Recruitment	-	708	708	15	5,667	5,652	8,500
Total Professional/Consulting Services	156,225	206,150	49,925	1,078,846	1,576,178	497,332	2,492,089
Interest							
Interest Expense	62,546	-	(62,546)	252,857	434,959	182,102	459,603
Total Interest	62,546	-	(62,546)	252,857	434,959	182,102	459,603
<b>Total Expenses</b>	<b>\$ 1,830,076</b>	<b>\$ 1,614,448</b>	<b>\$ (215,628)</b>	<b>\$ 13,507,308</b>	<b>\$ 13,563,114</b>	<b>\$ 55,806</b>	<b>\$ 21,338,606</b>
<b>Change in Net Assets</b>	<b>9,284</b>	<b>314,161</b>	<b>(304,876)</b>	<b>(1,325,042)</b>	<b>(1,418,765)</b>	<b>93,723</b>	<b>1,119,591</b>
Net Assets, Beginning of Period	698,144			2,032,470			
<b>Net Assets, End of Period</b>	<b>\$ 707,428</b>			<b>\$ 707,428</b>			

## Yosemite Valley Charter School

### Statement of Financial Position

February 28, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	\$ 2,108,914	\$ 3,062,014	\$ (953,099)	-31%
Accounts Receivable	(8,421)	19,682	(28,103)	-143%
Public Funding Receivable	241,227	3,214,283	(2,973,056)	-92%
Factored Receivables	(3,586,600)	(2,697,700)	(888,900)	33%
Due To/From Related Parties	4,234,197	4,234,197	-	0%
Prepaid Expenses	1,396,806	1,786,730	(389,924)	-22%
<b>Total Current Assets</b>	<b>4,386,123</b>	<b>9,619,206</b>	<b>(5,233,083)</b>	<b>-54%</b>
<b>Total Assets</b>	<b>\$ 4,386,123</b>	<b>\$ 9,619,206</b>	<b>\$ (5,233,083)</b>	<b>-54%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 1,329,794	\$ 4,697,138	\$ (3,367,344)	-72%
Accrued Liabilities	631,098	1,058,157	(427,059)	-40%
Notes Payable, Current Portion	172,324	172,326	(2)	0%
<b>Total Current Liabilities</b>	<b>2,133,216</b>	<b>5,927,621</b>	<b>(3,794,405)</b>	<b>-64%</b>
<b>Long-Term Liabilities</b>				
Notes Payable, Net of Current Portion	1,545,479	1,659,115	(113,636)	-7%
<b>Total Long-Term Liabilities</b>	<b>1,545,479</b>	<b>1,659,115</b>	<b>(113,636)</b>	<b>-7%</b>
<b>Total Liabilities</b>	<b>3,678,694</b>	<b>7,586,735</b>	<b>(3,908,041)</b>	<b>-52%</b>
<b>Total Net Assets</b>	<b>707,428</b>	<b>2,032,470</b>	<b>(1,325,042)</b>	<b>-65%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 4,386,123</b>	<b>\$ 9,619,206</b>	<b>\$ (5,233,083)</b>	<b>-54%</b>

**Yosemite Valley Charter School****Statement of Cash Flows****For the period ended February 28, 2021**

	<b>Month Ended 02/28/21</b>	<b>YTD Ended 02/28/21</b>
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ 9,284	\$ (1,325,042)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	1,943,650	2,973,056
Grants, Contributions & Pledges Receivable	(1,602,300)	917,003
Prepaid Expenses	(18,280)	389,924
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	559,800	(3,367,344)
Accrued Expenses	(550,611)	(427,059)
<b>Total Cash Flows from Operating Activities</b>	<b>341,543</b>	<b>(839,461)</b>
 <b>Cash Flows from Financing Activities</b>		
Proceeds from (payments on) Long-Term Debt	(32,295)	(113,638)
<b>Total Cash Flows from Financing Activities</b>	<b>(32,295)</b>	<b>(113,638)</b>
 Change in Cash & Cash Equivalents	309,248	(953,099)
Cash & Cash Equivalents, Beginning of Period	1,799,666	3,062,014
 <b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 2,108,914</b>	<b>\$ 2,108,914</b>

## Yosemite Valley Charter School

### Check Register

For the period ended February 28, 2021

Check Number	Vendor Name	Check Date	Check Amount
12359	Time4Learning	2/2/2021	609.30
12360	Abarca Group	2/4/2021	1,540.00
12361	Academics in a Box Incorporated	2/4/2021	167.70
12362	Alison Weidenheimer	2/4/2021	960.00
12363	All About Learning Press, Inc.	2/4/2021	290.50
12364	Amy Friesen	2/4/2021	712.36
12365	Barbara Cook	2/4/2021	413.18
12366	Beautiful Feet Books, Inc.	2/4/2021	65.29
12367	Bitsbox	2/4/2021	380.55
12368	Bojuka Ryu	2/4/2021	700.00
12369	BookShark	2/4/2021	Void
12370	BookShark	2/4/2021	Void
12371	BookShark	2/4/2021	2,076.38
12372	Brave Writer LLC	2/4/2021	651.85
12373	Brenda Myers	2/4/2021	540.00
12374	Brian Hammons Piano	2/4/2021	250.00
12375	Bungalow Lane ALC, Inc	2/4/2021	185.00
12376	C'est La Vie Arts	2/4/2021	2,030.00
12377	CARD	2/4/2021	1,609.40
12378	Carmen Marroquin	2/4/2021	712.70
12379	Charter Impact, Inc.	2/4/2021	33,794.00
12380	CharterSafe	2/4/2021	20,111.00
12381	Cindy Billings	2/4/2021	750.00
12382	Crafty School Crates	2/4/2021	1,888.01
12383	Cullinan Education Center, Inc.	2/4/2021	980.00
12384	Dennis Murphy School of Music	2/4/2021	675.00
12385	Department of Justice	2/4/2021	1,216.00
12386	Easy Does It Farms	2/4/2021	2,350.00
12387	eat2explore	2/4/2021	374.42
12388	Educational Development Corporation	2/4/2021	287.06
12389	eDynamic Learning	2/4/2021	1,475.00
12390	Effectual Educational Consulting Services	2/4/2021	1,630.00
12391	Evan-Moor	2/4/2021	391.28
12392	Generation Genius, Inc.	2/4/2021	125.00
12393	Guido's Martial Arts Academy	2/4/2021	1,775.00
12394	Gymnastics Beat	2/4/2021	4,367.70
12395	Haynes Family of Programs	2/4/2021	3,656.25
12396	Healing Hearts Health & Wellness	2/4/2021	180.00
12397	History Unboxed LLC	2/4/2021	319.46
12398	Home Science Tools	2/4/2021	306.24
12399	Hooked on Phonics	2/4/2021	215.94
12400	iCAN Junior Triathlon Club	2/4/2021	120.00
12401	Institute for Excellence in Writing	2/4/2021	367.37
12402	Jessica V Riggle	2/4/2021	920.00
12403	Joshua Heflebower	2/4/2021	100.00
12404	Karla Bell	2/4/2021	211.70
12405	KiwiCo, Inc	2/4/2021	5,654.81
12406	Kumon Center of Clovis	2/4/2021	480.00
12407	Kumon of Carmel	2/4/2021	1,080.00
12408	Lance Frei	2/4/2021	6,320.00
12409	Laura Thiessen	2/4/2021	315.48
12410	Learn Piano Live	2/4/2021	134.85
12411	Learning A-Z	2/4/2021	69.95
12412	Little Passports	2/4/2021	1,611.33
12413	Logic of English	2/4/2021	114.30
12414	Mandi Frost	2/4/2021	565.00
12415	Maria A. Lazo	2/4/2021	200.00
12416	Math-U-See Inc.	2/4/2021	505.00

## Yosemite Valley Charter School

### Check Register

For the period ended February 28, 2021

Check Number	Vendor Name	Check Date	Check Amount
12417	Mathnasium of North Fresno	2/4/2021	285.00
12418	McColgan & Associates Inc.	2/4/2021	5,220.00
12419	Melanie Suderman Sweet	2/4/2021	712.50
12420	Melody Piano Lessons	2/4/2021	750.00
12421	Michael A. Manjarrez	2/4/2021	360.00
12422	Molly C. Oliver	2/4/2021	360.00
12423	Moving Beyond the Page	2/4/2021	1,149.64
12424	Neil Boyer	2/4/2021	665.00
12425	Nicole the Math Lady LLC	2/4/2021	79.00
12426	Omni Learning Center Inc	2/4/2021	1,300.00
12427	Outside the Box Creation	2/4/2021	263.68
12428	Peace Hill Press, Inc. dba Well Trained Mind Press	2/4/2021	670.37
12429	Penelope S. Suter, O.D., An Optometric Professional Corpo	2/4/2021	1,670.00
12430	Provenance	2/4/2021	Void
12431	Provenance	2/4/2021	331,733.01
12432	Rainbow Resource Center	2/4/2021	1,652.91
12433	Rich Oliver Racing, Inc.	2/4/2021	1,097.00
12434	Richard Koogler	2/4/2021	551.73
12435	Rodeo Tough Productions	2/4/2021	640.00
12436	Signing Online	2/4/2021	75.00
12437	Silver Bell Barn & Equestrian Center	2/4/2021	180.00
12438	Sona Atoyan	2/4/2021	1,050.00
12439	SpiritHorse Connections	2/4/2021	1,510.00
12440	Stacey Scarnati - Regitz	2/4/2021	39.60
12441	Steinway Piano Gallery of Fresno	2/4/2021	940.00
12442	Studies Weekly	2/4/2021	777.10
12443	Supercharged Science	2/4/2021	225.00
12444	Susan Mason	2/4/2021	1,600.00
12445	Synergy 1 Group, Inc.	2/4/2021	62.48
12446	Teacher Synergy, LLC	2/4/2021	821.59
12447	Teaching Textbooks	2/4/2021	559.58
12448	The Movement Mechanics	2/4/2021	745.00
12449	Think Outside, LLC	2/4/2021	147.80
12450	Time4Writing.com	2/4/2021	144.00
12451	TouchMath Acquisition LLC	2/4/2021	350.27
12452	United Conservatory of Music	2/4/2021	637.50
12453	Wendy DeRaud	2/4/2021	6,570.00
12454	Young Music, LLC	2/4/2021	294.00
12455	Kimberly Souder	2/10/2021	1,714.54
12456	Academics in a Box Incorporated	2/10/2021	386.25
12457	All About Learning Press, Inc.	2/11/2021	24.90
12458	America's Kids in Motion	2/11/2021	11,657.00
12459	Big Little Ones, LLC	2/11/2021	103.85
12460	Bitsbox	2/11/2021	338.55
12461	Braille Abilities, LLC	2/11/2021	3,555.75
12462	Brianne Bliss	2/11/2021	20.00
12463	BrightThinker	2/11/2021	1,851.11
12464	Charter Impact, Inc.	2/11/2021	1,710.04
12465	Chelsea Rotunno	2/11/2021	360.00
12466	Crafty School Crates	2/11/2021	1,812.23
12467	Diana Porter	2/11/2021	288.00
12468	E-Therapy LLC	2/11/2021	231.00
12469	Educational Development Corporation	2/11/2021	158.70
12470	Evan-Moor	2/11/2021	62.26
12471	Fresno Chamber of Commerce	2/11/2021	227.00
12472	Fresno School of Music	2/11/2021	620.00
12473	GL Kenpo	2/11/2021	1,450.00
12474	Global Teletherapy	2/11/2021	49,382.50



## Yosemite Valley Charter School

### Check Register

For the period ended February 28, 2021

Check Number	Vendor Name	Check Date	Check Amount
12475	Guido's Martial Arts Academy	2/11/2021	306.00
12476	Gymnastics Beat	2/11/2021	865.70
12477	Hands 4 Building, LLC	2/11/2021	126.99
12478	Hannah Lloyd	2/11/2021	800.00
12479	History Unboxed LLC	2/11/2021	544.05
12480	Institute for Excellence in Writing	2/11/2021	575.88
12481	Joshua Heflebower	2/11/2021	100.00
12482	Keyboard Art School of Music	2/11/2021	288.00
12483	Kids Club Spanish School LLC	2/11/2021	180.00
12484	KiwiCo, Inc	2/11/2021	6,006.47
12485	Live Education!	2/11/2021	532.80
12486	Logic of English	2/11/2021	24.71
12487	Lotus Educational Services, Inc.	2/11/2021	766.80
12488	Margo Sue	2/11/2021	633.02
12489	Marnie Young	2/11/2021	522.50
12490	Math-U-See Inc.	2/11/2021	160.00
12491	Maureen M. Solomon	2/11/2021	135.00
12492	Melanie Hemaïdan	2/11/2021	629.31
12493	Melanie Suderman Sweet	2/11/2021	500.00
12494	Melissa Bogle	2/11/2021	450.00
12495	Melissa Ens	2/11/2021	576.62
12496	Metamorphosis Therapy Group Inc	2/11/2021	1,725.00
12497	Moving Beyond the Page	2/11/2021	1,195.32
12498	Mr. C's Karate School of Shito-Ryu	2/11/2021	300.00
12499	Nessy Learning LLC	2/11/2021	155.00
12500	Northwest Studio for Ballet	2/11/2021	1,293.00
12501	Oak Meadow Inc.	2/11/2021	213.00
12502	Omni Learning Center Inc	2/11/2021	894.90
12503	Peace Hill Press, Inc. dba Well Trained Mind Press	2/11/2021	308.34
12504	Procopio, Cory, Hargreaves & Savitch LLP	2/11/2021	3,175.50
12505	Provenance	2/11/2021	8,063.73
12506		2/11/2021	Void
12507	Rainbow Resource Center	2/11/2021	5,073.97
12508	Rayford Shorin-Ryu	2/11/2021	390.00
12509	Rose Music Studios LLC	2/11/2021	480.00
12510	Sandy Torosian	2/11/2021	480.00
12511	Shirin Schneider	2/11/2021	431.05
12512	Shirley Winters Ballet	2/11/2021	802.00
12513	Simba School of Music	2/11/2021	280.00
12514	Singapore Math, Inc.	2/11/2021	167.87
12515	Specialized Therapy Services, Inc	2/11/2021	811.25
12516	Steinway Piano Gallery of Fresno	2/11/2021	360.00
12517	Studies Weekly	2/11/2021	162.39
12518	Studio on the Hill	2/11/2021	184.00
12519	Susan Hancock	2/11/2021	758.77
12520	Sylvan Learning Salinas/Monterey	2/11/2021	450.00
12521	Teacher Synergy, LLC	2/11/2021	1,010.64
12522	Teaching Textbooks	2/11/2021	429.32
12523	The Critical Thinking Co.	2/11/2021	234.76
12524	Thimble Sewciety	2/11/2021	810.00
12525	Time4Learning	2/11/2021	5,976.80
12526	United Conservatory of Music	2/11/2021	961.87
12527	Wendy DeRaud	2/11/2021	600.00
12528	Wonder Crate	2/11/2021	299.90
12529	Zephyr Whitaker-Adams	2/11/2021	130.47
12530	United States Treasury	2/11/2021	2,140.94
12531	Dolce Dance Studio	2/18/2021	940.00
12532	All About Learning Press, Inc.	2/18/2021	159.90

## Yosemite Valley Charter School

### Check Register

For the period ended February 28, 2021

Check Number	Vendor Name	Check Date	Check Amount
12533	Amazon Capital Services	2/18/2021	Void
12534	Amazon Capital Services	2/18/2021	1,414.96
12535	America's Kids in Motion	2/18/2021	2,606.50
12536	Beautiful Feet Books, Inc.	2/18/2021	260.38
12537	BookShark	2/18/2021	2,246.51
12538	Braille Abilities, LLC	2/18/2021	1,851.45
12539	Braille Consultants, Inc.	2/18/2021	3,600.00
12540	Brenda Myers	2/18/2021	75.00
12541	Brian Hammons Piano	2/18/2021	5,170.00
12542	BrightThinker	2/18/2021	1,228.66
12543	Bungalow Lane ALC, Inc	2/18/2021	400.00
12544	Charter's Choice Educational Services	2/18/2021	5,950.00
12545	Craig Daniel	2/18/2021	440.00
12546	Dennis Murphy School of Music	2/18/2021	180.00
12547	Destany Morgan	2/18/2021	1,053.00
12548	Easy Does It Farms	2/18/2021	3,530.00
12549	Educational Development Corporation	2/18/2021	473.59
12550	eDynamic Learning	2/18/2021	870.00
12551	Erin Titone	2/18/2021	811.00
12552	Fresno Fencing Academy	2/18/2021	150.00
12553	Global Teletherapy	2/18/2021	8,385.00
12554	Goodfellow Occupational Therapy, Inc.	2/18/2021	6,582.50
12555	Healing Hearts Health & Wellness	2/18/2021	100.00
12556	Hooked on Phonics	2/18/2021	215.94
12557	imm3rse.in	2/18/2021	1,200.00
12558	Institute for Excellence in Writing	2/18/2021	140.19
12559	IsoRhythms Music Therapy	2/18/2021	640.00
12560	Jacky Bertz	2/18/2021	434.75
12561	Katherine Sullivan	2/18/2021	1,800.00
12562	KidsArt - Valencia	2/18/2021	175.00
12563	Kimberly Schapansky	2/18/2021	200.00
12564	Kumon Center of Clovis	2/18/2021	480.00
12565	Lab Rat Academy	2/18/2021	1,900.00
12566	Lianna Elmore	2/18/2021	100.00
12567	Little Passports	2/18/2021	627.51
12568	Logic of English	2/18/2021	155.09
12569	Margo Sue	2/18/2021	181.25
12570	Mary Callagy	2/18/2021	325.00
12571	Mathnasium of North Fresno	2/18/2021	570.00
12572	Melanie Suderman Sweet	2/18/2021	300.00
12573	Melissa Bogle	2/18/2021	900.00
12574	Merced Academy of Dance	2/18/2021	620.00
12575	Merrilee McCain	2/18/2021	420.00
12576	Michael A. Manjarrez	2/18/2021	405.00
12577	Moving Beyond the Page	2/18/2021	3,499.75
12578	MoxieBox Art	2/18/2021	153.03
12579	Natalie Douty	2/18/2021	20.00
12580	Nessy Learning LLC	2/18/2021	310.00
12581	Nicole Medeiros	2/18/2021	289.00
12582	Paul Grether	2/18/2021	180.00
12583	Playground Training Academy, LLC	2/18/2021	2,600.00
12584	Pride Learning Co	2/18/2021	1,320.00
12585	Professional Tutors of America Inc.	2/18/2021	160.00
12586	Provenance	2/18/2021	18,530.67
12587	Rainbow Resource Center	2/18/2021	1,189.74
12588	Roxi Slakey	2/18/2021	17.15
12589	Shirley Winters Ballet	2/18/2021	250.00
12590	Silver Bell Barn & Equestrian Center	2/18/2021	600.00



## Yosemite Valley Charter School

### Check Register

For the period ended February 28, 2021

Check Number	Vendor Name	Check Date	Check Amount
12591	Sona Atoyan	2/18/2021	100.00
12592	STAR of CA	2/18/2021	1,375.00
12593	Steinway Piano Gallery of Fresno	2/18/2021	480.00
12594	Studies Weekly	2/18/2021	162.00
12595	Teacher Synergy, LLC	2/18/2021	495.69
12596	Teaching Textbooks	2/18/2021	196.16
12597	The Animation Course, LLC	2/18/2021	700.00
12598	The Critical Thinking Co.	2/18/2021	207.49
12599	The Lampo Group, LLC	2/18/2021	102.50
12600	Think Outside, LLC	2/18/2021	255.65
12601	Time4Learning	2/18/2021	5,728.65
12602	United Conservatory of Music	2/18/2021	450.00
12603	Valley Center for the Blind	2/18/2021	1,225.00
12604	Westside Elementary School District	2/18/2021	150,000.00
12605	Williamsburg Learning	2/18/2021	375.00
12606	WM Music Lessons	2/18/2021	330.00
12607	Young Music, LLC	2/18/2021	38.97
12608	8x8 Inc.	2/25/2021	489.52
12609	Academics in a Box Incorporated	2/25/2021	86.85
12610	Academy of Creative Education	2/25/2021	2,100.00
12611	Activities for Learning Inc.	2/25/2021	299.49
12612	Aldrich Services	2/25/2021	682.00
12613	All About Learning Press, Inc.	2/25/2021	724.00
12614	Anna Wilkinson	2/25/2021	34.33
12615	Aspire Speech & Learning Center	2/25/2021	1,060.00
12616	Beautiful Feet Books, Inc.	2/25/2021	415.91
12617	Bitsbox	2/25/2021	86.85
12618	Bon Voyage World Languages Academy	2/25/2021	760.00
12619	Break the Barriers, Inc	2/25/2021	12,209.50
12620	Brenda Myers	2/25/2021	510.00
12621	Brian Hammons Piano	2/25/2021	640.00
12622	Bright Solutions For Dyslexia, Inc.	2/25/2021	85.84
12623	BrightThinker	2/25/2021	871.43
12624	C'est La Vie Arts	2/25/2021	200.00
12625	Caitlin Racine	2/25/2021	23.00
12626	Charter Impact, Inc.	2/25/2021	459.50
12627	CharterSafe	2/25/2021	20,111.00
12628	Crafty School Crates	2/25/2021	2,098.72
12629	Dance Explosion	2/25/2021	330.00
12630	Dolce Dance Studio	2/25/2021	1,150.00
12631	Dustin Arth	2/25/2021	270.00
12632	eat2explore	2/25/2021	314.40
12633	Educational Development Corporation	2/25/2021	725.57

## Yosemite Valley Charter School

### Check Register

For the period ended February 28, 2021

Check Number	Vendor Name	Check Date	Check Amount
12634	Educational Resources of Monterey County	2/25/2021	18,920.00
12635	Elemental Science	2/25/2021	354.30
12636	Erin Soares	2/25/2021	40.00
12637	Evan-Moor	2/25/2021	210.92
12638	Evolve Dance Company	2/25/2021	250.00
12639	Fresno Music Academy & Arts	2/25/2021	4,008.00
12640	Hands 4 Building, LLC	2/25/2021	208.98
12641	Heartland Charter School	2/25/2021	50,000.00
12642	History Unboxed LLC	2/25/2021	861.59
12643	Homeschool Planet	2/25/2021	74.95
12644	Hooked on Phonics	2/25/2021	43.18
12645	Institute for Excellence in Writing	2/25/2021	86.13
12646	Jacky Bertz	2/25/2021	219.07
12647	Joshua Heflebower	2/25/2021	100.00
12648	Julie M Capili	2/25/2021	180.00
12649	Kelly Pettit	2/25/2021	98.20
12650	Kimberly Schapansky	2/25/2021	150.00
12651	Kumon of Carmel	2/25/2021	370.00
12652	Learning Without Tears	2/25/2021	187.78
12653	Margo Sue	2/25/2021	144.33
12654	Math Crazy	2/25/2021	1,030.00
12655	Megan Dorais	2/25/2021	74.53
12656	Megan Kilgore	2/25/2021	25.37
12657	MEL Science U.S. LLC	2/25/2021	418.80
12658	Melinda Buletti	2/25/2021	241.30
12659	Merced Academy of Dance	2/25/2021	210.00
12660	Moving Beyond the Page	2/25/2021	1,262.62
12661	MoxieBox Art	2/25/2021	153.03
12662	Naeim Saddavi	2/25/2021	600.00
12663	Natalie Douty	2/25/2021	545.31
12664	Nessy Learning LLC	2/25/2021	100.00
12665	Oak Meadow Inc.	2/25/2021	3,291.00
12666	Rainbow Resource Center	2/25/2021	1,107.29
12667	School Pathways, LLC	2/25/2021	8,208.18
12668	Silver Bell Barn & Equestrian Center	2/25/2021	65.00
12669	SpiritHorse Connections	2/25/2021	280.00
12670	Steinway Piano Gallery of Fresno	2/25/2021	1,120.00
12671	Studies Weekly	2/25/2021	64.68
12672	Teacher Synergy, LLC	2/25/2021	189.80
12673	Teaching Textbooks	2/25/2021	110.08
12674	The Dance Center	2/25/2021	1,409.50
12675	The Lampo Group, LLC	2/25/2021	132.65
12676	The Talk Team	2/25/2021	115.00
12677	Think Outside, LLC	2/25/2021	153.80
12678	Timberdoodle.com	2/25/2021	143.73
12679	Tutoring Club	2/25/2021	640.00
12680	United Conservatory of Music	2/25/2021	1,585.79
12681	Verizon Wireless	2/25/2021	2,128.80
12682	Westside Elementary School District	2/25/2021	100,000.00
12683	Will Aylsworth	2/25/2021	954.00
12684	Willis Kempo Kung-Fu School	2/25/2021	75.00
12685	Youth Movement	2/25/2021	675.00
12686	Fresno County Office of Education	2/26/2021	155,672.01
12687	Fresno County Office of Education	2/26/2021	510.00

**Total Disbursements Issued in February \$ 1,264,994.68**

# Yosemite Valley Charter School

## Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Triumph Academy	TA-YVCS	6/30/2020	6/30/2020	\$ 6,572	\$ -	\$ -	\$ -	\$ -	\$ 6,572
Granite Mountain Charter School	GMCS-YVCS	6/30/2020	6/30/2020	196,872	-	-	-	-	196,872
Heartland Charter School	HCS-YVCS	6/30/2020	6/30/2020	421,238	-	-	-	-	421,238
Hooked on Phonics	HOP1099	7/29/2020	6/29/2020	313	-	-	-	-	313
BookShark	31033289	9/8/2020	8/24/2020	125	-	-	-	-	125
BookShark	31024606	9/9/2020	8/10/2020	917	-	-	-	-	917
BookShark	31024607	9/9/2020	8/10/2020	714	-	-	-	-	714
BookShark	31024613	9/9/2020	8/10/2020	781	-	-	-	-	781
BookShark	31024644	9/9/2020	8/10/2020	788	-	-	-	-	788
BookShark	31024664	9/9/2020	8/10/2020	811	-	-	-	-	811
BookShark	31024764	9/9/2020	8/10/2020	1,045	-	-	-	-	1,045
BookShark	31024788	9/9/2020	8/10/2020	781	-	-	-	-	781
Learning Without Tears	INV84865	9/9/2020	8/10/2020	29	-	-	-	-	29
BookShark	31025148	9/10/2020	8/11/2020	271	-	-	-	-	271
BookShark	31025160	9/10/2020	8/11/2020	54	-	-	-	-	54
BookShark	31025162	9/10/2020	8/11/2020	83	-	-	-	-	83
BookShark	31025163	9/10/2020	8/11/2020	28	-	-	-	-	28
BookShark	31025197	9/10/2020	8/11/2020	27	-	-	-	-	27
BookShark	31025201	9/10/2020	8/11/2020	19	-	-	-	-	19
BookShark	31025377	9/10/2020	8/11/2020	792	-	-	-	-	792
BookShark	31025409	9/10/2020	8/11/2020	800	-	-	-	-	800
BookShark	31025413	9/10/2020	8/11/2020	839	-	-	-	-	839
BookShark	31025414	9/10/2020	8/11/2020	839	-	-	-	-	839
BookShark	31025430	9/10/2020	8/11/2020	992	-	-	-	-	992
BookShark	31025456	9/10/2020	8/11/2020	807	-	-	-	-	807
BookShark	31025458	9/10/2020	8/11/2020	792	-	-	-	-	792
BookShark	31025504	9/10/2020	8/11/2020	223	-	-	-	-	223
BookShark	31025514	9/10/2020	8/11/2020	535	-	-	-	-	535
BookShark	31025549	9/10/2020	8/11/2020	816	-	-	-	-	816
BookShark	31025656	9/11/2020	8/12/2020	756	-	-	-	-	756
BookShark	31025671	9/11/2020	8/12/2020	218	-	-	-	-	218
BookShark	31025673	9/11/2020	8/12/2020	758	-	-	-	-	758
BookShark	31025693	9/11/2020	8/12/2020	859	-	-	-	-	859
BookShark	31025695	9/11/2020	8/12/2020	844	-	-	-	-	844
BookShark	31025697	9/11/2020	8/12/2020	1,148	-	-	-	-	1,148
BookShark	31025703	9/11/2020	8/12/2020	162	-	-	-	-	162
BookShark	31025709	9/11/2020	8/12/2020	714	-	-	-	-	714
BookShark	31025712	9/11/2020	8/12/2020	223	-	-	-	-	223
BookShark	31025737	9/11/2020	8/12/2020	667	-	-	-	-	667
BookShark	31025751	9/11/2020	8/12/2020	874	-	-	-	-	874
BookShark	31025849	9/11/2020	8/12/2020	889	-	-	-	-	889
BookShark	31026120	9/11/2020	8/12/2020	15	-	-	-	-	15
BookShark	31026259	9/11/2020	8/12/2020	655	-	-	-	-	655
BookShark	31027519	9/13/2020	8/14/2020	54	-	-	-	-	54

# Yosemite Valley Charter School

## Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
BookShark	31027702	9/13/2020	8/14/2020	139	-	-	-	-	139
BookShark	31028093	9/14/2020	8/15/2020	54	-	-	-	-	54
BookShark	31028094	9/14/2020	8/15/2020	54	-	-	-	-	54
BookShark	31028106	9/14/2020	8/15/2020	54	-	-	-	-	54
BookShark	31029456	9/17/2020	8/18/2020	109	-	-	-	-	109
BookShark	31029558	9/18/2020	8/19/2020	25	-	-	-	-	25
BookShark	31029780	9/18/2020	8/19/2020	45	-	-	-	-	45
BookShark	31030003	9/18/2020	8/19/2020	25	-	-	-	-	25
BookShark	31030004	9/18/2020	8/19/2020	338	-	-	-	-	338
BookShark	31030028	9/18/2020	8/19/2020	168	-	-	-	-	168
BookShark	31030030	9/18/2020	8/19/2020	125	-	-	-	-	125
BookShark	31030032	9/18/2020	8/19/2020	397	-	-	-	-	397
BookShark	31030035	9/18/2020	8/19/2020	101	-	-	-	-	101
BookShark	31030048	9/18/2020	8/19/2020	226	-	-	-	-	226
BookShark	31030054	9/18/2020	8/19/2020	232	-	-	-	-	232
BookShark	31030058	9/18/2020	8/19/2020	209	-	-	-	-	209
BookShark	31030070	9/18/2020	8/19/2020	116	-	-	-	-	116
BookShark	31030080	9/18/2020	8/19/2020	178	-	-	-	-	178
BookShark	31032483	9/21/2020	8/22/2020	42	-	-	-	-	42
BookShark	31032488	9/21/2020	8/22/2020	42	-	-	-	-	42
BookShark	31032499	9/21/2020	8/22/2020	42	-	-	-	-	42
BookShark	31032542	9/21/2020	8/22/2020	77	-	-	-	-	77
BookShark	31032543	9/21/2020	8/22/2020	77	-	-	-	-	77
BookShark	31032545	9/21/2020	8/22/2020	39	-	-	-	-	39
BookShark	31032548	9/21/2020	8/22/2020	53	-	-	-	-	53
BookShark	31032550	9/21/2020	8/22/2020	133	-	-	-	-	133
BookShark	31032551	9/21/2020	8/22/2020	47	-	-	-	-	47
BookShark	31032552	9/21/2020	8/22/2020	43	-	-	-	-	43
BookShark	31033191	9/23/2020	8/24/2020	402	-	-	-	-	402
BookShark	31033212	9/23/2020	8/24/2020	657	-	-	-	-	657
BookShark	31033262	9/23/2020	8/24/2020	934	-	-	-	-	934
BookShark	31033264	9/23/2020	8/24/2020	447	-	-	-	-	447
BookShark	31033278	9/23/2020	8/24/2020	79	-	-	-	-	79
BookShark	31033282	9/23/2020	8/24/2020	253	-	-	-	-	253
BookShark	31033294	9/23/2020	8/24/2020	671	-	-	-	-	671
BookShark	31033424	9/23/2020	8/24/2020	294	-	-	-	-	294
BookShark	31067806	10/29/2020	9/30/2020	10	-	-	-	-	10
BookShark	31067810	10/30/2020	9/30/2020	10	-	-	-	-	10
BookShark	31067811	10/30/2020	9/30/2020	10	-	-	-	-	10
BookShark	31067814	10/30/2020	9/30/2020	17	-	-	-	-	17
BookShark	31067816	10/30/2020	9/30/2020	12	-	-	-	-	12
BookShark	31067817	10/30/2020	9/30/2020	11	-	-	-	-	11
BookShark	31067568	10/30/2020	9/30/2020	96	-	-	-	-	96
BookShark	31067574	10/30/2020	9/30/2020	86	-	-	-	-	86

## Yosemite Valley Charter School

### Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
BookShark	31067575	10/30/2020	9/30/2020	33	-	-	-	-	33
BookShark	31067578	10/30/2020	9/30/2020	6	-	-	-	-	6
BookShark	31067583	10/30/2020	9/30/2020	9	-	-	-	-	9
BookShark	31067586	10/30/2020	9/30/2020	8	-	-	-	-	8
BookShark	31067589	10/30/2020	9/30/2020	12	-	-	-	-	12
BookShark	31067590	10/30/2020	9/30/2020	6	-	-	-	-	6
BookShark	31067591	10/30/2020	9/30/2020	266	-	-	-	-	266
BookShark	31067594	10/30/2020	9/30/2020	150	-	-	-	-	150
BookShark	31067595	10/30/2020	9/30/2020	149	-	-	-	-	149
BookShark	31067602	10/30/2020	9/30/2020	43	-	-	-	-	43
BookShark	31067603	10/30/2020	9/30/2020	10	-	-	-	-	10
BookShark	31067605	10/30/2020	9/30/2020	10	-	-	-	-	10
BookShark	31067609	10/30/2020	9/30/2020	10	-	-	-	-	10
BookShark	31067613	10/30/2020	9/30/2020	47	-	-	-	-	47
BookShark	31067633	10/30/2020	9/30/2020	25	-	-	-	-	25
BookShark	31067634	10/30/2020	9/30/2020	25	-	-	-	-	25
BookShark	31067702	10/30/2020	9/30/2020	11	-	-	-	-	11
BookShark	31067704	10/30/2020	9/30/2020	34	-	-	-	-	34
BookShark	31067708	10/30/2020	9/30/2020	26	-	-	-	-	26
BookShark	31067712	10/30/2020	9/30/2020	26	-	-	-	-	26
BookShark	31067713	10/30/2020	9/30/2020	22	-	-	-	-	22
BookShark	31067715	10/30/2020	9/30/2020	48	-	-	-	-	48
BookShark	31067717	10/30/2020	9/30/2020	75	-	-	-	-	75
BookShark	31067802	10/30/2020	9/30/2020	10	-	-	-	-	10
BookShark	31067804	10/30/2020	9/30/2020	10	-	-	-	-	10
Oak Meadow Inc.	111098	10/31/2020	10/1/2020	647	-	-	-	-	647
Oak Meadow Inc.	111100	10/31/2020	10/1/2020	775	-	-	-	-	775
Oak Meadow Inc.	111137	10/31/2020	10/1/2020	705	-	-	-	-	705
Oak Meadow Inc.	111247	11/1/2020	10/2/2020	18	-	-	-	-	18
BookShark	31069615	11/1/2020	10/2/2020	179	-	-	-	-	179
BookShark	31069763	11/1/2020	10/2/2020	175	-	-	-	-	175
BookShark	31070883	11/5/2020	10/6/2020	5	-	-	-	-	5
BookShark	31070885	11/5/2020	10/6/2020	5	-	-	-	-	5
BookShark	31070887	11/5/2020	10/6/2020	5	-	-	-	-	5
BookShark	31070889	11/5/2020	10/6/2020	5	-	-	-	-	5
BookShark	31070890	11/5/2020	10/6/2020	5	-	-	-	-	5
BookShark	31070891	11/5/2020	10/6/2020	6	-	-	-	-	6
BookShark	31070894	11/5/2020	10/6/2020	6	-	-	-	-	6
BookShark	31070933	11/5/2020	10/6/2020	795	-	-	-	-	795
BookShark	31070944	11/5/2020	10/6/2020	712	-	-	-	-	712
BookShark	31070956	11/5/2020	10/6/2020	198	-	-	-	-	198
BookShark	31070958	11/5/2020	10/6/2020	740	-	-	-	-	740
BookShark	31071011	11/5/2020	10/6/2020	18	-	-	-	-	18
Oak Meadow Inc.	111685	11/5/2020	10/6/2020	8	-	-	-	-	8

# Yosemite Valley Charter School

## Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Learning Without Tears	INV94677	11/5/2020	10/6/2020	26	-	-	-	-	26
BookShark	31071517	11/6/2020	10/7/2020	161	-	-	-	-	161
BookShark	31071524	11/6/2020	10/7/2020	115	-	-	-	-	115
BookShark	31073530	11/8/2020	10/9/2020	84	-	-	-	-	84
Oak Meadow Inc.	112372	11/8/2020	10/9/2020	15	-	-	-	-	15
BookShark	31074147	11/11/2020	10/12/2020	382	-	-	-	-	382
BookShark	31076584	11/13/2020	10/14/2020	779	-	-	-	-	779
BookShark	31076605	11/13/2020	10/14/2020	17	-	-	-	-	17
BookShark	31076682	11/14/2020	10/15/2020	137	-	-	-	-	137
Oak Meadow Inc.	115400	12/5/2020	11/5/2020	42	-	-	-	-	42
Guido's Martial Arts Academy	ARamos1201	1/9/2021	12/10/2020	300	-	-	-	-	300
Singapore Math, Inc.	403100	1/18/2021	1/18/2021	116	-	-	-	-	116
Brave Writer LLC	17257419	2/1/2021	2/1/2021	46	-	-	-	-	46
Metamorphosis Therapy Group Inc	1005	2/4/2021	2/4/2021	3,275	-	-	-	-	3,275
Westside Elementary School District	2042021	2/4/2021	2/4/2021	359,463	-	-	-	-	359,463
Procopio, Cory, Hargreaves & Savitch LI	744280	2/8/2021	2/8/2021	1,890	-	-	-	-	1,890
Monarch River Academy	614	2/9/2021	2/9/2021	10,545	-	-	-	-	10,545
Monarch River Academy	616	2/9/2021	2/9/2021	26,875	-	-	-	-	26,875
Monarch River Academy	621	2/9/2021	2/9/2021	54,316	-	-	-	-	54,316
Fresno Fencing Academy	2310	2/10/2021	2/10/2021	150	-	-	-	-	150
Fresno Fencing Academy	2311	2/10/2021	2/10/2021	150	-	-	-	-	150
McColgan & Associates Inc.	4050	2/11/2021	2/11/2021	8,695	-	-	-	-	8,695
Micheline Fitzgerald	FITZ021121	2/11/2021	2/11/2021	2,395	-	-	-	-	2,395
Melissa Bogle	INV0205	2/12/2021	2/12/2021	450	-	-	-	-	450
Melissa Bogle	INV0206	2/12/2021	2/12/2021	450	-	-	-	-	450
Melissa Bogle	INV0207	2/12/2021	2/12/2021	450	-	-	-	-	450
Emily Catron	CATR021521	2/15/2021	2/15/2021	105	-	-	-	-	105
Emily Catron	CATR021621	2/16/2021	2/16/2021	120	-	-	-	-	120
Fresno Fencing Academy	2312	2/16/2021	2/16/2021	300	-	-	-	-	300
Kelly Pettit	PETT021621	2/16/2021	2/16/2021	543	-	-	-	-	543
Sylvan Learning	4999	2/16/2021	2/16/2021	160	-	-	-	-	160
SpiritHorse Connections	0379	2/17/2021	2/17/2021	280	-	-	-	-	280
SpiritHorse Connections	0380	2/17/2021	2/17/2021	480	-	-	-	-	480
Jennifer Vernon	VERN021721	2/17/2021	2/17/2021	178	-	-	-	-	178
Jennifer Vernon	VERN021821	2/18/2021	2/18/2021	363	-	-	-	-	363
The First Tee of Fresno	167	2/18/2021	2/18/2021	120	-	-	-	-	120
The First Tee of Fresno	168	2/18/2021	2/18/2021	120	-	-	-	-	120
The First Tee of Fresno	169	2/18/2021	2/18/2021	120	-	-	-	-	120
The First Tee of Fresno	170	2/18/2021	2/18/2021	120	-	-	-	-	120
Gymnastics Beat	31YVS	2/24/2021	1/25/2021	1,761	-	-	-	-	1,761
JoAnn Denney	19	2/26/2021	1/27/2021	100	-	-	-	-	100
JoAnn Denney	20	2/26/2021	1/27/2021	100	-	-	-	-	100
Erin Titone	4-B	2/26/2021	1/27/2021	750	-	-	-	-	750
America's Kids in Motion	182-YVS	2/27/2021	1/28/2021	2,390	-	-	-	-	2,390



**Yosemite Valley Charter School****Accounts Payable Aging****February 28, 2021**

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
The Critical Thinking Co.	167832A	2/27/2021	1/28/2021	52	-	-	-	-	52
Studies Weekly	381841	2/27/2021	2/1/2021	65	-	-	-	-	65
Studies Weekly	381843	2/27/2021	2/1/2021	65	-	-	-	-	65
Time4Learning	T4L12614	2/28/2021	1/29/2021	1,202	-	-	-	-	1,202
Mathnasium of North Fresno	7510	3/1/2021	3/1/2021	(285)	-	-	-	-	(285)
Mathnasium of North Fresno	7530	3/1/2021	3/1/2021	325	-	-	-	-	325
Aspire Speech & Learning Center	013121AnFry	3/2/2021	1/31/2021	300	-	-	-	-	300
Aspire Speech & Learning Center	013121BrNic	3/2/2021	1/31/2021	750	-	-	-	-	750
Aspire Speech & Learning Center	013121WyJar	3/2/2021	1/31/2021	450	-	-	-	-	450
Daniel Davies	13	3/2/2021	1/31/2021	160	-	-	-	-	160
E-Therapy LLC	17269	3/2/2021	1/31/2021	1,631	-	-	-	-	1,631
The Talk Team	81516	3/4/2021	2/2/2021	230	-	-	-	-	230
The Talk Team	81517	3/4/2021	2/2/2021	690	-	-	-	-	690
The Talk Team	81518	3/4/2021	2/2/2021	460	-	-	-	-	460
The Talk Team	81519	3/4/2021	2/2/2021	403	-	-	-	-	403
The Talk Team	81520	3/4/2021	2/2/2021	460	-	-	-	-	460
The Talk Team	81521	3/4/2021	2/2/2021	345	-	-	-	-	345
The Talk Team	81522	3/4/2021	2/2/2021	805	-	-	-	-	805
The Talk Team	81523	3/4/2021	2/2/2021	460	-	-	-	-	460
The Talk Team	81524	3/4/2021	2/2/2021	420	-	-	-	-	420
The Talk Team	81525	3/4/2021	2/2/2021	403	-	-	-	-	403
The Talk Team	81526	3/4/2021	2/2/2021	173	-	-	-	-	173
The Talk Team	81527	3/4/2021	2/2/2021	173	-	-	-	-	173
The Talk Team	81528	3/4/2021	2/2/2021	345	-	-	-	-	345
The Talk Team	81529	3/4/2021	2/2/2021	920	-	-	-	-	920
The Talk Team	81530	3/4/2021	2/2/2021	460	-	-	-	-	460
The Talk Team	81531	3/4/2021	2/2/2021	230	-	-	-	-	230
The Talk Team	81532	3/4/2021	2/2/2021	208	-	-	-	-	208
The Talk Team	81533	3/4/2021	2/2/2021	345	-	-	-	-	345
The Talk Team	81534	3/4/2021	2/2/2021	305	-	-	-	-	305
The Talk Team	81535	3/4/2021	2/2/2021	288	-	-	-	-	288
The Talk Team	81536	3/4/2021	2/2/2021	190	-	-	-	-	190
The Talk Team	81537	3/4/2021	2/2/2021	765	-	-	-	-	765
The Talk Team	81538	3/4/2021	2/2/2021	460	-	-	-	-	460
The Talk Team	81539	3/4/2021	2/2/2021	190	-	-	-	-	190
The Talk Team	81540	3/4/2021	2/2/2021	230	-	-	-	-	230
The Talk Team	81541	3/4/2021	2/2/2021	585	-	-	-	-	585
The Talk Team	81542	3/4/2021	2/2/2021	575	-	-	-	-	575
The Talk Team	81543	3/4/2021	2/2/2021	460	-	-	-	-	460
The Talk Team	81544	3/4/2021	2/2/2021	460	-	-	-	-	460
The Talk Team	81545	3/4/2021	2/2/2021	403	-	-	-	-	403
Teacher Synergy, LLC	144206690	3/4/2021	2/11/2021	54	-	-	-	-	54
Teacher Synergy, LLC	144207107	3/4/2021	2/11/2021	56	-	-	-	-	56
Teacher Synergy, LLC	144242556	3/4/2021	2/11/2021	31	-	-	-	-	31

# Yosemite Valley Charter School

## Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Teacher Synergy, LLC	144253460	3/5/2021	2/12/2021	70	-	-	-	-	70
PresenceLearning, Inc.	EQINV002626	3/6/2021	2/4/2021	291	-	-	-	-	291
Learning Without Tears	INV102775	3/6/2021	2/4/2021	16	-	-	-	-	16
Lotus Educational Services, Inc.	1771	3/7/2021	2/5/2021	646	-	-	-	-	646
PresenceLearning, Inc.	INV39456	3/7/2021	2/5/2021	450	-	-	-	-	450
The Critical Thinking Co.	168251A	3/7/2021	2/5/2021	87	-	-	-	-	87
Teacher Synergy, LLC	144642658	3/10/2021	2/17/2021	58	-	-	-	-	58
Melanie Suderman Sweet	INSP 126	3/10/2021	2/8/2021	300	-	-	-	-	300
Melanie Suderman Sweet	INSP 127	3/10/2021	2/8/2021	300	-	-	-	-	300
Center for Autism and Related Disorders	D-03920220	3/10/2021	2/8/2021	1,596	-	-	-	-	1,596
Global Teletherapy	4501	3/10/2021	2/8/2021	82,971	-	-	-	-	82,971
Kumon Center of Clovis	0096	3/10/2021	2/8/2021	960	-	-	-	-	960
Learning Without Tears	INV103044	3/11/2021	2/9/2021	29	-	-	-	-	29
Denise Nicholes	001	3/11/2021	2/9/2021	620	-	-	-	-	620
Michelle Barnes	1025	3/11/2021	2/9/2021	850	-	-	-	-	850
Will Aylsworth	197	3/11/2021	2/9/2021	114	-	-	-	-	114
Rachel Robbins	1916	3/11/2021	2/9/2021	1,560	-	-	-	-	1,560
Rainbow Resource Center	3309697	3/12/2021	2/10/2021	279	-	-	-	-	279
Rainbow Resource Center	3309814	3/12/2021	2/10/2021	128	-	-	-	-	128
Rainbow Resource Center	3310097	3/12/2021	2/10/2021	148	-	-	-	-	148
Rainbow Resource Center	3310511	3/12/2021	2/10/2021	18	-	-	-	-	18
Moving Beyond the Page	248815	3/12/2021	2/10/2021	7	-	-	-	-	7
Moving Beyond the Page	248818	3/12/2021	2/10/2021	7	-	-	-	-	7
Teacher Synergy, LLC	144911318	3/12/2021	2/19/2021	85	-	-	-	-	85
Teacher Synergy, LLC	144965978	3/12/2021	2/19/2021	42	-	-	-	-	42
Teaching Textbooks	33664	3/12/2021	2/10/2021	43	-	-	-	-	43
Specialized Therapy Services, Inc	YVCS01-0121	3/12/2021	1/31/2021	935	-	-	-	-	935
Wendy DeRaud	425	3/12/2021	2/10/2021	1,660	-	-	-	-	1,660
Melanie Suderman Sweet	INSP 144	3/12/2021	2/10/2021	320	-	-	-	-	320
Melanie Suderman Sweet	INSP 136	3/12/2021	2/10/2021	300	-	-	-	-	300
Timberdoodle.com	355366	3/12/2021	2/10/2021	98	-	-	-	-	98
MEL Science U.S. LLC	AY2021021012	3/12/2021	2/10/2021	314	-	-	-	-	314
Guido's Martial Arts Academy	DANagy020321	3/12/2021	2/10/2021	676	-	-	-	-	676
Guido's Martial Arts Academy	JSilva0321	3/12/2021	2/10/2021	249	-	-	-	-	249
Home Science Tools	1099724A	3/12/2021	2/10/2021	36	-	-	-	-	36
Learning Without Tears	INV103255	3/13/2021	2/11/2021	84	-	-	-	-	84
Timberdoodle.com	355443	3/13/2021	2/11/2021	230	-	-	-	-	230
America's Kids in Motion	183-YVS	3/13/2021	2/11/2021	2,770	-	-	-	-	2,770
America's Kids in Motion	184-YVS	3/13/2021	2/11/2021	1,177	-	-	-	-	1,177
Art of Problem Solving	218600	3/13/2021	2/11/2021	96	-	-	-	-	96
Art of Problem Solving	218602	3/13/2021	2/11/2021	117	-	-	-	-	117
Teaching Textbooks	33706	3/13/2021	2/11/2021	55	-	-	-	-	55
Moving Beyond the Page	248962	3/13/2021	2/11/2021	216	-	-	-	-	216
Moving Beyond the Page	248963	3/13/2021	2/11/2021	169	-	-	-	-	169



# Yosemite Valley Charter School

## Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Provenance	4493	3/13/2021	2/11/2021	1,800	-	-	-	-	1,800
Rainbow Resource Center	3311791	3/13/2021	2/11/2021	20	-	-	-	-	20
Rainbow Resource Center	3311802	3/13/2021	2/11/2021	30	-	-	-	-	30
Peace Hill Press, Inc. dba Well Trained I	53582	3/13/2021	2/11/2021	98	-	-	-	-	98
Crafty School Crates	18689	3/13/2021	2/11/2021	254	-	-	-	-	254
Crafty School Crates	18690	3/13/2021	2/11/2021	131	-	-	-	-	131
Crafty School Crates	18691	3/13/2021	2/11/2021	131	-	-	-	-	131
Crafty School Crates	18692	3/13/2021	2/11/2021	131	-	-	-	-	131
eat2explore	100897	3/13/2021	2/11/2021	210	-	-	-	-	210
Denise Nicholes	002	3/14/2021	2/12/2021	100	-	-	-	-	100
Rachel Kreider	2101	3/14/2021	2/12/2021	800	-	-	-	-	800
Steinway Piano Gallery of Fresno	109	3/14/2021	2/12/2021	720	-	-	-	-	720
Rainbow Resource Center	3312569	3/14/2021	2/12/2021	210	-	-	-	-	210
MEL Science U.S. LLC	RB2021021201	3/14/2021	2/12/2021	140	-	-	-	-	140
TouchMath Acquisition LLC	200190810	3/14/2021	2/12/2021	76	-	-	-	-	76
Melanie Suderman Sweet	INSP 138A	3/14/2021	2/12/2021	154	-	-	-	-	154
Melanie Suderman Sweet	INSP 140	3/14/2021	2/12/2021	320	-	-	-	-	320
Melanie Suderman Sweet	INSP 115	3/14/2021	2/12/2021	300	-	-	-	-	300
Melanie Suderman Sweet	INSP 128	3/14/2021	2/12/2021	320	-	-	-	-	320
Melanie Suderman Sweet	INSP 131	3/14/2021	2/12/2021	300	-	-	-	-	300
Timberdoodle.com	355518	3/14/2021	2/12/2021	181	-	-	-	-	181
Timberdoodle.com	355519	3/14/2021	2/12/2021	296	-	-	-	-	296
Kitchen Stewardship LLC	330	3/14/2021	2/12/2021	150	-	-	-	-	150
Hands 4 Building, LLC	2185	3/14/2021	2/12/2021	148	-	-	-	-	148
Hands 4 Building, LLC	2186	3/14/2021	2/12/2021	148	-	-	-	-	148
Teacher Synergy, LLC	145156563	3/15/2021	2/22/2021	5	-	-	-	-	5
Little Passports	115205783	3/16/2021	2/15/2021	129	-	-	-	-	129
Little Passports	115209537	3/16/2021	2/15/2021	129	-	-	-	-	129
Little Passports	115209655	3/16/2021	2/15/2021	129	-	-	-	-	129
Little Passports	115209703	3/16/2021	2/15/2021	194	-	-	-	-	194
Little Passports	115209738	3/16/2021	2/15/2021	161	-	-	-	-	161
Little Passports	115308772	3/16/2021	2/15/2021	193	-	-	-	-	193
Little Passports	115308800	3/16/2021	2/15/2021	129	-	-	-	-	129
Little Passports	115308828	3/16/2021	2/15/2021	110	-	-	-	-	110
Kevin Freeman	146	3/17/2021	2/16/2021	5,110	-	-	-	-	5,110
Kevin Freeman	147	3/17/2021	2/16/2021	6,074	-	-	-	-	6,074
KiwiCo, Inc	JAN-21-YVS-2	3/17/2021	1/31/2021	4,958	-	-	-	-	4,958
The Dance Company	10127021	3/17/2021	2/15/2021	297	-	-	-	-	297
Dolce Dance Studio	0023	3/17/2021	2/15/2021	210	-	-	-	-	210
Dolce Dance Studio	0024	3/17/2021	2/15/2021	210	-	-	-	-	210
Chelsea Rotunno	1070	3/18/2021	2/16/2021	360	-	-	-	-	360
Susan Hancock	119	3/18/2021	2/17/2021	800	-	-	-	-	800
Neil Boyer	0221791	3/18/2021	2/16/2021	310	-	-	-	-	310
Neil Boyer	0221794	3/18/2021	2/16/2021	520	-	-	-	-	520

# Yosemite Valley Charter School

## Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Neil Boyer	0221796	3/18/2021	2/16/2021	280	-	-	-	-	280
All About Learning Press, Inc.	905931	3/18/2021	2/16/2021	229	-	-	-	-	229
Coarsgold Kenpo Karate	021621	3/18/2021	2/16/2021	2,100	-	-	-	-	2,100
Joshua Heflebower	67	3/19/2021	2/17/2021	100	-	-	-	-	100
First City Strength and Fitness Inc	001-2021	3/19/2021	2/17/2021	840	-	-	-	-	840
Lighthouse Therapy LLC	340	3/19/2021	2/2/2021	21,295	-	-	-	-	21,295
All About Learning Press, Inc.	905937	3/19/2021	2/17/2021	200	-	-	-	-	200
Melanie Suderman Sweet	INSP 135	3/19/2021	2/17/2021	300	-	-	-	-	300
Ultimate Martial Arts Inc	64	3/19/2021	2/17/2021	984	-	-	-	-	984
Provenance	4567	3/19/2021	2/17/2021	2,750	-	-	-	-	2,750
Rainbow Resource Center	3315639	3/19/2021	2/17/2021	89	-	-	-	-	89
Rainbow Resource Center	3315795	3/19/2021	2/17/2021	354	-	-	-	-	354
Steinway Piano Gallery of Fresno	110	3/19/2021	2/17/2021	480	-	-	-	-	480
Rich Oliver Racing, Inc.	2021-002-001	3/19/2021	2/17/2021	1,196	-	-	-	-	1,196
Susan Mason	20/21-4	3/19/2021	2/17/2021	3,360	-	-	-	-	3,360
Crafty School Crates	18795	3/19/2021	2/18/2021	67	-	-	-	-	67
Cullinan Education Center, Inc.	21077	3/19/2021	2/18/2021	490	-	-	-	-	490
Cullinan Education Center, Inc.	21078	3/19/2021	2/18/2021	490	-	-	-	-	490
Cullinan Education Center, Inc.	21079	3/19/2021	2/18/2021	490	-	-	-	-	490
Crafty School Crates	18740	3/19/2021	2/17/2021	99	-	-	-	-	99
Crafty School Crates	18790	3/19/2021	2/18/2021	696	-	-	-	-	696
Crafty School Crates	18793	3/19/2021	2/18/2021	126	-	-	-	-	126
Michailia R. Massong	139	3/19/2021	2/18/2021	160	-	-	-	-	160
Michailia R. Massong	140	3/19/2021	2/18/2021	160	-	-	-	-	160
Michailia R. Massong	132	3/19/2021	2/18/2021	120	-	-	-	-	120
Brenda Myers	61/2021	3/19/2021	2/17/2021	60	-	-	-	-	60
BrightThinker	SINV2707	3/20/2021	2/19/2021	249	-	-	-	-	249
Michailia R. Massong	133	3/20/2021	2/18/2021	120	-	-	-	-	120
Michailia R. Massong	134	3/20/2021	2/18/2021	320	-	-	-	-	320
Michailia R. Massong	127	3/20/2021	2/18/2021	160	-	-	-	-	160
Crafty School Crates	18794	3/20/2021	2/18/2021	67	-	-	-	-	67
Crafty School Crates	18796	3/20/2021	2/18/2021	67	-	-	-	-	67
CrossFit ValleyView	71763-C009-YVS	3/20/2021	2/18/2021	79	-	-	-	-	79
Studio on the Hill	ethfebt21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	ethjant21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	hmccoapr21	3/20/2021	2/18/2021	120	-	-	-	-	120
Studio on the Hill	hmccomar21	3/20/2021	2/18/2021	120	-	-	-	-	120
Studio on the Hill	paraprch21	3/20/2021	2/18/2021	32	-	-	-	-	32
Studio on the Hill	paraprco21	3/20/2021	2/18/2021	60	-	-	-	-	60
Studio on the Hill	paraprja21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	paraprt21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	parmarch21	3/20/2021	2/18/2021	32	-	-	-	-	32
Studio on the Hill	parmarco21	3/20/2021	2/18/2021	60	-	-	-	-	60
Studio on the Hill	parmarja21	3/20/2021	2/18/2021	50	-	-	-	-	50

## Yosemite Valley Charter School

### Accounts Payable Aging

February 28, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studio on the Hill	parmart21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	remaprhh21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	remaprt21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	remmarhh21	3/20/2021	2/18/2021	50	-	-	-	-	50
Studio on the Hill	remmart21	3/20/2021	2/18/2021	50	-	-	-	-	50
Singapore Math Live, LLC	218213	3/20/2021	2/18/2021	100	-	-	-	-	100
Singapore Math Live, LLC	218214	3/20/2021	2/18/2021	140	-	-	-	-	140
Rhonda Langley	3	3/20/2021	2/18/2021	200	-	-	-	-	200
Pacific Martial Arts	20212181	3/20/2021	2/18/2021	125	-	-	-	-	125
Pacific Martial Arts	202121812	3/20/2021	2/18/2021	125	-	-	-	-	125
Melanie Suderman Sweet	INSP 114	3/20/2021	2/18/2021	320	-	-	-	-	320
Melanie Suderman Sweet	INSP 142	3/20/2021	2/18/2021	80	-	-	-	-	80
Melanie Suderman Sweet	INSP 91	3/20/2021	2/18/2021	320	-	-	-	-	320
Chess at Three	2207	3/21/2021	2/18/2021	90	-	-	-	-	90
Home Science Tools	1101779A	3/21/2021	2/19/2021	23	-	-	-	-	23
Home Science Tools	1101780A	3/21/2021	2/19/2021	45	-	-	-	-	45
WriteShop	21-0225	3/23/2021	2/22/2021	135	-	-	-	-	135
WriteShop	21-0226	3/23/2021	2/22/2021	170	-	-	-	-	170
Charter Impact, Inc.	10267	3/26/2021	2/24/2021	510	-	-	-	-	510
LEGO Education	1190451480	4/3/2021	2/2/2021	577	-	-	-	-	577
LEGO Education	1190451481	4/3/2021	2/2/2021	637	-	-	-	-	637
Math-U-See Inc.	0690718-IN	4/4/2021	2/3/2021	75	-	-	-	-	75
Math-U-See Inc.	0690720-IN	4/4/2021	2/3/2021	22	-	-	-	-	22
Math-U-See Inc.	0690748-IN	4/4/2021	2/3/2021	123	-	-	-	-	123
Math-U-See Inc.	0691668-IN	4/9/2021	2/8/2021	199	-	-	-	-	199
Math-U-See Inc.	0691671-IN	4/9/2021	2/8/2021	119	-	-	-	-	119
Math-U-See Inc.	0691672-IN	4/9/2021	2/8/2021	58	-	-	-	-	58
<b>Total Outstanding Payables in February</b>				<b>\$ 1,329,794</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,329,794</b>

**Yosemite Valley Charter School*****Due (To)/From All Inspire Charter School Locations*****For the period ended February 28, 2021**

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

# Cover Sheet

## Budget Considerations for 2021-2022 School Year

<b>Section:</b>	II. Finance
<b>Item:</b>	B. Budget Considerations for 2021-2022 School Year
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Budget Considerations - Yosemite.pdf



---

## Budget Considerations for 2021-2022

School Leadership needs guidance and direction from the Board of Directors as they create the strategic plan for the 2021-2022 school year, specifically with regard to Enrollment and Staffing Growth projections since these items will have an impact on the school's budget.

Considerations for the Board of Directors:

### Enrollment

- Increase total student enrollment by ~~500-850~~ students for a total enrollment goal of ~~2700~~ 3,050 students, even after student withdrawals due to graduation or 2020-2021 students that choose not to continue during the 2021-2022 school year.

### Staffing

- Open 9 Certificated Positions
- Open 1 Classified Positions

# Cover Sheet

## Transgender & Gender Nonconforming Students Policy

**Section:** III. Academic Excellence  
**Item:** B. Transgender & Gender Nonconforming Students Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Transgender and Gender Nonconforming Students Policy - Yosemite.pdf



## Transgender and Gender Nonconforming Students Policy

Yosemite Valley Charter School (the “Charter School”) is committed to fostering an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression; facilitating compliance with local, state and federal laws concerning bullying, harassment, privacy and discrimination; and ensuring that all students have the opportunity to express themselves and live authentically.

The purpose of the Yosemite Valley Charter School Governing Board approving this Transgender and Gender Nonconforming Students Policy is to accomplish the following:

1. Define Gender, Gender Identify, Gender Expression, Gender Nonconforming, Intersex, Nonbinary/Genderqueer, Sex, Sexual Orientation, Transgender, and Transition
2. Outline Guiding Principles and Requirements of the Charter School
3. Establish Privacy and Confidentiality
4. Outline the Requirements of Pupil Records
5. Establish the Authorization to Use Name and Gender With Which the Student Identifies
6. Outline the Requirements of the Student’s Preferred Name and Pronoun
7. Outline the Requirements of Student Safety
8. Establish Restroom Accessibility
9. Outline Sports, Athletics, and Physical Education Requirements
10. Establish Access to School Activities and Programs
11. Establish Course Accessibility and Instruction
12. Outline the Training and Publication of the Transgender and Gender Nonconforming Students Policy

**1. Definitions:** These definitions are provided not for the purpose of labeling students but rather to assist in understanding this policy and the legal obligations of the school. Students may or may not use these terms to describe themselves or their experiences.

- **Gender:** A person's actual or perceived sex, including a person's gender identity and gender expression.
- **Gender Identity:** A person’s gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth. Gender identity may include being female, male, another gender or no gender. The responsibility for determining an individual’s gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person’s social and familial development.
- **Gender Expression:** A person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. Gender expression refers to external cues that one uses to represent or communicate one’s gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.
- **Gender Nonconforming:** One’s gender expression, gender characteristics or gender identity that does not conform to gender stereotypes “typically” associated with one’s legal sex



assigned at birth, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, gender fluid or nonbinary.

- Intersex: An umbrella term used to describe natural bodily variations, which can include external genitalia, internal sex organs, chromosomes or hormonal differences that transcend typical ideas of male and female.
- Nonbinary/Genderqueer: An umbrella term for people with gender identities that fall somewhere outside of the traditional conceptions of strictly either female or male. People with nonbinary gender identities may or may not identify as transgender, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns, and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant.
- Sex: It includes, but is not limited to, a person’s sex assigned or presumed at birth based on physical characteristics commonly associated with males or females, and is inclusive of a person’s gender.
- Sexual Orientation: It means heterosexuality, homosexuality, and bisexuality and is considered to be a person’s romantic, emotional, mental and/or sexual attraction to another person based on the gender of the other person.
- Transgender: An umbrella term used to describe people whose gender identity or gender expression is different from the gender they were assigned or presumed at birth. Some individuals who identify as transgender have medically transitioned, are undergoing gender affirming surgeries and hormonal treatments, while others do not choose any form of medical transition. There is no uniform set of procedures that are sought. Individuals may identify as female, male or nonbinary, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant. A transgender girl is a girl who was thought to be a male when she was born. A transgender boy is a boy who was thought to be female when he was born.
- Transition: The unique process in which one goes from living and identifying as one gender to live in alignment with one or more dimensions of the gender with which one identifies. Gender transition can occur at any age and can include social, medical and/or a legal transition.

2. **Guiding Principles and Requirements:** The school shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected. Students may initiate a process to change their name, pronoun, attire and access to School programs, activities and facilities. The school shall customize support to optimize each student’s access according to their gender identity.
3. **Privacy and Confidentiality:** All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis.

Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.

School personnel may encounter situations where students have not publicly disclosed their gender identity; therefore, school personnel must be mindful of the confidentiality and privacy

rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression.

When communicating with a student's parent, legal guardian, or educational rights holder ("parent"), school personnel should be aware that the student may not have disclosed their gender identity to their parents. When school personnel find it important to discuss a student's gender identity or expression with parents (if, for example, the student is being bullied based on their gender identity or expression), school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

4. **Pupil Records:** The School is required to maintain in perpetuity mandatory permanent pupil records which include the legal name and sex of the student as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. Mandatory interim pupil records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, Individualized Education Programs (IEP) and Section 504 Plans. Permitted pupil records may include, but are not limited to, objective counselor and/or teacher ratings, standardized test scores older than three years, routine discipline data and verified reports of relevant behavior patterns. Per California law, student enrollment forms allow a parent to designate their child's gender as male, female or nonbinary.

The School will change a student's name and gender, or that of a former student, on pupil records when the name and/or gender of the student are changed. The student or former student may document the gender change by any of the following: State issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender change or both. The new name and/or gender are the student's legal name and gender for all purposes, including school registration. Upon the submission of proper evidence of the aforementioned documentation, the student's legal name and/or gender in all school records shall be changed to reflect the legal name and/or gender change.

5. **Authorization to Use Name and Gender With Which the Student Identifies:** The School shall permit students to use the name and gender with which they identify on school records, including pupil records. The records may include, but are not limited to, identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated records.

Upon authorization, the School shall input the student's name and gender with which they identify in the appropriate fields of the School's electronic data system to indicate how the student's name and/or gender will appear on documents issued by the school. If the authorization does not amount to a legal change in name or gender, the change will be reflected in the preferred name section of the School's electronic data system.

After the school receives and verifies the contents of the completed legal authorization, the School shall change the name and/or gender of the student in the School's electronic data system and enter or cross-reference the name as AKA in the cumulative folder and registration card. This change is effective for School records only. If a student were to transfer to another

school, the student should inquire at that school about a similar process.

6. **Names/Pronouns:** Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.

Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.

If school personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians. For communications with a student's parent/legal guardian, educational rights holders, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."

Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy and may constitute discrimination under State law.

7. **Student Safety:** School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying or intimidation, which may include providing interim safety and emotional support measures. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression.

School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.

School administration shall respond immediately to incidents of discrimination, harassment, bullying or intimidation by taking actions that include, but are not limited to the following: a) intervening to stop the behavior; b) investigating and documenting the matter; c) determining and enforcing appropriate interim measures and corrective actions; and d) monitoring to ensure that the behavior does not reoccur.

School staff should take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Interim safety measures may include increased monitoring of the parties, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, safety plans, training and educational materials to address climate, and provision of support resources (e.g., academic support, counseling, health and mental health services).

Students shall not be disciplined on the basis of their actual or perceived gender identity or expression.

Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX/Bullying Complaint Manager in cases where they may be a target or witness.

Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying or intimidation.

In addition to or instead of filing a complaint at a site, any student or their duly authorized representative has the right to file a discrimination, harassment, bullying or intimidation complaint involving gender identity and expression under the Uniform Complaint Procedures with the School's Principal, Dr. Laurie Goodman, [laurie@inspireschools.org](mailto:laurie@inspireschools.org).

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

Title IX Coordinator – Laurie Goodman  
Email - [laurie@inspireschools.org](mailto:laurie@inspireschools.org)  
Phone Number – 559-999-5030

8. **Restroom Accessibility:** Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity. Students who identify as nonbinary should be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms.

9. **Sports, Athletics and Physical Education:** When conducting physical education classes and fitness evaluations, teachers will address and evaluate students by their gender identity.

Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported. Students are to be tested according to their gender identity when students identify with a gender different from that in their pupil records. Test administration on this instrument allows for a designation of nonbinary or for students to not disclose their gender to the test administrator. However, the Healthy Fitness Zone charts, or health-related standards used to evaluate performance, are based on female and male genders only. In these events, physical education teachers shall make every effort to maintain confidentiality of student information.

Participation in competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity and in accordance with the California Interscholastic Federation constitution and bylaws. Students who identify as nonbinary should be granted the opportunity to participate in athletic activities they find best align with their gender identity.

**10. School Activities and Programs:** Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, field trips, afterschool activities and programs, and all extra-curricular activities.

**11. Course Accessibility and Instruction:** Students have the right to equitable learning opportunities in their school. Students shall not be required to take or be denied enrollment in a course on the basis of their actual or perceived gender identity or expression in any educational and academic program.

**12. Training and Publication:** The School shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees.

This policy will be distributed annually to students, parents/guardians and staff and it will also be included in any student codes of conduct, student handbooks and school websites.

# Cover Sheet

## Local Control and Accountability Plan (LCAP) Update & Timeline

**Section:** III. Academic Excellence  
**Item:** C. Local Control and Accountability Plan (LCAP) Update & Timeline  
**Purpose:** Discuss  
**Submitted by:**

### BACKGROUND:

- March - Stakeholder Feedback (Must include: Teachers, Principals, Administrators, Other school personnel, Parents, & Students)
- April - Board Feedback
- May - Public Hearing
- June - Final Approval with Budget + Local Indicator Data (non-consent item)

## Cover Sheet

### Local Control and Accountability Plan (LCAP) / Every Student Succeeds Act (ESSA) Federal Addendum

**Section:** III. Academic Excellence  
**Item:** D. Local Control and Accountability Plan (LCAP) / Every  
Student Succeeds Act (ESSA) Federal Addendum  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YV lcapfedadd.pdf

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Yosemite Valley Charter

## CDS code:

10 62547 0135103

## Link to the LCAP:

(optional)

[Provide link.]

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

*In the following pages, ONLY complete the sections for the corresponding programs.*



## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Yosemite Valley Charter School will use Title I funds to supplement and enhance local priorities and initiatives funded with state funds, as reflected in the Charter School's LCAP. Specifically, Title I funding is used to provide more intensive support in an effort to close the achievement gap for the 47% of the Charter School students who are considered unduplicated high need students. 46% Socioeconomically disadvantaged, 1% English Learners, and .09% homeless). Based on the CA Dashboard, socioeconomically disadvantaged students, English learners and homeless youth are not making adequate progress towards achieving grade-level academic standards. The Charter School believes that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support and parent and community engagement.

### Local Priorities:

Academic support is provided in the form of intervention classes and programs, academic support and instructional materials, technology, virtual academy classes, curriculum development, professional development, academic incentive programs, Career & Technical Education (CTE) Pathways, college and career preparation, and staffing (Intervention Specialists, Virtual Academy Instructors, Compliance Coordinator.)

Parent and Community Engagement is provided in the form of parent education meetings, workshops, classes, and recordings, multiple methods of communication, incentives for engagement, and staffing (Community Connections Coordinator.)

Social Emotional Learning (SEL) is provided in the form of SEL classes for students, curriculum development, professional development, parent meetings and trainings, a Transition Program staffed by 2 transition teachers, and staffing (counselors, SEL Specialist, etc.)

The Charter School believes that these efforts will lead to increased academic achievement on state and local assessments for unduplicated students.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Charter School will use federal funds to supplement LCAP goals and priorities funded with state funds. Through the LCAP drafting process, The Charter School is careful to align the use of federal funds with activities funded by state and local funds to enhance the educational experience for students. Activities funded with Title I are based on the needs of our students and community. In the LCAP the Charter School outlines all of the schools strategies, actions, services, goals and measurable outcomes. In order to ensure alignment, the Charter School's LEA Federal Addendum to the LCAP discusses strategies and activities that are based on federal funding which are in addition to our overall approach outlined in the LCAP.

The following are examples of supplemental services that will be offered in an effort to support students in meeting challenging academic standards:

- Intervention services to students identified as low performing or at risk of failing. An example is the development of targeted intervention online classes using intervention specialist teachers for our lowest performing students in English Language Arts and math.

- Professional learning opportunities to support teachers and parents with standards implementation and instruction. For example, we contracted with Tulare County office of Education to provide learning coaches to teach a series of math workshops to our intervention teachers, gen ed teachers with lowest performing students, parents of low performing students, and on occasion the students. These workshops involved all stakeholders in teaching and learning best math practices that are research based and standards aligned.

Using these funds together will allow us to intensify our change efforts, to work on academic, parent engagement, and socio-emotional areas simultaneously, and to support instructional improvements.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter School

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

N/A. We have no schools identified for CSI or TSI.

#### Development of the parent and family engagement policy [ESSA Section 1116(a)]

*Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.*

The Charter School involves parents of Title I students in an organized, ongoing, and timely way. Additionally, parents will be involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The policy will be annually distributed in the Parent

Student Handbook and be included in board policy. It will be available on the school website with hardcopies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It will be updated annually based on recommended changes from our legal team at the Law Office of Jennifer McQuarrie and Procopio and through feedback received from our parent advisory group and School Site Council.

Parents are involved in the governing of the school through participation in surveys, School Site Council, and our parent advocacy group. Parent groups may assist the director with community outreach, resource development, extracurricular programs, and community service projects.

### **Assistance to parents [ESSA Section 1116(e)(1)]**

*Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.*

Weekly parent newsletters are emailed informing parents of important events and ways to support their children at home.

Parents and students meet with their teacher at least once every 20 school days in Learning Period Meetings to discuss and review the completed body of work, make assignments for the following Learning Period, and assess student progress towards mastery of the standards through the use of course outlines and state standards pacing guides. An individualized Learning Plan is created for each student in the meeting with the parent, student and teacher. These Learning Period meetings provide teachers with an opportunity to review with the parent the student's progress towards the academic standards through a review of the body of work. Teachers use assessments to discuss curriculum options and to make adjustments to the student's individualized learning plan, such as an addition of an intervention program. For high school students, teachers review the student's graduation plan regularly throughout the semester with the parents to ensure the student is on pace to meet their post-graduation goals. The teacher uses information gathered during these meetings to help the student and their parent plan goals for the following Learning Period. Student learning and goals are recorded on the Monthly Learning Plan document, which is shared with students and parents and reviewed during the following Learning Period meeting. The Learning Period meetings also build relationships with students and their parents to provide consistency. Finally, during Learning Period meetings, teachers are able to provide families with resources and connect them to local services if needed.

Parent Information Sessions such as Back to School take place two to three times per year to allow families to make decisions about curriculum options, elective options, vendors, and support resources.

### **Training and materials for parents to improve achievement [ESSA Section 1116(e)(2)]**

*Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement*

Within monthly Learning Period meetings, teachers offer resources, materials, and training to help parents improve their children's achievement. Students and their parents work with the teacher to select curricular materials and instructional methods to meet each child's learning styles, needs, and



goals. They create a Personalized Learning Plan together. Teachers also offer parent training in best practices of teaching skills during the Learning Period meetings.

Throughout the year, parents are offered opportunities for training such as workshops in teaching math through Tulare County Office of Education, and free online workshops posted in our monthly newsletter. Online parent workshops are offered both by our teachers through "Parent University" and through outsourcing free webinars. All opportunities are posted in our newsletter and through invitations from their student's teacher. These workshops cover a range of topics, including curriculum options, literacy, math instruction, college preparation, career planning, technology usage, internet safety, and topics related to testing and assessment. They are research based, standards aligned and make use of best teaching practices.

The Charter School has created an intervention website for parents which lists resources in teaching reading fluency, writing, and math instruction.

We also provide all of our students with online curriculum so that students and parents can work with standards based curriculum from anywhere. This was a step to level the playing field to ensure that students with all income levels have access to standards aligned digital learning tools.

Teachers at all grade levels, from Kindergarten through high school, provide individual training to parents about how to use the parent portal system to access real time attendance and assessment information.

### **Staff education on working with parents [ESSA Section 1116(e)(3)]**

*Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.*

Our teachers and staff value parent participation. High attendance at parent Learning Period meetings, online student clubs, and parent online workshops demonstrate effectiveness in this area. This year our parents have given strong feedback that they wish to attend community events and field trips which were formerly strongly attended but canceled this year due to COVID 19. These were managed by Community Connections Coordinators who built connections and ties in our school community. We plan to continue community events when school is able to reopen.

The Charter School provides training and technical assistance to teachers and staff in developing effective parent engagement strategies and activities in each monthly staff meeting and in weekly staff newsletters. Staff are also supported in parent engagement strategies by a regional coordinator who oversees their family engagement and gives training as needed.

Special Education staff and teachers receive both training and coaching on how to work with parents through the IEP process. Our program specialists model this work with staff, demonstrating how to provide extensive, clear explanations that are free of jargon, especially when students are initially qualifying and parents are not familiar with the IEP process.

### **Parent involvement programs and activities [ESSA Section 1116(e)(4)]**



*Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.*

Our current math instruction workshops offered to parents and teachers through Tulare County Office of Education are an example of how the district supports parent requested involvement by contracting with a neighboring district. We offer educational service vendors that parents and students can use to support education. These include tutoring centers and other educational enrichment opportunities.

### **Communication with parents in format and language parents can understand [ESSA Section 1116(e)(5)]**

*Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.*

When communicating with parents, we do not assume they have access to the internet or speak English at home, therefore, our communication strategies include multiple avenues such as surveys, email, social media, school websites, telephone calls, and text messages. We also have identified families who do not speak English at home (based on Language Surveys) and translated communications in a language accessible to them. Administrators and regional coordinators also call parents of children who would benefit from services, tutoring, or other programs if initial outreach through standard communication channels is not effective. Often a friendly conversation with the parent is all that is needed to get them enrolled in programs and activities that would benefit the student.

### **Support for parental involvement activities requested by parents [ESSA Section 1116(e)(14)]**

*Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.*

Parent consultation, both for the LCAP and during Title I meetings, has impacted the LCAP and our plans for the use of Title I funds. For example, Parents have expressed through surveys, conversations with their teachers, and through the parent advocacy group that they would like support in social-emotional learning. Therefore we have started offering SEL lessons every month to parents in learning period meetings, resources in the weekly newsletter, and will be offering classes and curriculum to our TK-12 students in SEL. In another example, parents also expressed a need in supporting their students in language arts and math instruction. Therefore, we started optional online intervention classes in language arts and math and required a parent orientation before they signed up their children. Parents requested more affordable tutoring options, so we hired high school tutors to be peer tutors to the students in our school which has become a popular tutoring option for our students. Parents have also expressed an interest in weekly virtual classes for elementary and middle school which is in the early stages of school planning. Parents expressed frustration with the multitudes of websites and pages, so we have started using the platform Beehively which houses all school and teacher communication, newsletters, and web pages on one easy platform for parents to use. We are building intense Parent Professional Developments in the areas of workshops, classes, and courses in which parents can be empowered to help their children learn through research based, standards aligned, and best practices.

### **Informed parent participation [ESSA Section 1116(f)]**

*Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.*

Consultation with parents and families, supplemented by input from our teachers, who have extensive communication with families, drives parent participation planning. First, we heard from parents that our communications did not meet their needs because it was only through teachers who communicated at different times and news went out inconsistently. In response, we transitioned to Beehively, which provides targeted or mass communication via e-mail and through the website platform for easy retrieval.

Due to the nature of all online learning and communication this year, families were able to check out chromebooks and hotspots from our local office if they did not have the technology they needed during this time. Yosemite Valley Charter also provided shipping of these items to families as needed.

Although we have a small number of English learners, we have 36 students whose families speak a language other than English in the home. We offer translation and a bilingual teacher or translator when feasible.

We also offer the use of assistive communication technology where needed, including at Board meetings and board meetings are available via teleconferencing and remote participation via Zoom.

In response to parent requests made during the LCAP process, we are in the process of revising our TK-8 learning plans, course outlines, and work records, which were formerly overwhelming, and very cumbersome. We want to provide information that is more meaningful to parents in tracking student learning through the standards. We are transitioning to easier-to-follow, at-a-glance course outlines for TK-8 where parents can easily map out the learning for the year with their teacher and track progress on core focus standards with simplified wording and built in resources for parent use.

### ***Alignment required in Section 1116 to LCAP stakeholder engagement process***

*Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.*

We consult with a broad range of stakeholders about their priorities in a series of meetings and surveys throughout the year, supplemented with additional information gathering, communication, and focus groups. For parents and family members specifically, we hold meetings where families provide input on their priorities for the LCAP. Principals discuss the LCAP in School Site Council meetings and in other parent meetings, gatherings, and trainings. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title I funds are utilized to supplement funds used to support students in meeting challenging academic standards. Yosemite Valley Charter receives Title I funds for Targeted Support programs. A comprehensive needs assessment that is based on State and local data is utilized to determine the appropriate use of Title I funds. Each year, the Charter School conducts a comprehensive data analysis of student achievement, including multiple measures of student performance. At the end of the year, the Charter School will use California Assessment of Student Performance and Progress (CAASPP) data to analyze student achievement. To assess student achievement needs on an ongoing, formative basis, the administrators and teachers at the Charter School will use benchmark common core standards-based assessments and teacher diagnostics to assess students' mastery of the Common Core Content Standards taught. The needs assessment is included in Yosemite Valley Charter's process for the cycle of continuous improvement. This process includes the following elements:

Analyzing data from the California Dashboard, benchmark, and local assessments

Identification of a problem of practice

Identifying a root cause to resolve the problem of practice

Identifying evidence-based highest priority actions/strategies to impact student outcomes

Operationalizing the identified actions/strategies in the WASC Schoolwide Action Plan

Identifying measurable outcomes as a means to evaluate progress toward accomplishing the goal.

It is important to differentiate support for our students. As a result, Yosemite Valley's expectation is that school plans identify the gaps in performance across student groups, allowing for the narrowing of gaps and to accelerate academic performance. Strategies are targeted intensive supports which include academic intervention and support, parent and community engagement and social-emotional intervention and support.

Academic Support includes opportunities for low performing students to meet academic standards, such as tutoring services, personalized educational plans, personalized curriculum selections, intervention specialists, virtual academy instructors, compliance coordinator, online academic support and instructional materials, technology, curriculum development, professional development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs.

Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest achieving students and student groups who are at risk of not meeting grade level proficiency. Parent and Community Engagement is provided in the form of a community connections coordinator, parent education meetings, workshops and classes, multiple methods of communication,

and incentives for engagement. These strategies may include counseling, additional teacher Professional Development, parent engagement opportunities and supplemental curricular materials.

Social Emotional Learning (SEL) is provided in the form of classes for students, curriculum development, professional development, parent meetings and trainings, Transition Programs (2 transition teachers), SEL specialists and psychologists.

All school site plans are:

Developed in collaboration with stakeholder groups

Based on the needs of students and analysis of the prior year's goals and strategies.

Reviewed by the district twice a year for Title I allowability, the use of effective evidence-based strategies and effective analysis of student outcomes.

Developed to ensure effective and timely interventions to students and student groups who are identified as low performing

Written in language that all stakeholders can understand

Title I funding is used to provide more intensive targeted support in an effort to close the achievement gap for the 47% of Yosemite Valley Charter students who are considered unduplicated, high need students. (46% Socioeconomically disadvantaged, 1% English Learners, and .08% Foster Youth/Homeless). Based on the CA Dashboard, California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, We can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. Yosemite Valley Charter believes that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support and parent and community engagement.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Charter School recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in the Charter School's educational and support programs. The Charter School will adhere to the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other

children and youths. The Charter School will include specific information in outreach materials, websites, and at community meetings notifying parents that the school is open to enroll and provide services to all students, which shall include a district standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition of enrollment.

### School Homeless Liaison

The school leader will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison receives annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with a list of pamphlet designed to inform them of the services provided for them. The pamphlet also includes the contact information our homeless liaison so that parents and students know who they can contact for help.

The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, its schools and programs. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.
3. Homeless families and students receive all educational services for which they are eligible.

Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Homeless students are provided with technology, supplies and counseling in order to support them academically as well as social-emotionally. These needs could include academic, attendance, or social emotional support. The Charter School helps support the needs of our homeless students as well as offering counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act.

Other services provided to homeless students include:

Educational Planning

Tutoring or other instructional support

Expedited Evaluations

Staff development/awareness

Referrals for Medical, Dental, and other services

Assistance with Participation in School Programs

Counseling

Coordination between Schools and Agencies



## Obtaining or Transferring Records for easy Enrollment

Referrals to other programs or services including housing

Finally, our middle and high school students who are homeless are provided materials and workshops in an overview of the college entry programs and services available to homeless students and transition to college and career.

## Student Rights

Homeless students who are enrolled in the Charter School have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs;
- Continue to attend the Charter School for the duration of homelessness or the current school year, whichever ends first;
- Receive all educational services for which they are eligible.

## Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

## THIS ESSA PROVISION IS ADDRESSED BELOW:

Yosemite Valley Charter School provides extensive transitional programs.

### Transition into Our School Model

Through school-provided videos and information during the enrollment process, families are provided the details of our school's educational model. Once enrolled, an initial meeting with their assigned teacher serves to inform parents and students about our school policies and expectations. Together, and with guidance from school leaders and the high school counselor as appropriate, the teacher and the parent develop an Individual Learning Plan (ILP) for each student; this facilitates a smooth transition from the students' previous school programs to the flexible, rigorous academic curriculum of the Charter's instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards based assessments and teacher observations, and are then given extra support as appropriately deemed through our multi-tiered system of support, to include our intervention program.

Supporting All Transitions through Social Emotional Learning (SEL)

Transitions of all kinds are supported at our school through our Social Emotional Learning (SEL) program. These transitions can include grade level changes, personal changes in the home, medical changes, and societal changes. Our SEL team has developed comprehensive trainings to provide to our staff. Additionally, on a monthly basis, the SEL team offers slide show presentations (with optional voiceover recordings) and corresponding supplemental resources as tools for teachers to use with each of their students. These SEL lessons complement a monthly webinar offered to high school students on the given theme (such as Anger Management, Relationship Skills, etc). A Padlet with SEL resources has been added to our Students in Crisis Website, Families in Crisis Website, and SPED Transition Website. A Synchronous online SEL class has been created and offered to high school students in grades 9-12 for elective credit. We plan to implement a Transition Project to further support all of our students in need. These changes will include the adoption of SEL curriculum for all grade levels, professional development delivered to all staff on how to support our students in greatest need through transitions, parents trainings/workshops, and incentives for teachers to obtain a SEL certification through a university.

Stakeholder engagement in SEL program will include: Input from school leaders, input from a teacher focus group, survey sent to families, parent focus group, and communications through our school newsletter, emails, and meetings.

Middle school to high school

So that they can guide their students, teachers are trained in pertinent topics such as: graduation requirements, curriculum options, Career & Technical Education (CTE) programs, A-G College entrance requirements, concurrent enrollments, etc. While students are in 8th grade, teachers meet with students and parents to discuss high school options and requirements. Together, they consider student goals and create an individualized graduation plan. These plans are all reviewed by our counseling department. Once the plan is completed, the teacher and student select classes and order the necessary curriculum before the summer break. Eighth grade students can take a summer course for high school credit if they want to get ahead. Families are also invited to meet with counselors as desired.

We offer high school orientation meetings to all of our new high school students and their families. A career planning course is mandatory for all incoming high school students to learn necessary study and organizational skills. This course also allows the students to begin to explore career options to work towards. As the year progresses, high school support specialists can recommend curriculum and adjust the graduation plan if it isn't in alignment with their most up-to-date life goals.

For our Special Education (SPED) students, we offer the Transition Bridge Program. It is designed to provide support to students and their families as they embark on the high school journey. In order to have an effective, meaningful transition to high school, students and families need to be given tools for academic and social success. Our highly qualified transition team will guide, mentor, and support students throughout the process.

High school to college and career

The Charter supports students who are credit deficient in meeting graduation requirements. Additionally, we offer our students concurrent enrollment opportunities so that they can get a head start on college or to learn job skills, such as welding or child development. The Charter is currently planning a dual enrollment collaboration with local colleges to make options such as these even more accessible to our students who most need it. Career & Technical Education (CTE) pathways are made known to our students as course options during the school year as well as over the summer. Next year we enhance student access and success with CTE pathways by staffing several CTE teachers in-house

The Charter checks in on progress towards goals and adjusts the IGP along the way as needed. Then, we launch them into the road for their chosen future. During the senior year, our counseling department offers Free Application for Federal Student Aid (FAFSA) workshops. Scholarship opportunities are posted weekly in the school newsletter to families. We also communicate California State University (CSU) and University of California (UC) application deadlines.

Our Charter offers our Special Education (SPED) students SPED Transition Services that include: Transition SAI (Specialized Academic Instruction), Transition Workshops (getting a driver's license, workplace social skills), transition speaker series, job coaching (ATP), job placement (ATP), agency linkage (DOR, RC). We also have a SPED Adult Transition Program (ATP). The Adult Transition Program serves our special education students from age 18-22 as mandated under state guidelines and insured by the IDEA laws.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Charter does not use federal funding for serving gifted and talented students.

The Charter does not use federal funds to develop effective school library programs.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]



## **Formal Agreements**

### **ESSA SECTION 1423(2)**

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Comparable Education Program**

### **ESSA SECTION 1423(3)**

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Successful Transitions**

### **ESSA SECTION 1423(4)**

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Educational Needs**

### **ESSA SECTION 1423(5)**

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Social, Health, and Other Services**

**ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Postsecondary and Workforce Partnerships**

**ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Parent and Family Involvement**

**ESSA SECTION 1423(8)**

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**English Proficiency and Academic Achievement**

**ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **TITLE IV, PART A**

**Title IV, Part A Activities and Programs**

**ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## Cover Sheet

### Discussion and Potential Action on the Parent and Family Involvement Policy

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	E. Discussion and Potential Action on the Parent and Family Involvement Policy
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Parent & Family Engagement Policy - Working Draft.pdf





## Parent & Family Engagement Policy

*Learning and Educational Agencies and schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318. The purpose of the Yosemite Valley Charter School Governing Board approving this Parent and Family Engagement Policy is to accomplish the following:*

- I. Identify the purpose of the policy and define “parent”
- II. Outline parents and family member involvement in drafting of the School Plan
- III. Establish the ways the School will provide for coordination, technical assistance, and other supports
- IV. Establish the annual meeting content and timeline
- V. Outline the content, delivery method, and other details of the Notice to parents
- VI. Establish ways parents will participate in the planning, review and improvement of Title 1 Programs
- VII. Establish the ways in which the School will build capacity for parent involvement
- VIII. List and describe how the School will coordinate with other programs
- IX. Establish the annual evaluation process for the policy
- X. Establish the School-Parent Compact
- XI. Establish the means to involve parents of Limited English Proficient Student, Disabled Parents, and Parents of Migratory Children
- XII. Establish the notices that will be provided to parents of participating students
- XIII. Ensure that information and materials are provided in ways so they are accessible to all

### **I. Introduction**

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children’s education. To that end, the Yosemite Valley Charter School (the “School”) has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of its schools. Within this policy, the word “parent” is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy has will be incorporated into the School’s plan developed pursuant to federal law, and submitted to the California Department of Education with the School’s Consolidated Application.

### **II. Involvement in Drafting the School Plan**

Parents and family members of participating children will be involved in the development of the School plan required by federal law. On an annual basis, the School will submit the School plan to the Governing Board for review and suggested changes after holding a parent meeting and before the plan is submitted to the California Department of Education (“CDE”) with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the School plan and submit comments.

If the School plan is not satisfactory to the parents of participating children, the School will submit any comments from parents of participating children with the School plan when it is submitted to the CDE.

### **III. Coordination, Technical Assistance, and Other Support**

The School will ensure the coordination, technical assistance and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. § 6318(a)(3)(A)) to the school for parent involvement activities;
- The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

### **IV. Annual Meeting**

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

### **V. Notice**

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the school-wide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

## **VI. Title I, Part A Program Involvement**

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and the school-wide program plan, the School will involve parents of participating students as follows:

- The School will conduct two of Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy and the school-wide program plan. These meetings will be held at flexible times.
- Parents not attending the Family Learning Nights will be contacted to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.
- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school-wide program plan and recommend any changes.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 60 days.
- If the school-wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

## **VII. Building Capacity for Involvement**

### **A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement**

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The School will include one of parent on its board of directors as non-voting members;
- The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.

- The School will hold one Family Math and Science Event and one Family Literacy Event to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

**B. Helping Parents to Work with their Children**

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will hold quarterly classes for parents and students to learn how to use computers and the internet in accordance with the School's internet use policy. The training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.
- The School will provide quarterly seminars on parenting skills and parent-child communication.

**C. Education on Parent Involvement**

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

**VIII. Coordination with Other Programs**

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic

procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program; 3)

## **IX. Annual Evaluation**

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

## **X. School-Parent Compact**

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School will seek out input from parents to annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

## **XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children**

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the School will do the following:

- The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's administrative staff will visit the classes to interact with the parents.

The School will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the School will do the following:

- If any parent needs a disability-related modification or accommodation, including auxiliary aids or services, to participate, they need only contact the School at least 72 hours before the scheduled event so every reasonable effort can be made to provide the accommodation.

## **XII. Notices**

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- A notice regarding the parent's right to request information regarding the following:
  - Professional qualifications of the student's teacher(s);
  - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
  - Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs.
- Any other notices required by law.

## **XIII. Miscellaneous**

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

## Cover Sheet

### Special Education Specialized Academic Instruction (SAI) and Related Services Reopening Plan

**Section:** III. Academic Excellence  
**Item:** F. Special Education Specialized Academic Instruction (SAI)  
and Related Services Reopening Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Special Education Specialized Academic Instruction (SAI) and Related Services  
Reopening Plan - Yosemite Valley.pdf





## Special Education Specialized Academic Instruction (SAI) and Related Services Reopening Plan

The following is the Special Education Departments proposal for reopening for 1:1 in-person SAI and other related services that we use Non-Public Agencies (NPA) to support us with Speech and Language, Occupational Therapy and Counseling.

### Non-Public Agencies

Currently our NPAs are open and are providing these in-person related services to our students. The Talk-Team has sixteen of their nineteen therapists vaccinated and back to work. They should be back to full strength once we return from Spring Break.

### Case Managers Perform In-Person SAI

It is required by CDE credentialing guidelines that a credentialed certificated special education teacher must provide specialized academic instruction. There are no exceptions to this requirement. Currently we have 12 students who we will need to move back to in-person services in the following counties: Fresno (9), Oakhurst in Madera (1), and Monterrey (2).

### Barriers to Case Managers Providing SAI

1. I currently have one Case Manager fully vaccinated and willing to provide in-person services. This has never been a contractual requirement. In past years a Case Manager would receive a \$5,500 stipend per student and mileage. We have prorated to \$1,100 for the remainder of the school year as they will be providing this service for approximately 2-months.
  - a. I currently have three teachers who have stated they might be interested based on location, if they can get vaccinated, and time commitment required. (Some students are 30 minutes once a week as other could be 3, 4 or five times a week for 30 minutes).
    - i. Contingency – We have a NPA The Haynes Group currently has two credentialed teachers we can contract with to get the SAI instruction performed and they will have a third by April 6, 2021, when we return from Spring Break.
    - ii. **We are not sure if we have The Haynes Group signed on for Monterrey. More to come on Monday.**
2. Location for holding the SAI lessons has been difficult to find. In non-pandemic years we have used community centers and local county libraries. We have contacted these groups and they are not planning on opening anytime soon for patrons to sit and receive instruction or simply read. We can use the Fresno office for SAI and these lessons do not have to occur behind closed doors, we can hopefully carve out some space in the Lending Library area that is quiet to get this task performed.
  - a. Our three outliers Oakhurst in Madera, and Monterrey (Salinas and Pacific Grove), we will need to find suitable locations until further locations open for use. This service has been performed outdoors in parks etc. as well.
3. We will be ready to have these services start the week of April 5 – 9, 2021, excluding April 5<sup>th</sup> as we are still on Spring Break



# Cover Sheet

## Adult Status of 18-Year Old Students Policy

**Section:** III. Academic Excellence  
**Item:** G. Adult Status of 18-Year Old Students Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Adult Status of 18-Year Old Students Policy - Yosemite Valley.pdf



## Adult Status of 18-Year Old Students Policy

Yosemite Valley Charter School recognizes when a student attains adult status at the age of 18, he/she is granted by law the right to sign all legal documents related to school and to represent himself/herself in all dealings with the school. The parent or guardian of an 18-year old student shall no longer be provided access to the student's records or receive notice of absences or other official communications from the school without the specific authorization of the student. Students receiving special education services are provided adult status in compliance with Education Code [56041.5](#) which provides for notification to both the individual and the parent of the individual of procedural safeguards.

The purpose of the Yosemite Valley Charter School Governing Board approving this Adult Status of 18-Year Old Students Policy is to accomplish the following:

1. Identify the rights and responsibilities that 18-year old students assume
  2. Establish the Attendance Guidelines
  3. Establish the Authorization of Parents/Guardians Responsibility
1. **Rights & Responsibilities Assumed by 18-Year Old Students:** The 18-year old student shall assume the rights and responsibilities normally accorded to adults in all matters involving the school. Such rights shall include the right to:
    - A. Have sole access to the cumulative record except as provided for by the Education Code
    - B. Have sole access to student progress reports, including report cards, except as provided for by the Education Code
    - C. Verify all absences from school
  2. **Attendance Guidelines:** The Governing Board believes that the 18-year old student, having attained adult status, should assume adult responsibilities for attendance at school using standards for attendance that would be common in any place of employment. From the date of the student's 18th birthday, there shall be permitted no more than five absences from any one class in one semester. Additional absences will result in disciplinary action as specified in the Guidelines for Discipline. Exceptions may be made for absences due to serious medical reasons verified by a doctor and/or approved by an administrator.
  3. **Authorization of Parents/Guardians Responsibility:** By written notice to the school, an 18-year old student may authorize the parents/guardians to retain all right previously held by the parents/guardian when the student was a minor.

Should an 18-year old student provide such authorization in writing, the parent/guardian shall be given access to all student records and shall be kept informed of the student's progress in the same manner applied to all students who are less than 18 years old. The student shall be held to standards accorded minor students in all matters of attendance and access to records.

# Cover Sheet

## Assignment of Educational Decision-Making Authority

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	H. Assignment of Educational Decision-Making Authority
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Assignment of Educational Decision-Making Authority.pdf

# Assignment of Educational Decision-Making Authority California Education Code Section 56041.5

---

I, \_\_\_\_\_, having reached the age of 18 years, having never been determined to be incompetent for any purpose by a court of competent jurisdiction, and having received, at the age of majority, all educational decision making authority pursuant to California Education Code section 56041.5, hereby authorize my parent/legal guardian, \_\_\_\_\_, to make any and all decisions for me regarding my entitlement to a Free Appropriate Public Special Education.

Such authority shall include, but is not limited to:

- (1) Filing complaints with any public agency, such as the California Department of Education and U.S. Department of Education, Office for Civil Rights;
- (2) Initiating and pursuing special education due process proceedings pursuant to California Education Code Sec. 56500, *et seq.* and any judicial appeals thereof;
- (3) Attending IEP meetings and Due Process Mediations and pre-Due Process Mediations and signing IEP documents and mediation agreements with the same legal effect and authority as I would have absent this assignment;
- (4) Authorizing or refusing to authorize assessments, services, or placements;
- (5) Obtaining copies of any of my educational, psychological, medical, behavioral, or juvenile justice records, or any other materials and information related in any way to my special education, related services, supplementary aids and services, or transition services;
- (6) Receiving information orally from any individual or agency (public or private) regarding my special education rights or services;
- (7) Exercising any other right or action on my behalf concerning my education with the same authority as I would have absent this assignment.

A photocopy or facsimile of this document shall have the same effect as the original.

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_