



# Yosemite Valley Charter School

## Regular Scheduled Board Meeting

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### Date and Time

Thursday May 27, 2021 at 5:15 PM PDT

### Location

3610 E. Ashlan Avenue  
Fresno, CA 93726

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

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

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### 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		5 m
Approve minutes for Regular Scheduled Board Meeting on April 29, 2021			
G. Executive Director Report		Laurie Goodman	10 m
<b>II. Finance</b>			<b>5:39 PM</b>
A. April Financials	Vote	Darlington Ahaiwe	10 m

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>B. Updated Fiscal Policies &amp; Procedures</b>	Vote	Darlington Ahaiwe	5 m
<b>C. Employee Benefits Presentation &amp; Quote - Keenan &amp; Associates</b>	Discuss	Keenan & Associates	15 m
<b>D. Employee Benefits Presentation &amp; Quote - Gallagher</b>	Discuss	Gallagher	15 m
<b>E. Employee Benefits for 2021-2022</b>	Vote	Dr. Laurie Goodman	5 m
<b>F. Expanded Learning Opportunities Grant Plan</b>	Vote	Cathy Troxell	10 m
<b>G. 2021-2022 Classified Salary Schedule</b>	Vote	Dr. Laurie Goodman	3 m
To begin July 1, 2021			
<b>H. 2021-2022 Admin Salary Schedule</b>	Vote	Dr. Laurie Goodman	5 m
To begin July 1, 2021			
<b>I. January 1, 2022 HST, HQT and SPED Salary Schedule</b>	Vote	Dr. Laurie Goodman	5 m
To go into effect January 1, 2022			
<b>J. January 1, 2022 SPED Assessment Team Salary Schedules</b>	Vote	Dr. Laurie Goodman	5 m
To go into effect January 1, 2022			
<b>K. High School Assistant Director Position</b>	Vote	Dr. Laurie Goodman	5 m
<b>L. Secondary Education Specialist Position</b>	Vote	Dr. Laurie Goodman	3 m
<b>M. 2021-2022 Employee Bonus Policy</b>	Vote	Dr. Laurie Goodman	5 m
<b>III. Academic Excellence</b>			<b>7:10 PM</b>
<b>A. Local Control and Accountability Plan (LCAP) Goal Metrics Menu</b>	Discuss	Dr. Laurie Goodman	5 m
<b>B. Math Support Proposals for the Parent Academy</b>	Vote	Dr. Laurie Goodman	5 m
<b>C. Public Hearing for the Local Control and Accountability Plan (LCAP) &amp; Budget Overview for Parents (BOP)</b>	Vote	Cathy Troxell	10 m
<b>D. 2021-2022 School Calendar</b>	Vote	Dr. Laurie Goodman	5 m
<b>E. Revised Independent Study Policy</b>	Vote	Dr. Laurie Goodman	5 m
<b>F. High School Graduation Requirements &amp; Graduation Policy</b>	Vote	Dr. Laurie Goodman	5 m
<b>G. Revised Work Sample Policy</b>	Vote	Dr. Laurie Goodman	5 m
<b>IV. Operations</b>			<b>7:50 PM</b>

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>A. Charter Safe Insurance Proposal Renewal</b>	Vote	Dr. Laurie Goodman	5 m
<b>B. 2021-2022 Vendor Agreement</b>	Vote	Dr. Laurie Goodman	5 m
<b>C. 2021-2022 Enrichment Ordering Guidelines</b>	Vote	Steph Johnson	5 m
<b>D. 2021-2022 Hourly Employee Contract</b>	Vote	Dr. Laurie Goodman	3 m
<b>E. Axia Service Contract Proposal</b>	Vote	Dr. Laurie Goodman	10 m
<b>V. Governance</b>			<b>8:18 PM</b>
<b>A. 2021-2022 Board Calendar</b>	Discuss	Dr. Laurie Goodman	5 m
<b>VI. Closing Items</b>			<b>8:23 PM</b>
<b>A. Board Requests</b>	Discuss		5 m
<b>B. Announcement of the Next Regular Scheduled Board Meeting</b> June 24, 2021 at 5:15 pm	FYI	Larry Jarocki	1 m
<b>C. Adjourn Meeting</b>	Vote		

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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 April 29, 2021



# Yosemite Valley Charter School

## Minutes

### Regular Scheduled Board Meeting

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#### **Date and Time**

Thursday April 29, 2021 at 5:15 PM

#### **Location**

3610 E. Ashlan Avenue  
Fresno, CA 93726

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

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

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#### **Directors Present**

Carla Moore, Debbie De Alba, Dr. Larry Jarocki, Jonna Durst, Trina Short

#### **Directors Absent**

*None*

#### **Guests Present**

Brian Holman (remote), Cathy Troxell (remote), Darlington Ahaiwe (remote), Dr. Laurie Goodman, Dr. Steven James (remote), Jenny Plumb (remote), Kimmi Buzzard (remote), Maria Thoeni (remote), Steph Johnson, Yolanda Vazquez (remote)

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### **I. Opening Items**

#### **A. Record Attendance**

#### **B. Call the Meeting to Order**

Dr. Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Thursday Apr 29, 2021 at 5:18 PM.

**C. Flag Salute**

Dr. Larry Jarocki led the flag salute.

**D. Approval of the Agenda**

Carla Moore made a motion to approve the agenda.

Debbie De Alba seconded the motion.

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

**Roll Call**

Debbie De Alba Aye

Trina Short Aye

Dr. Larry Jarocki Aye

Jonna Durst Aye

Carla Moore Aye

**E. Public Comments**

No public comments were made.

**F. Closed Session - Conference with Legal Counsel - Anticipated Litigation**

Trina Short made a motion to enter into closed session at 5:20 pm.

Carla Moore seconded the motion.

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

**Roll Call**

Dr. Larry Jarocki Aye

Debbie De Alba Aye

Trina Short Aye

Carla Moore Aye

Jonna Durst Aye

Trina Short made a motion to end closed session and return to the open session at 5:38 pm.

Jonna Durst seconded the motion.

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

**Roll Call**

Jonna Durst Aye

Trina Short Aye

Carla Moore Aye

Dr. Larry Jarocki Aye

Debbie De Alba Aye

**G. Announcement of Any Action Taken in Closed Session**

Debbie De Alba made a motion to take action to approve the agreement for the procurement software.

Trina Short seconded the motion.

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

**Roll Call**

Dr. Larry Jarocki Aye

Carla Moore Aye

Debbie De Alba Aye

Trina Short Aye

Jonna Durst Aye

**H. Approve Minutes**

Carla Moore made a motion to approve the minutes from Special Board Meeting on 03-18-21.

Debbie De Alba seconded the motion.

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

**Roll Call**

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

**I. Approve Minutes**

Carla Moore made a motion to approve the minutes from Regular Scheduled Board Meeting on 03-25-21.

Debbie De Alba seconded the motion.

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

**Roll Call**

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

**II. Finance**

**A. Annual Audit 2019-2020**

Dr. Laurie Goodman shared the 2019-2020 audit which reported no findings.

Jonna Durst made a motion to approve the Annual Audit for 2019-2020.

Trina Short seconded the motion.

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

**Roll Call**

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

**B. Resolution of 2019-2020 Audit Findings**

Dr. Laurie Goodman shared the counties review of the audit.

Trina Short made a motion to approve the Resolution of 2019-2020 Audit Findings.

Carla Moore seconded the motion.

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

**Roll Call**

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

**C. March Financials**

Darlington Ahaiwe shared the school's March Financial reports.

Debbie De Alba made a motion to approve the March Financials.

Jonna Durst seconded the motion.

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

**Roll Call**

Trina Short     Aye  
Dr. Larry Jarocki   Aye

**Roll Call**

Debbie De Alba Aye  
Carla Moore Aye  
Jonna Durst Aye

**D. Enrollment Report**

Dr. Laurie Goodman shared the current Enrollment report for 2021-2022.  
Enrollment progress is trending towards reaching the school's growth target.

**III. Academic Excellence**

**A. State Testing Assessment Update & Testing Waiver for 2020-2021**

Dr. Laurie Goodman shared that the school would like to utilize Star 360 in place of the CAASPP assessment this year.

Trina Short made a motion to approve the State Testing Assessment Update & Testing Waiver for 2020-2021.

Carla Moore seconded the motion.

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

**Roll Call**

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

**B. Local Control and Accountability Plan (LCAP) Update**

Cathy Troxell shared an update for the school's LCAP that includes a three-year plan, how the school plans to seek stakeholder feedback, and the four proposed LCAP goals.

Board Feedback:

- The Board would like to use the LCAP Metrics as a way to gauge school progress and success.

**C. Board Resolution 2021-2 Educational Plan & Course Outline Stipend**

Jonna Durst made a motion to approve Board Resolution 2021-2 Educational Plan & Course Outline Stipend.

Carla Moore seconded the motion.

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

**Roll Call**

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

**D. Revised Independent Study Master Agreement**

Trina Short made a motion to approve the Revised Independent Study Master Agreement.

Debbie De Alba seconded the motion.

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



**Roll Call**

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

**E. Revised Grade Level Promotion & Acceleration Policy & Kindergarten Retention Criteria**

The policy had been revised to remove retention entirely, however, there are instances when some first-year kindergarteners may not be developmentally ready and have not yet already completed 2 years of kindergarten.

Jonna Durst made a motion to approve the Revised Grade Level Promotion & Acceleration Policy & Kindergarten Retention Criteria.

Debbie De Alba seconded the motion.

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

**Roll Call**

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

**IV. Operations**

**A. 2021-2022 Employment Contract**

Carla Moore made a motion to approve the 2021-2022 Employment Contract.

Debbie De Alba seconded the motion.

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

**Roll Call**

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

**V. Closing Items**

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

1. Board Metrics Menu using LCAP Goals

**B. Announcement of the Next Regular Scheduled Board Meeting**

Dr. Larry Jarocki shared the next scheduled board meeting will be held May 27, 2021 at 5:15 pm.

**C. Adjourn Meeting**

Debbie De Alba made a motion to adjourn the meeting at 6:39 pm.

Trina Short seconded the motion.

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

**Roll Call**

Jonna Durst Aye  
Dr. Larry Jarocki Aye  
Trina Short Aye  
Carla Moore Aye

**Roll Call**

Debbie De Alba Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:39 PM.

Respectfully Submitted,

Dr. Larry Jarocki

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# Cover Sheet

## Executive Director Report

<b>Section:</b>	I. Opening Items
<b>Item:</b>	G. Executive Director Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Executive Director Report - AB1316.pdf

## Low Points of AB 1316



Impacts All Charter Schools	Impacts Non-Classroom-Based Charters
Eliminates Multi-track Calendar	30% Funding Reduction
Increases Audit Requirements, Procedures, and Schedule	Authorizer Limitation by Size of Authorizer in Comparison to Charter
Applies Minimum Daily Instructional Minutes	Increased Reporting Requirements to Authorizer
Requires Use of School District Financial Reporting (SACS Accounting)	Must Offer a Classroom Based Option
All Teachers Must be Employees	Students Must Reside In-County
Vendor Limitations – Including Credentialing	Student/Teacher Contact Every 3 Schooldays
Increases Supervisorial Oversight Fees	Increased Requirements for IS Board Policy
Enrichment Activities Must Be In Charter to Count as Instructional Minutes	Increased Requirements for Master Agreements
Applies the Public Contracts Code – i.e. Bidding Requirements to Charters	Increased Obligations for Supervising Teachers

# Cover Sheet

## April Financials

<b>Section:</b>	II. Finance
<b>Item:</b>	A. April Financials
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Yosemite_Financial Package_April 2021.pdf



# Yosemite Valley Charter School

## Monthly Financial Presentation – April 2021

# YOSEMITE - Highlights

- Year-end revenue projections increased by **8%** (\$1.8MM).
- Year-end expense projections increased by **3%** (\$641K).
- Year-end surplus projected at \$2.83MM. (Prior month; \$1.6M)
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

Cert.	Instr.
48.7%	76.6%
1,949,195	(802,971)

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
21.01 :1

# YOSEMITE - Revenue

- **Federal Revenue:** Recognition of received PPP loan (\$1,704,572).

## Revenue

Year-to-Date			
Actual		Budget	Fav/(Unf)
\$ 12,483,326		\$ 12,797,807	\$ (314,481)
141,175		201,298	(60,123)
1,366,904		1,052,980	313,924
54,858		-	54,858
\$ 14,046,262		\$ 14,052,086	\$ (5,823)

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 20,485,194	\$ 20,333,097	\$ 152,097
2,121,498	275,751	1,845,747
2,275,266	1,849,349	425,916
54,858	-	54,858
<b>\$ 24,936,815</b>	<b>\$ 22,458,197</b>	<b>\$ 2,478,618</b>



# YOSEMITE - Expenses

- **Books & Supplies:** Increase in projected *Instructional Supply* expense.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Expenses</b>						
Certificated Salaries	\$ 5,982,177	\$ 6,330,460	\$ 348,283	\$ 7,238,780	\$ 7,633,555	\$ 394,775
Classified Salaries	308,345	241,563	(66,782)	376,423	289,875	(86,548)
Benefits	1,942,128	2,112,512	170,384	2,347,994	2,538,410	190,416
Books and Supplies	3,022,183	2,135,957	(886,226)	3,786,391	2,911,762	(874,630)
Subagreement Services	4,447,215	3,761,630	(685,585)	5,865,809	4,857,812	(1,007,996)
Operations	241,243	126,417	(114,826)	292,998	151,700	(141,298)
Facilities	4,652	3,167	(1,486)	5,286	3,800	(1,486)
Professional Services	1,337,183	1,938,924	601,741	1,763,191	2,492,089	728,898
Depreciation	-	-	-	-	-	-
Interest	372,118	434,959	62,841	423,379	459,603	36,224
<b>Total Expenses</b>	<b>\$ 17,657,244</b>	<b>\$ 17,085,588</b>	<b>\$ (571,656)</b>	<b>\$ 22,100,251</b>	<b>\$ 21,338,606</b>	<b>\$ (761,645)</b>

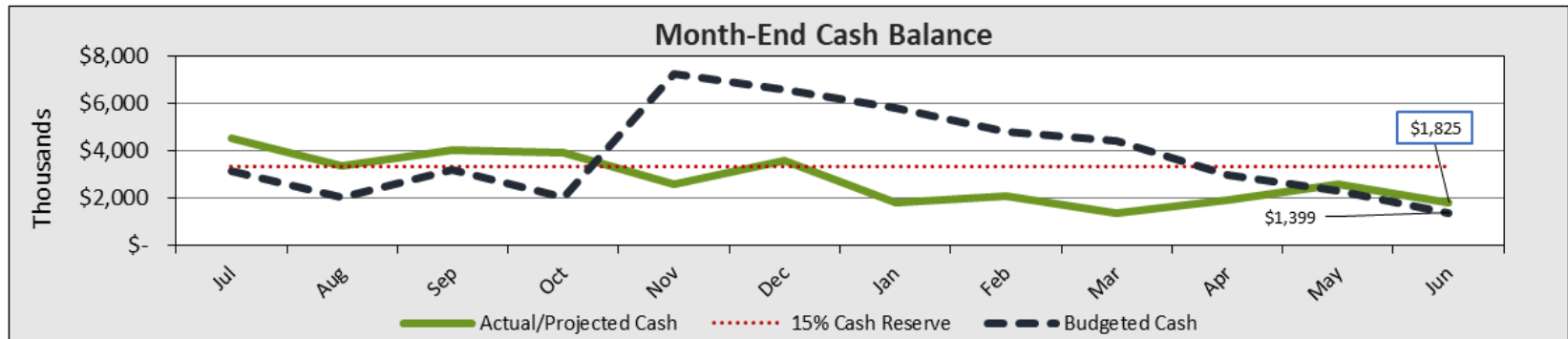
# YOSEMITE - Fund Balance

- Increase in year-end surplus consistent with recognition of PPP loan.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (3,610,982)	\$ (3,033,502)	\$ (577,480)	\$ 2,836,564	\$ 1,119,591	\$ 1,716,973
<b>Beginning Fund Balance</b>	<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>\$ (1,578,512)</b></u>	<u><b>\$ (1,001,032)</b></u>		<u><b>\$ 4,869,035</b></u>	<u><b>\$ 3,152,062</b></u>	
<i>As a % of Annual Expenses</i>	-7.1%	-4.7%		22.0%	14.8%	

# YOSEMITE - Cash Balance

- Year-end cash balance projected at \$1.8MM.



# 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 5/19/2021

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	913,343	447,248	437,166	431,490	6,465,456
8012	Education Protection Account	-	-	-	110,301	-	-	110,300	-	-	114,738	-	-	105,863
8019	State Aid - Prior Year	6,076	(6,076)	-	-	-	-	-	-	148,302	6,774	-	-	-
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	374,596	93,649	93,648

#### Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	55,150	55,150	165,451
8296	Other Federal Revenue	-	-	-	314,473	(173,298)	-	-	-	-	-	-	1,704,572	-
		-	-	-	314,473	(173,298)	-	-	-	-	-	55,150	1,759,722	165,451

#### Other State Revenue

8311	State Special Education	59,213	73,705	119,627	119,627	119,627	119,627	119,627	62,824	30,764	29,599	105,946	105,946	257,474
8550	Mandated Cost	-	-	-	-	-	47,853	-	-	-	-	-	438,996	-
8560	State Lottery	-	-	-	-	-	-	124,647	-	-	-	-	-	-
8598	Prior Year Revenue	-	6,076	-	-	-	-	2,149	3,911	-	121,558	-	-	-
8599	Other State Revenue	-	2,881	-	-	34,886	138,412	-	30,291	-	-	-	-	-

#### Other Local Revenue

8660	Interest Revenue	-	-	-	480	207	-	-	2,501	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	138	-	-	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	250	51,282	-	-	-
		-	-	-	480	207	-	-	2,501	388	51,282	-	-	-

### Total Revenue

### Expenses

#### Certificated Salaries

1100	Teachers' Salaries	463,215	477,025	477,572	478,328	484,285	478,678	477,411	473,047	467,207	467,584	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	62,945	62,312	85,023	85,023	-
1200	Pupil Support Salaries	35,792	41,914	34,923	34,923	36,723	40,105	36,727	36,140	36,140	36,140	34,923	34,923	-
1300	Administrators' Salaries	9,167	9,167	9,167	14,943	20,482	19,683	19,683	19,683	19,683	19,683	9,167	9,167	-
1900	Other Certificated Salaries	7,019	7,019	7,019	7,019	7,469	11,761	16,452	16,952	16,452	15,837	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	16,646	15,462	14,673	14,673	-
2300	Classified Administrators'	11,475	10,792	11,440	14,840	13,985	14,542	12,131	3,141	3,609	3,454	11,234	11,234	-
2400	Clerical and Office Staff Salaries	-	-	-	3,812	7,632	8,376	7,679	7,412	8,514	8,162	8,029	8,235	-
		30,062	25,386	26,092	33,787	37,057	38,930	36,401	24,783	28,769	27,077	33,936	34,142	-

#### Benefits

3101	STRS	86,289	91,143	92,924	74,137	95,390	95,689	98,927	95,103	94,657	96,041	97,349	97,349	-
3301	OASDI	1,829	1,539	1,582	2,060	2,243	2,350	2,194	1,498	1,738	1,631	1,738	1,748	-
3311	Medicare	8,005	8,321	8,508	8,786	9,422	8,960	8,988	8,726	8,723	8,685	9,152	9,154	-
3401	Health and Welfare	49,910	75,371	91,866	77,916	74,987	79,708	78,122	80,821	79,828	77,940	79,529	79,099	-
3501	State Unemployment	6,501	2,802	569	772	583	114	26,020	1,039	257	927	2,646	2,646	-
3601	Workers' Compensation	8,838	1,268	5,053	5,053	5,053	5,053	5,052	5,052	5,052	5,052	8,836	8,839	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	59,461	791	791	-

#### Books and Supplies

4302	School Supplies	150,907	290,268	255,085	243,146	179,712	167,436	223,720	306,223	311,228	351,259	271,973	292,881	-
4305	Software	284	21,858	17,009	61,660	28,479	10,141	10,622	11,304	12,717	8,998	16,758	16,758	-
4310	Office Expense	2,610	5,905	1,327	1,516	694	828	250	304	4,317	4,270	1,642	1,642	-
4311	Business Meals	-	-	-	-	-	-	28	-	-	-	125	125	-
4400	Noncapitalized Equipment	-	2,057	13,549	63,571	100,061	2,028	8,075	452	43,519	104,765	165,340	124,253	190,971

#### Subagreement Services

5102	Special Education	1,729	14,516	51,729	270,409	156,651	127,924	106,123	263,944	205,313	206,321	99,750	99,750	-
5106	Other Educational Consultants	14,213	48,969	157,331	157,995	132,022	116,355	389,067	22,040	216,650	240,585	398,254	299,287	459,989
5107	Instructional Services	105,229	91,763	98,496	98,496	374,285	154,348	156,178	156,178	156,178	156,178	170,402	170,402	-
		121,171	155,248	307,556	526,899	662,957	398,627	651,368	442,162	578,141	603,085	668,405	569,439	459,989

#### Operations and Housekeeping

5201	Auto and Travel	-	173	158	8,435	11,382	5,593	12,724	6,036	7,906	1,531	1,050	1,050	-
5300	Dues & Memberships	-	1,070	-	-	-	-	-	227	-	-	683	683	-
5400	Insurance	13,289	16,799	15,044	15,044	15,044	15,059	15,059	15,059	15,059	15,060	10,908	10,908	-
5900	Communications	-	219	389	369	750	4,707	3,348	2,618	4,929	2,697	3,415	3,680	-
5901	Postage and Shipping	-	229	1,147	156	5,052	4,047	1,041	2,408	59	794	1,087	647	-

#### Facilities, Repairs and Other Leases

5601	Rent	-	-	-	-	-	-	2,181	1,090	1,090	1,090	-	-	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	83	83	-

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 5/19/2021

ADA = 2206.01



	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.)
5604 Other Leases	-	-	-	(800)	-	-	-	-	-	-	233	233	-	(333)	2,800	3,133
	-	-	-	(800)	-	-	2,181	1,090	1,090	1,090	317	317	-	5,286	3,800	(1,486)
Professional/Consulting Services																
5801 IT	-	158	-	-	-	-	761	-	110	-	58	58	-	1,146	700	(446)
5802 Audit & Taxes	-	-	-	-	-	-	-	-	-	7,200	-	-	-	7,200	6,300	(900)
5803 Legal	-	873	-	13,936	(1,296)	7,291	28,511	1,890	6,416	5,381	3,208	3,208	-	69,419	38,500	(30,919)
5804 Professional Development	3,100	5,045	6,198	464	883	1,678	3,600	3,780	20,574	273	2,975	2,975	-	51,544	35,700	(15,844)
5805 General Consulting	-	3,199	459	-	3,750	-	1,604	-	2,500	-	5,442	5,442	-	22,396	65,300	42,904
5806 Special Activities/Field Trips	36	672	3,100	-	-	110	77	410	647	246	44,124	33,159	50,964	133,546	133,546	-
5807 Bank Charges	1,824	965	33	905	1,165	720	730	931	863	776	90	90	-	9,092	1,035	(8,057)
5808 Printing	-	-	584	-	-	-	-	-	2,190	35	-	-	-	2,809	-	(2,809)
5809 Other taxes and fees	2,925	515	520	592	661	540	2,759	2,925	1,192	5,433	3,183	3,269	-	24,514	5,635	(18,879)
5810 Payroll Service Fee	-	2,134	435	1,737	1,624	886	2,520	2,170	3,615	1,287	1,159	1,159	-	18,725	14,806	(3,919)
5811 Management Fee	140,305	126,830	133,863	134,313	(144,953)	74,683	75,189	75,643	75,343	75,343	84,162	84,162	-	934,883	1,572,074	637,191
5812 District Oversight Fee	-	28,997	28,997	55,504	52,195	52,195	55,504	68,477	31,849	17,063	24,353	15,754	183,667	614,556	609,993	(4,563)
5815 Public Relations/Recruitment	15	-	-	-	-	-	-	-	-	-	708	708	-	1,432	8,500	7,068
	148,205	169,389	174,189	207,452	(85,971)	138,104	171,254	156,225	145,299	113,038	169,462	149,985	234,631	1,891,262	2,492,089	600,827
Depreciation																
6900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																
7438 Interest Expense	284	284	115,482	507	451	73,018	284	62,546	38,636	80,624	51,261	-	-	423,379	459,603	36,224
	284	284	115,482	507	451	73,018	284	62,546	38,636	80,624	51,261	-	-	423,379	459,603	36,224
Total Expenses	1,174,830	1,445,054	1,715,566	1,928,907	1,784,434	1,659,474	1,968,967	1,830,076	1,984,354	2,165,583	2,204,884	2,014,616	885,592	22,762,336	21,338,606	(1,423,730)
Monthly Surplus (Deficit)	(1,109,542)	(401,893)	(629,364)	355,808	(63,178)	386,252	127,590	9,284	(891,557)	(1,394,383)	(1,232,026)	815,186	6,202,301	2,174,480	1,119,591	1,054,888
Cash Flow Adjustments														10%		
Monthly Surplus (Deficit)	(1,109,542)	(401,893)	(629,364)	355,808	(63,178)	386,252	127,590	9,284	(891,557)	(1,394,383)	(1,232,026)	815,186	6,202,301	2,174,480		
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	(712,678)	805,618	-	-	(7,087,892)	(4,021,896)		
Grants and Contributions Rec.	4,742	-	(418,003)	442,139	(774)	(10,503)	10,503	-	(8,421)	-	-	-	-	19,682		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	16,528	(40,031)	441,329	(15,117)	1,831	1,831	1,831	(18,280)	21,942	(107,249)	-	-	-	304,617		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	98,637	135,526	(3,807,469)	(102,537)	(200,836)	(32,492)	(17,973)	559,800	(474,355)	(280,926)	-	-	885,592	(3,237,034)		
Accrued Expenses	(109,632)	78,504	(87,272)	50,194	51,238	69,512	71,009	(550,611)	18,150	45,779	-	-	-	(363,129)		
Other Liabilities	-	-	-	-	138,412	(138,412)	-	-	-	-	-	(1,704,572)	-	(1,704,572)		
Cash flows from financing activities																
Proceeds from Factoring	-	-	5,915,200	-	-	2,231,300		1,355,300	1,292,700	1,541,400	1,708,705		-	14,044,605		
Payments on Factoring		-	(709,900)	(1,987,800)	(1,478,800)	(1,478,800)		(2,957,600)	-	(27,887)			-	(8,640,787)		
Proceeds from Debt	284	284	284	284	284	284	284	9,375	1,420	1,420	-	-	-	14,205		
Payments on Debt	-	-	(20,833)	(20,833)	(20,833)	(20,833)		(41,670)			-	-	-	(125,002)		
Total Change in Cash	1,483,165	(1,194,184)	683,972	(109,330)	(1,347,655)	1,008,140	(1,786,455)	309,248	(752,798)	583,772	476,679	(889,386)				
Cash, Beginning of Month	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	1,356,116	1,939,889	2,416,568				
Cash, End of Month	4,545,179	3,350,995	4,034,967	3,925,636	2,577,981	3,586,121	1,799,666	2,108,914	1,356,116	1,939,889	2,416,568	1,527,182				

Cert.	Instr.
48.7%	79.3%
1,949,195	(123,331)

Pupil:Teacher Ratio
21.01 :1



Yosemite Valley Charter School

Budget vs Actual

For the period ended April 30, 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	\$ 447,248	\$ 521,950	\$ (74,702)	\$ 11,992,911	\$ 12,024,188	\$ (31,277)	\$ 19,331,492
Education Protection Account	114,738	110,301	4,438	335,339	330,902	4,438	441,202
State Aid - Prior Year	6,774	-	6,774	155,076	-	155,076	-
In Lieu of Property Taxes	-	39,228	(39,228)	-	442,718	(442,718)	560,402
Total State Aid - Revenue Limit	568,760	671,479	(102,719)	12,483,326	12,797,807	(314,481)	20,333,097
Federal Revenue							
Special Education - Entitlement	-	24,818	(24,818)	-	201,298	(201,298)	275,751
Other Federal Revenue	-	-	-	141,175	-	141,175	-
Total Federal Revenue	-	24,818	(24,818)	141,175	201,298	(60,123)	275,751
Other State Revenue							
State Special Education	29,599	119,125	(89,526)	854,240	966,232	(111,992)	1,323,606
Mandated Cost	-	-	-	47,853	86,747	(38,894)	525,743
State Lottery	121,558	-	121,558	246,205	-	246,205	-
Prior Year Revenue	-	-	-	12,135	-	12,135	-
Other State Revenue	-	-	-	206,470	-	206,470	-
Total Other State Revenue	151,157	119,125	32,033	1,366,904	1,052,980	313,924	1,849,349
Other Local Revenue							-
Interest Revenue	-	-	-	3,188	-	3,188	-
School Fundraising	-	-	-	138	-	138	-
Contributions, Unrestricted	51,282	-	51,282	51,532	-	51,532	-
Total Other Local Revenue	51,282	-	51,282	54,858	-	54,858	-
<b>Total Revenues</b>	<b>\$ 771,199</b>	<b>\$ 815,421</b>	<b>\$ (44,222)</b>	<b>\$ 14,046,262</b>	<b>\$ 14,052,086</b>	<b>\$ (5,823)</b>	<b>\$ 22,458,197</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 467,584	\$ 513,924	\$ 46,340	\$ 4,744,352	\$ 5,139,243	\$ 394,890	\$ 6,167,091
Teachers' Extra Duty/Stipends	62,312	92,506	30,194	593,958	740,051	146,093	925,064
Pupil Support Salaries	36,140	27,317	(8,822)	369,526	273,174	(96,352)	327,809
Administrators' Salaries	19,683	10,895	(8,788)	161,342	108,950	(52,392)	130,740
Other Certificated Salaries	15,837	6,904	(8,933)	112,999	69,043	(43,956)	82,852
Total Certificated Salaries	601,556	651,547	49,991	5,982,177	6,330,460	348,284	7,633,555
Classified Salaries							
Instructional Salaries	15,462	14,219	(1,243)	154,517	142,188	(12,329)	170,625
Support Salaries	-	-	-	2,831	-	(2,831)	-
Supervisors' and Administrators' Salaries	3,454	9,938	6,484	99,409	99,375	(34)	119,250
Clerical and Office Staff Salaries	8,162	-	(8,162)	51,588	-	(51,588)	-
Total Classified Salaries	27,077	24,156	(2,921)	308,345	241,563	(66,782)	289,875
Benefits							
State Teachers' Retirement System, certificated positions	96,041	119,885	23,844	920,301	1,164,805	244,504	1,404,574
OASDI/Medicare/Alternative, certificated positions	1,631	1,498	(133)	18,664	14,977	(3,687)	17,972
Medicare/Alternative, certificated positions	8,685	9,798	1,113	87,124	95,294	8,170	114,890
Health and Welfare Benefits, certificated positions	77,940	68,750	(9,190)	766,469	687,500	(78,969)	825,000
State Unemployment Insurance, certificated positions	927	2,818	1,890	39,584	50,715	11,131	56,350
Workers' Compensation Insurance, certificated positions	5,052	9,460	4,408	50,526	92,008	41,483	110,928
Other Benefits, certificated positions	59,461	742	(58,720)	59,461	7,213	(52,248)	8,696
Total Benefits	249,737	212,949	(36,788)	1,942,128	2,112,512	170,384	2,538,410
Books & Supplies							
School Supplies	351,259	205,923	(145,337)	2,478,985	1,356,933	(1,122,052)	1,870,819
Software	8,998	16,758	7,760	183,072	167,583	(15,489)	201,100
Office Expense	4,270	1,642	(2,628)	22,020	16,417	(5,603)	19,700
Business Meals	-	125	125	28	1,250	1,222	1,500
Noncapitalized Equipment	104,765	90,109	(14,656)	338,079	593,774	255,695	818,643
Total Books & Supplies	469,292	314,556	(154,736)	3,022,183	2,135,957	(886,226)	2,911,762
Subagreement Services							
Special Education	206,321	85,500	(120,821)	1,404,659	855,000	(549,659)	1,026,000
Other Educational Consultants	240,585	291,991	51,406	1,495,226	1,924,084	428,858	2,652,757
Instructional Services	156,178	98,255	(57,924)	1,547,330	982,546	(564,784)	1,179,055
Total Subagreement Services	603,085	475,746	(127,339)	4,447,215	3,761,630	(685,585)	4,857,812

Yosemite Valley Charter School  
Budget vs Actual

For the period ended April 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	1,531	1,050	(481)	53,939	10,500	(43,439)	12,600
Dues & Memberships	-	683	683	1,297	6,833	5,536	8,200
Insurance	15,060	10,908	(4,152)	150,516	109,083	(41,433)	130,900
Miscellaneous Expense	-	-	-	531	-	(531)	-
Communications	2,697	-	(2,697)	20,026	-	(20,026)	-
Postage and Shipping	794	-	(794)	14,934	-	(14,934)	-
Total Operations & Housekeeping	20,083	12,642	(7,441)	241,243	126,417	(114,826)	151,700
Facilities, Repairs & Other Leases							
Rent	1,090	-	(1,090)	5,452	-	(5,452)	-
Additional Rent	-	83	83	-	833	833	1,000
Other Leases	-	233	233	(800)	2,333	3,133	2,800
Total Facilities, Repairs & Other Leases	1,090	317	(774)	4,652	3,167	(1,486)	3,800
Professional/Consulting Services							
IT	-	58	58	1,029	583	(446)	700
Audit & Taxes	7,200	-	(7,200)	7,200	6,300	(900)	6,300
Legal	5,381	3,208	(2,173)	69,201	32,083	(37,117)	38,500
Professional Development	273	2,975	2,703	39,855	29,750	(10,105)	35,700
General Consulting	-	5,442	5,442	14,154	54,417	40,263	65,300
Special Activities/Field Trips	246	14,700	14,453	2,231	96,863	94,632	133,546
Bank Charges	776	90	(686)	9,463	855	(8,608)	1,035
Printing	35	-	(35)	2,225	-	(2,225)	-
Other Taxes and Fees	5,433	490	(4,943)	18,062	4,655	(13,407)	5,635
Payroll Service Fee	1,287	1,234	(53)	16,408	12,339	(4,069)	14,806
Management Fee	75,343	131,006	55,663	766,559	1,310,062	543,502	1,572,074
District Oversight Fee	17,063	20,144	3,082	390,782	383,934	(6,847)	609,993
Public Relations/Recruitment	-	708	708	15	7,083	7,068	8,500
Total Professional/Consulting Services	113,038	180,056	67,018	1,337,183	1,938,924	601,741	2,492,089
Interest							
Interest Expense	80,624	-	(80,624)	372,118	434,959	62,841	459,603
Total Interest	80,624	-	(80,624)	372,118	434,959	62,841	459,603
Total Expenses	\$ 2,165,583	\$ 1,871,969	\$ (293,614)	\$ 17,657,244	\$ 17,085,588	\$ (571,656)	\$ 21,338,606
Change in Net Assets	(1,394,383)	(1,056,548)	(337,836)	(3,610,982)	(3,033,502)	(577,480)	1,119,591
Net Assets, Beginning of Period	(184,128)			2,032,470			
Net Assets, End of Period	\$ (1,578,512)			\$ (1,578,512)			



## Yosemite Valley Charter School

### Statement of Financial Position

April 30, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	\$ 1,939,889	\$ 3,062,014	\$ (1,122,125)	-37%
Accounts Receivable	-	19,682	(19,682)	-100%
Public Funding Receivable	148,287	3,214,283	(3,065,996)	-95%
Factored Receivables	(6,392,813)	(2,697,700)	(3,695,113)	137%
Due To/From Related Parties	4,234,197	4,234,197	-	0%
Prepaid Expenses	1,482,113	1,786,730	(304,617)	-17%
<b>Total Current Assets</b>	<b>1,411,672</b>	<b>9,619,206</b>	<b>(8,207,533)</b>	<b>-85%</b>
<b>Total Assets</b>	<b>\$ 1,411,672</b>	<b>\$ 9,619,206</b>	<b>\$ (8,207,533)</b>	<b>-85%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 574,513	\$ 4,697,138	\$ (4,122,625)	-88%
Accrued Liabilities	695,028	1,058,157	(363,129)	-34%
Notes Payable, Current Portion	172,324	172,326	(2)	0%
<b>Total Current Liabilities</b>	<b>1,441,864</b>	<b>5,927,621</b>	<b>(4,485,756)</b>	<b>-76%</b>
<b>Long-Term Liabilities</b>				
Notes Payable, Net of Current Portion	1,548,320	1,659,115	(110,795)	-7%
<b>Total Long-Term Liabilities</b>	<b>1,548,320</b>	<b>1,659,115</b>	<b>(110,795)</b>	<b>-7%</b>
<b>Total Liabilities</b>	<b>2,990,184</b>	<b>7,586,735</b>	<b>(4,596,551)</b>	<b>-61%</b>
<b>Total Net Assets</b>	<b>(1,578,512)</b>	<b>2,032,470</b>	<b>(3,610,982)</b>	<b>-178%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,411,672</b>	<b>\$ 9,619,206</b>	<b>\$ (8,207,533)</b>	<b>-85%</b>

**Yosemite Valley Charter School****Statement of Cash Flows****For the period ended April 30, 2021**

	<b>Month Ended 04/30/21</b>	<b>YTD Ended 04/30/21</b>
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ (1,394,383)	\$ (3,610,982)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	805,618	3,065,996
Grants, Contributions & Pledges Receivable	1,513,513	3,714,795
Prepaid Expenses	(107,249)	304,617
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(280,926)	(4,122,625)
Accrued Expenses	45,779	(363,129)
<b>Total Cash Flows from Operating Activities</b>	<b>582,352</b>	<b>(1,011,328)</b>
<b>Cash Flows from Financing Activities</b>		
Proceeds from (payments on) Long-Term Debt	1,420	(110,797)
<b>Total Cash Flows from Financing Activities</b>	<b>1,420</b>	<b>(110,797)</b>
Change in Cash & Cash Equivalents	583,772	(1,122,125)
Cash & Cash Equivalents, Beginning of Period	1,356,116	3,062,014
<b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 1,939,889</b>	<b>\$ 1,939,889</b>

## Yosemite Valley Charter School

### Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13009	Abarca Group	4/1/2021	\$ 1,750.00
13010	Aspire Speech & Learning Center	4/1/2021	2,850.00
13011	Bojuka Ryu	4/1/2021	85.00
13012	BookShark	4/1/2021	1,087.29
13013	Braille Consultants, Inc.	4/1/2021	3,600.00
13014	Central Coast Language & Learning Center, Inc.	4/1/2021	1,440.00
13015	Denise Nicholes	4/1/2021	720.00
13016	Dennis Murphy School of Music	4/1/2021	1,080.00
13017	Effectual Educational Consulting Services	4/1/2021	4,065.00
13018	Evan-Moor	4/1/2021	84.95
13019	Goodfellow Occupational Therapy, Inc.	4/1/2021	6,440.00
13020	Hannah Lloyd	4/1/2021	500.00
13021	Heartland Charter School	4/1/2021	50,000.00
13022	JoAnn Denney Piano & Flute	4/1/2021	200.00
13023	Jonna Durst	4/1/2021	250.00
13024	Julie Sellin	4/1/2021	35.00
13025	Larry Jarocki	4/1/2021	250.00
13026	Marcia Maunder	4/1/2021	417.14
13027	Margo Sue	4/1/2021	20.00
13028	Math Crazy	4/1/2021	480.00
13029	McColgan & Associates Inc.	4/1/2021	5,057.11
13030	Melissa Bogle	4/1/2021	900.00
13031	Nicole Medeiros	4/1/2021	200.00
13032	Paul Grether	4/1/2021	135.00
13033	Provenance	4/1/2021	310,431.92
13034	Richard Moreno	4/1/2021	145.00
13035	Rising Star Gymnastics	4/1/2021	115.00
13036	Robert Melendez	4/1/2021	288.00
13037	Rodeo Tough Productions	4/1/2021	720.00
13038	Sandy Torosian	4/1/2021	210.00
13039	School Pathways, LLC	4/1/2021	7,900.63
13040	Simba School of Music	4/1/2021	280.00
13041	SpiritHorse Connections	4/1/2021	1,370.00
13042	Stephanie Williams	4/1/2021	20.00
13043	Studies Weekly	4/1/2021	32.34
13044	Sylvan Learning	4/1/2021	320.00
13045	Timberdoodle.com	4/1/2021	398.67
13046	Tutoring Club	4/1/2021	400.00
13047	Valley Center for the Blind	4/1/2021	1,400.00
13048	Westside Elementary School District	4/1/2021	59,462.74
13049	Yolanda Vazquez	4/1/2021	40.00
13050	Voya Financial FBO CalSTRS Pension2	4/8/2021	6,519.00
13051	8x8 Inc.	4/8/2021	489.52
13052	A+ In Home Tutors Inc.	4/8/2021	780.00
13053	Academics in a Box Incorporated	4/8/2021	86.85
13054	Academy of Creative Education	4/8/2021	1,200.00
13055	Activities for Learning Inc.	4/8/2021	12.50
13056	All About Learning Press, Inc.	4/8/2021	581.45
13057	Allard's Art Inc.	4/8/2021	308.62
13058	America's Kids in Motion	4/8/2021	12,644.29
13059	Arlene Steffen	4/8/2021	700.00
13060	Beautiful Feet Books, Inc.	4/8/2021	852.92
13061	Bitsbox	4/8/2021	173.70
13062	Bobby Griffin	4/8/2021	400.00
13063	BookShark	4/8/2021	3,999.62
13064	Break the Barriers, Inc	4/8/2021	8,827.00
13065	Brenda Myers	4/8/2021	510.00
13066	Brian Hammons Piano	4/8/2021	1,045.66

## Yosemite Valley Charter School

### Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13067	BrightThinker	4/8/2021	124.49
13068	BYU Independent Study	4/8/2021	1,477.00
13069	C'est La Vie Arts	4/8/2021	360.00
13070	Center for Autism and Related Disorders, LLC	4/8/2021	2,279.55
13071	Central Valley Cheer, Inc	4/8/2021	1,866.00
13072	Charter Impact, Inc.	4/8/2021	32,194.00
13073	CharterSafe	4/8/2021	20,112.00
13074	Chelsea Rotunno	4/8/2021	360.00
13075	Crafty School Crates	4/8/2021	2,112.73
13076	Cullinan Education Center, Inc.	4/8/2021	490.00
13077	Debbie De Alba	4/8/2021	250.00
13078	Deborah Lemen Acting Studio	4/8/2021	1,130.00
13079	Destany Morgan	4/8/2021	2,430.00
13080	Discount School Supply	4/8/2021	181.33
13081	Don Johnston Inc	4/8/2021	129.60
13082	Dustin Arth	4/8/2021	1,845.00
13083	E-Therapy LLC	4/8/2021	856.00
13084	Educational Development Corporation	4/8/2021	1,443.81
13085	Educational Services (Colette Nelson)	4/8/2021	540.00
13086	Elemental Science	4/8/2021	249.70
13087	EMH Sports USA, Inc.	4/8/2021	105.00
13088	Fresno Music Academy & Arts	4/8/2021	4,360.00
13089	Fresno School of Music	4/8/2021	1,790.00
13090	Generation Genius, Inc.	4/8/2021	125.00
13091	Guido's Martial Arts Academy	4/8/2021	1,836.00
13092	Hands 4 Building, LLC	4/8/2021	147.99
13093	Haynes Family of Programs	4/8/2021	5,317.50
13094	Heartland Charter School	4/8/2021	50,000.00
13095	Home Science Tools	4/8/2021	894.99
13096	Homeschool Buyers Co-op	4/8/2021	167.17
13097	Homeschool Planet	4/8/2021	74.95
13098	Homeschool Spanish Academy	4/8/2021	1,663.00
13099	Hooked on Phonics	4/8/2021	215.94
13100	iCAN Junior Triathlon Club	4/8/2021	260.00
13101	imm3rse.in	4/8/2021	1,200.00
13102	InnovEd Inc.	4/8/2021	5,125.00
13103	Institute for Excellence in Writing	4/8/2021	37.31
13104	Jessica Cromar	4/8/2021	660.00
13105	Jessica V Riggle	4/8/2021	2,500.00
13106	Jonna Durst	4/8/2021	250.00
13107	Joshua Heflebower	4/8/2021	200.00
13108	Juli Jones	4/8/2021	1,570.00
13109	KidsArt - Valencia	4/8/2021	175.00
13110	Kumon Center of Clovis	4/8/2021	1,140.00
13111	Kumon of Carmel	4/8/2021	1,329.52
13112	Lance Frei	4/8/2021	2,320.00
13113	Larry Jarocki	4/8/2021	250.00
13114	Laura Thiessen	4/8/2021	35.08
13115	Learning Without Tears	4/8/2021	91.56
13116	LEGO Education	4/8/2021	1,214.29
13117	Lindsey Bascom	4/8/2021	840.00
13118	Little Passports	4/8/2021	781.54
13119	Live Education!	4/8/2021	968.80
13120	Logic of English	4/8/2021	839.95
13121	Lotus Educational Services, Inc.	4/8/2021	1,601.95
13122	Math Crazy	4/8/2021	3,190.00
13123	Math-U-See Inc.	4/8/2021	376.00
13124	MEL Science U.S. LLC	4/8/2021	139.60

## Yosemite Valley Charter School

### Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13125	Melanie Suderman Sweet	4/8/2021	677.50
13126	Melody Piano Lessons	4/8/2021	850.00
13127	Merrilee McCain	4/8/2021	120.00
13128	Michael A. Manjarrez	4/8/2021	530.00
13129	Minds on Education Inc	4/8/2021	16.71
13130	Modesto Academy of Music & Design	4/8/2021	510.00
13131	Molly C. Oliver	4/8/2021	1,895.00
13132	Monterey Bay Taekwondo Academy	4/8/2021	150.00
13133	Moving Beyond the Page	4/8/2021	2,707.80
13134	MoxieBox Art	4/8/2021	612.12
13135	Mr. C's Karate School of Shito-Ryu	4/8/2021	243.00
13136	Northwest Studio for Ballet	4/8/2021	136.00
13137	Oak Meadow Inc.	4/8/2021	2,639.00
13138	Old Town Yoga	4/8/2021	400.00
13139	Outschool, Inc.	4/8/2021	140.00
13140	PresenceLearning, Inc.	4/8/2021	16,308.90
13141	Procopio, Cory, Hargreaves & Savitch LLP	4/8/2021	7,478.50
13142	Professional Tutors of America Inc.	4/8/2021	600.00
13143	Provenance	4/8/2021	1,309.72
13144	Rainbow Resource Center	4/8/2021	3,974.06
13145	Rich Oliver Racing, Inc.	4/8/2021	498.00
13146	Robert Melendez	4/8/2021	576.00
13147	Rodeo Tough Productions	4/8/2021	880.00
13148	San Benito Aquatics	4/8/2021	835.00
13149	Sandy Torosian	4/8/2021	270.00
13150	Scholastic Inc. Education	4/8/2021	21.87
13151	Seaside Aquatic Club, Inc.	4/8/2021	670.00
13152	Shirley Winters Ballet	4/8/2021	871.00
13153	Silver Bell Barn & Equestrian Center	4/8/2021	180.00
13154	Singapore Math, Inc.	4/8/2021	1,322.26
13155	Sona Atoyan	4/8/2021	1,199.45
13156	Sondra White	4/8/2021	1,032.54
13157	Specialized Therapy Services, Inc	4/8/2021	1,225.00
13158	Starfall Education Foundation	4/8/2021	65.00
13159	Steinway Piano Gallery of Fresno	4/8/2021	2,680.00
13160	Studies Weekly	4/8/2021	615.37
13161	Studio on the Hill	4/8/2021	1,414.00
13162	Susan Hancock	4/8/2021	1,170.00
13163	Sylvan Learning Salinas/Monterey	4/8/2021	550.00
13164	Teacher Synergy, LLC	4/8/2021	529.90
13165	Teaching Textbooks	4/8/2021	294.85
13166	The Talk Team	4/8/2021	VOID
13167	The Talk Team	4/8/2021	13,036.25
13168	The Wahine Project	4/8/2021	2,620.00
13169	TheraSens, Inc	4/8/2021	2,130.00
13170	Thimble Sewciety	4/8/2021	940.00
13171	Timberdoodle.com	4/8/2021	2,056.88
13172	Tina M. Carter	4/8/2021	1,501.00
13173	United Conservatory of Music	4/8/2021	3,787.50
13174	Wendy DeRaud	4/8/2021	3,510.00
13175	WM Music Lessons	4/8/2021	1,350.00
13176	WriteShop	4/8/2021	120.87
13177	Aldrich Services	4/13/2021	192.00
13178	Activities for Learning Inc.	4/14/2021	369.06
13179	All About Learning Press, Inc.	4/14/2021	846.10
13180	Allard's Art Inc.	4/14/2021	367.84
13181	Art of Problem Solving	4/14/2021	312.76
13182	Beautiful Feet Books, Inc.	4/14/2021	756.55

## Yosemite Valley Charter School

### Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13183	Big Little Ones, LLC	4/14/2021	103.85
13184	Bitsbox	4/14/2021	257.70
13185	Braille Consultants, Inc.	4/14/2021	3,600.00
13186	Brenda Myers	4/14/2021	150.00
13187	BrightThinker	4/14/2021	855.19
13188	Brittany Guirell	4/14/2021	1,700.00
13189	Bullfrog Swim School	4/14/2021	875.00
13190	Bungalow Lane ALC, Inc	4/14/2021	250.00
13191	C'est La Vie Arts	4/14/2021	1,460.00
13192	Charter Impact, Inc.	4/14/2021	476.75
13193	Cindy Allington	4/14/2021	1,722.00
13194	Crafty School Crates	4/14/2021	1,747.84
13195	Craig Daniel	4/14/2021	410.00
13196	Diana Porter	4/14/2021	396.00
13197	Easy Does It Farms	4/14/2021	8,139.76
13198	Educational Development Corporation	4/14/2021	714.10
13199	Elemental Science	4/14/2021	17.59
13200	Elizabeth Markfield	4/14/2021	17,278.75
13201	Evan-Moor	4/14/2021	99.99
13202	Frances T Salafia	4/14/2021	840.00
13203	Global Teletherapy	4/14/2021	83,379.00
13204	Gottschalk Music Center	4/14/2021	472.50
13205	Heartland Charter School	4/14/2021	50,000.00
13206	History Unboxed LLC	4/14/2021	138.52
13207	Home Science Tools	4/14/2021	515.70
13208	Institute for Excellence in Writing	4/14/2021	2,512.05
13209	Joshua Heflebower	4/14/2021	50.00
13210	Julie M Capili	4/14/2021	360.00
13211	Julie Sellin	4/14/2021	175.00
13212	Just Dance	4/14/2021	1,070.00
13213	Keyboard Art School of Music	4/14/2021	187.00
13214	KiwiCo, Inc	4/14/2021	6,365.47
13215	Learning Without Tears	4/14/2021	175.98
13216	Lighthouse Therapy LLC	4/14/2021	22,703.32
13217	Live Education!	4/14/2021	489.90
13218	Logic of English	4/14/2021	108.58
13219	Marnie Young	4/14/2021	1,178.75
13220	Math-U-See Inc.	4/14/2021	482.00
13221	Mathnasium of North Fresno	4/14/2021	895.00
13222	MEL Science U.S. LLC	4/14/2021	418.80
13223	Melanie Suderman Sweet	4/14/2021	840.00
13224	Melissa Bogle	4/14/2021	720.00
13225	Michelle Barnes	4/14/2021	950.00
13226	Molly C. Oliver	4/14/2021	900.00
13227	Moving Beyond the Page	4/14/2021	340.27
13228	Naeim Saddavi	4/14/2021	480.00
13229	Neil Boyer	4/14/2021	1,315.00
13230	Nessy Learning LLC	4/14/2021	100.00
13231	Nicole Medeiros	4/14/2021	508.05
13232	Nicole the Math Lady LLC	4/14/2021	258.00
13233	Oak Meadow Inc.	4/14/2021	1,045.00
13234	Pacific Martial Arts	4/14/2021	925.00
13235	Peace Hill Press, Inc. dba Well Trained Mind Press	4/14/2021	250.49
13236	Provenance	4/14/2021	5,548.00
13237	Rainbow Resource Center	4/14/2021	3,623.79
13238	Rhonda Langley	4/14/2021	200.00
13239	Rich Oliver Racing, Inc.	4/14/2021	4,341.00
13240	Sandy Torosian	4/14/2021	225.00



## Yosemite Valley Charter School

### Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13241	Silver Bell Barn & Equestrain Center	4/14/2021	390.00
13242	Singapore Math, Inc.	4/14/2021	463.84
13243	Starfall Education Foundation	4/14/2021	35.00
13244	Studies Weekly	4/14/2021	32.34
13245	Susan Hancock	4/14/2021	280.00
13246	TalkBox.Mom	4/14/2021	86.20
13247	Teacher Synergy, LLC	4/14/2021	179.50
13248	Teaching Textbooks	4/14/2021	351.30
13249	The Critical Thinking Co.	4/14/2021	113.08
13250	The Wahine Project	4/14/2021	5,500.01
13251	TouchMath Acquisition LLC	4/14/2021	462.04
13252	WM Music Lessons	4/14/2021	120.00
13253	8x8 Inc.	4/21/2021	492.35
13254	Academics in a Box Incorporated	4/21/2021	173.70
13255	Activities for Learning Inc.	4/21/2021	115.58
13256	Allard's Art Inc.	4/21/2021	49.00
13257	Amazon Capital Services	4/21/2021	454.03
13258	America's Kids in Motion	4/21/2021	4,589.00
13259	Anna Wilkinson	4/21/2021	20.00
13260	Art of Problem Solving	4/21/2021	96.00
13261	Aspire Speech & Learning Center	4/21/2021	720.00
13262	Beautiful Feet Books, Inc.	4/21/2021	593.75
13263	Bitsbox	4/21/2021	86.85
13264	BookShark	4/21/2021	8,913.51
13265	Brave Writer LLC	4/21/2021	322.95
13266	Brian Hammons Piano	4/21/2021	5,870.00
13267	BYU Independent Study	4/21/2021	1,654.00
13268	C'est La Vie Arts	4/21/2021	240.00
13269	Charter's Choice Educational Services	4/21/2021	1,487.50
13270	Chickie & Roo	4/21/2021	25.00
13271	Christopher Trevisan	4/21/2021	3,252.00
13272	Dance Explosion	4/21/2021	75.00
13273	Denise Nicholes	4/21/2021	500.00
13274	Discount School Supply	4/21/2021	65.25
13275	E-Therapy LLC	4/21/2021	1,593.50
13276	Educational Development Corporation	4/21/2021	77.70
13277	Guido's Martial Arts Academy	4/21/2021	1,617.00
13278	GW School Supply Inc	4/21/2021	94.95
13279	Hands 4 Building, LLC	4/21/2021	126.99
13280	Heartland Charter School	4/21/2021	30,000.00
13281	History Unboxed LLC	4/21/2021	235.74
13282	Home Science Tools	4/21/2021	1,356.64
13283	imm3rse.in	4/21/2021	1,200.00
13284	Institute for Excellence in Writing	4/21/2021	58.91
13285	Jennifer McQuarrie	4/21/2021	275.00
13286	Joshua Heflebower	4/21/2021	50.00
13287	KidsArt - Valencia	4/21/2021	175.00
13288	Kimberly Schapansky	4/21/2021	427.39
13289	KiwiCo, Inc	4/21/2021	3,407.19

## Yosemite Valley Charter School

### Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13290	Kristina Emig	4/21/2021	20.00
13291	Lab Rat Academy	4/21/2021	1,120.00
13292	Learning Without Tears	4/21/2021	138.66
13293	Lighthouse Therapy LLC	4/21/2021	30,170.65
13294	Little Global Citizens LLC	4/21/2021	299.00
13295	Little Passports	4/21/2021	471.63
13296	Lori Boles	4/21/2021	166.10
13297	Lotus Educational Services, Inc.	4/21/2021	668.55
13298	Math Crazy	4/21/2021	457.32
13299	Math-U-See Inc.	4/21/2021	663.00
13300	Melanie Suderman Sweet	4/21/2021	620.00
13301	Melinda Buletti	4/21/2021	179.48
13302	Michelle Barnes	4/21/2021	250.00
13303	Moving Beyond the Page	4/21/2021	1,886.01
13304	Mr. C's Karate School of Shito-Ryu	4/21/2021	375.00
13305	Oak Meadow Inc.	4/21/2021	190.00
13306	Playground Training Academy, LLC	4/21/2021	3,450.00
13307	PresenceLearning, Inc.	4/21/2021	195.56
13308	PresenceLearning, Inc.	4/21/2021	900.00
13309	PresenceLearning, Inc.	4/21/2021	12,359.54
13310	Pride Learning Co	4/21/2021	1,440.00
13311	Provenance	4/21/2021	61,196.48
13312	Rainbow Resource Center	4/21/2021	VOID
13313	Rainbow Resource Center	4/21/2021	5,869.49
13314	Rayford Shorin-Ryu	4/21/2021	390.00
13315	Rich Oliver Racing, Inc.	4/21/2021	648.00
13316	Richard Koogler	4/21/2021	683.76
13317	School Pathways, LLC	4/21/2021	7,131.83
13318	SchoolMate	4/21/2021	9,686.07
13319	Sew Outside the Box	4/21/2021	154.43
13320	Singapore Math, Inc.	4/21/2021	574.34
13321	Solano County Office of Education	4/21/2021	92.86
13322	Starfall Education Foundation	4/21/2021	35.00
13323	Steinway Piano Gallery of Fresno	4/21/2021	240.00
13324	Studies Weekly	4/21/2021	64.84
13325	Tanell Herbert	4/21/2021	20.00
13326	Teaching Textbooks	4/21/2021	249.43
13327	Teresa Jacobsen	4/21/2021	97.13
13328	The Critical Thinking Co.	4/21/2021	387.77
13329	The Dance Center	4/21/2021	3,098.24
13330	The Dance Company	4/21/2021	297.00
13331	The Talk Team	4/21/2021	VOID
13332	The Talk Team	4/21/2021	12,911.25
13333	Timberdoodle.com	4/21/2021	1,647.44
13334	Time4Learning	4/21/2021	179.55
13335	Tutoring Club	4/21/2021	480.00
13336	United Conservatory of Music	4/21/2021	4,775.00
13337	Verizon Wireless	4/21/2021	2,205.12
13338	Wendy DeRaud	4/21/2021	360.00
13339	Wilkinson Hadley King & Co. LLP	4/21/2021	7,200.00
13340	Youth Movement	4/21/2021	460.00
13341	Macy Corby	4/23/2021	17.23
13342	Franchise Tax Board	4/26/2021	450.23
13343	Voya Financial FBO CalSTRS Pension2	4/26/2021	8,834.00
13344	Abarca Group	4/28/2021	1,225.00
13345	Academics in a Box Incorporated	4/28/2021	173.70
13346	Academy of Creative Education	4/28/2021	1,200.00
13347	Aldrich Services	4/28/2021	624.00



## Yosemite Valley Charter School

### Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13348	All About Learning Press, Inc.	4/28/2021	22.85
13349	Aspire Speech & Learning Center	4/28/2021	1,350.00
13350	Break the Barriers, Inc	4/28/2021	4,765.50
13351	Brenda Myers	4/28/2021	195.00
13352	Brian Hammons Piano	4/28/2021	280.00
13353	Charter Impact, Inc.	4/28/2021	810.50
13354	Christine Beltz	4/28/2021	1,500.00
13355	Cindy Allington	4/28/2021	135.00
13356	Clarksville Charter School	4/28/2021	5,669.17
13357	Colesville Fields, Inc.	4/28/2021	139.00
13358	Cullinan Education Center, Inc.	4/28/2021	774.98
13359	Dennis Murphy School of Music	4/28/2021	315.00
13360	Department of Justice	4/28/2021	96.00
13361	Educational Development Corporation	4/28/2021	161.10
13362	Elizabeth Harmlin	4/28/2021	52.00
13363	Emma Villia	4/28/2021	226.24
13364	Erilynn Christiansen	4/28/2021	300.00
13365	Fresno Fencing Academy	4/28/2021	490.00
13366	GL Kenpo	4/28/2021	550.00
13367	Glinda Love	4/28/2021	20.00
13368	Goodfellow Occupational Therapy, Inc.	4/28/2021	7,320.00
13369	Gymnastics Beat	4/28/2021	2,240.00
13370	Heartland Charter School	4/28/2021	41,237.64
13371	High Performance Academy LLC	4/28/2021	1,000.00
13372	Home Science Tools	4/28/2021	138.41
13373	iCAN Junior Triathlon Club	4/28/2021	60.00
13374	Institute for Excellence in Writing	4/28/2021	186.23
13375	Juli Jones	4/28/2021	1,520.00
13376	Kumon Center of Clovis	4/28/2021	240.00
13377	LEGO Education	4/28/2021	588.30
13378	Linda Urmston	4/28/2021	2,190.00
13379	Lori Boles	4/28/2021	36.17
13380	Math Crazy	4/28/2021	960.00
13381	MEL Science U.S. LLC	4/28/2021	209.40
13382	Melinda Buletti	4/28/2021	287.17
13383	Melissa Bogle	4/28/2021	900.00
13384	Molly C. Oliver	4/28/2021	360.00
13385	Moving Beyond the Page	4/28/2021	944.47
13386	Mystery Science Inc.	4/28/2021	89.00
13387	Neil Boyer	4/28/2021	310.00
13388	Northwest Studio for Ballet	4/28/2021	136.00
13389	Provenance	4/28/2021	116,521.79
13390	Rainbow Resource Center	4/28/2021	337.98
13391	Rebecca Galli	4/28/2021	320.00
13392	Rich Oliver Racing, Inc.	4/28/2021	474.00
13393	Sara Maguire	4/28/2021	40.00
13394	Shiller Learning	4/28/2021	119.90
13395	Simba School of Music	4/28/2021	610.00
13396	STAR of CA	4/28/2021	880.00
13397	Steinway Piano Gallery of Fresno	4/28/2021	1,040.00
13398	Studies Weekly	4/28/2021	129.35
13399	Studio on the Hill	4/28/2021	1,302.00
13400	Susan Hancock	4/28/2021	560.00
13401	Teaching Textbooks	4/28/2021	319.37
13402	The Cottonwood School	4/28/2021	11,062.73
13403	The Dance Center	4/28/2021	1,092.14
13404	The Lampo Group, LLC	4/28/2021	322.22
13405	Think Outside, LLC	4/28/2021	409.45

Yosemite Valley Charter School

Check Register

For the period ended April 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
13406	Ultimate Martial Arts Inc	4/28/2021	666.00
13407	Yuliya Hess	4/28/2021	1,680.00
13408	Zephyr Whitaker-Adams	4/28/2021	39.49
13409	Fresno County Office of Education	4/29/2021	153,815.82
13410	Fresno County Office of Education	4/29/2021	505.00
13411	Rebecca Bennett	4/30/2021	763.33
ACH	Laurie Goodman	4/14/2021	<u>1.00</u>
Total Disbursements Issued in April			<u>\$ 1,635,974.50</u>

# Yosemite Valley Charter School

## Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Granite Mountain Charter School	GMCS-YVCS	6/30/2020	6/30/2020	\$ -	\$ -	\$ -	\$ -	\$ 196,872	\$ 196,872
Triumph Academy	TA-YVCS	6/30/2020	6/30/2020	-	-	-	-	6,572	6,572
Dance Explosion	24427	11/1/2020	11/1/2020	-	-	-	-	200	200
Studies Weekly	367544	10/5/2020	11/3/2020	-	-	-	-	65	65
BrightThinker	SINV2451	11/3/2020	12/3/2020	-	-	-	-	124	124
Educational Development Corporation	DIR8479044	1/7/2021	2/6/2021	-	-	-	775	-	775
Kids Club Spanish School LLC	2021F0004155	3/19/2021	3/19/2021	-	-	180	-	-	180
Kids Club Spanish School LLC	2021F0004155_BIS	3/19/2021	3/19/2021	-	-	180	-	-	180
San Benito Aquatics	232	2/17/2021	3/19/2021	-	-	595	-	-	595
Mathnasium of North Fresno	7706	4/1/2021	4/1/2021	-	285	-	-	-	285
Dance Explosion	24570	4/1/2021	4/1/2021	-	110	-	-	-	110
Procopio, Cory, Hargreaves & Savitch LI	751026	4/9/2021	4/9/2021	-	425	-	-	-	425
Procopio, Cory, Hargreaves & Savitch LI	751027	4/9/2021	4/9/2021	-	4,681	-	-	-	4,681
Monarch River Academy	633	4/12/2021	4/12/2021	-	10,545	-	-	-	10,545
Monarch River Academy	634	4/12/2021	4/12/2021	-	54,316	-	-	-	54,316
Monarch River Academy	635	4/12/2021	4/12/2021	-	31,676	-	-	-	31,676
Bojuka Ryu	2020117	4/14/2021	4/14/2021	-	95	-	-	-	95
Melissa Bogle	INV0239	4/14/2021	4/14/2021	-	450	-	-	-	450
McColgan & Associates Inc.	4132	4/14/2021	4/14/2021	-	2,956	-	-	-	2,956
Mary Callagy	102	4/19/2021	4/19/2021	-	117	-	-	-	117
Mary Callagy	103	4/19/2021	4/19/2021	-	650	-	-	-	650
Melissa Bogle	INV0241	4/19/2021	4/19/2021	-	397	-	-	-	397
Melissa Bogle	INV0242	4/19/2021	4/19/2021	-	424	-	-	-	424
Melissa Bogle	INV0243	4/19/2021	4/19/2021	-	450	-	-	-	450
Central Valley Cheer, Inc	3	4/20/2021	4/20/2021	-	480	-	-	-	480
Fresno Fencing Academy	2316	4/22/2021	4/22/2021	-	300	-	-	-	300
Piano Marvel, LLC	11101	4/22/2021	4/22/2021	-	111	-	-	-	111
Piano Marvel, LLC	11102	4/22/2021	4/22/2021	-	111	-	-	-	111
Piano Marvel, LLC	11103	4/22/2021	4/22/2021	-	111	-	-	-	111
Monarch River Academy	2300	4/23/2021	4/23/2021	-	57,791	-	-	-	57,791
Institute for Excellence in Writing	771503	3/24/2021	4/24/2021	-	37	-	-	-	37
Melissa Bogle	INV0245	4/25/2021	4/25/2021	-	450	-	-	-	450
Zephyr Whitaker-Adams	WHIT042621	4/26/2021	4/26/2021	-	469	-	-	-	469
Valley Center for the Blind	16634	3/31/2021	4/30/2021	1,313	-	-	-	-	1,313
Institute for Excellence in Writing	773174	4/1/2021	5/1/2021	37	-	-	-	-	37
Institute for Excellence in Writing	773177	4/1/2021	5/1/2021	37	-	-	-	-	37
Institute for Excellence in Writing	773183	4/1/2021	5/1/2021	59	-	-	-	-	59
Institute for Excellence in Writing	773185	4/1/2021	5/1/2021	37	-	-	-	-	37
Global Teletherapy	4710	4/5/2021	5/5/2021	83,280	-	-	-	-	83,280
United Conservatory of Music	11731859	4/7/2021	5/7/2021	300	-	-	-	-	300
United Conservatory of Music	11732015	4/7/2021	5/7/2021	600	-	-	-	-	600
Timberdoodle.com	358748	4/8/2021	5/8/2021	162	-	-	-	-	162
Timberdoodle.com	358750	4/8/2021	5/8/2021	151	-	-	-	-	151
BookShark	31125517	4/9/2021	5/9/2021	179	-	-	-	-	179

# Yosemite Valley Charter School

## Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Center for Autism and Related Disorders	D-04052453	4/9/2021	5/9/2021	2,328	-	-	-	-	2,328
Specialized Therapy Services, Inc	YVCS01-0321	3/31/2021	5/10/2021	1,198	-	-	-	-	1,198
Feather River Charter School	524	4/12/2021	5/12/2021	7,726	-	-	-	-	7,726
BookShark	31125656	4/12/2021	5/12/2021	65	-	-	-	-	65
BookShark	31125658	4/12/2021	5/12/2021	16	-	-	-	-	16
BookShark	31125659	4/12/2021	5/12/2021	80	-	-	-	-	80
BookShark	31125663	4/12/2021	5/12/2021	65	-	-	-	-	65
Educational Development Corporation	DIR9210464	4/13/2021	5/13/2021	121	-	-	-	-	121
Educational Development Corporation	DIR9210466	4/13/2021	5/13/2021	75	-	-	-	-	75
Central Coast Language & Learning Center	93778	4/13/2021	5/13/2021	1,395	-	-	-	-	1,395
Brenda Myers	65/2021	4/14/2021	5/14/2021	195	-	-	-	-	195
WM Music Lessons	007YVS	4/14/2021	5/14/2021	240	-	-	-	-	240
Fresno Music Academy & Arts	04142021YVSFMAA	4/14/2021	5/14/2021	5,869	-	-	-	-	5,869
Haynes Family of Programs	LAS398.1-08	4/14/2021	5/14/2021	371	-	-	-	-	371
Haynes Family of Programs	OT386.2-08	4/14/2021	5/14/2021	660	-	-	-	-	660
Haynes Family of Programs	OT398.2-08	4/14/2021	5/14/2021	165	-	-	-	-	165
Haynes Family of Programs	SAI386.1-08	4/14/2021	5/14/2021	390	-	-	-	-	390
Haynes Family of Programs	SAI387.1-03	4/14/2021	5/14/2021	1,920	-	-	-	-	1,920
Haynes Family of Programs	SAI388.1-08	4/14/2021	5/14/2021	1,170	-	-	-	-	1,170
Haynes Family of Programs	SAI390.1-08	4/14/2021	5/14/2021	1,050	-	-	-	-	1,050
Haynes Family of Programs	SAI420.1-06	4/14/2021	5/14/2021	30	-	-	-	-	30
Haynes Family of Programs	SAI-IHH322.1-08	4/14/2021	5/14/2021	1,050	-	-	-	-	1,050
Melanie Suderman Sweet	INSP 141	4/14/2021	5/14/2021	75	-	-	-	-	75
Melanie Suderman Sweet	INSP 143	4/14/2021	5/14/2021	283	-	-	-	-	283
Rachel Kreider	2104	4/14/2021	5/14/2021	800	-	-	-	-	800
Rose Music Studios LLC	1010	4/14/2021	5/14/2021	960	-	-	-	-	960
Thimble Sewciety	028	4/14/2021	5/14/2021	180	-	-	-	-	180
Teacher Synergy, LLC	152352845	4/23/2021	5/14/2021	80	-	-	-	-	80
Teacher Synergy, LLC	152353126	4/23/2021	5/14/2021	305	-	-	-	-	305
Teacher Synergy, LLC	152365856	4/23/2021	5/14/2021	6	-	-	-	-	6
Teacher Synergy, LLC	152366256	4/23/2021	5/14/2021	27	-	-	-	-	27
Teacher Synergy, LLC	152398548	4/23/2021	5/14/2021	263	-	-	-	-	263
Teacher Synergy, LLC	152401613	4/23/2021	5/14/2021	310	-	-	-	-	310
United Conservatory of Music	11663935	4/14/2021	5/14/2021	300	-	-	-	-	300
United Conservatory of Music	11704281	4/14/2021	5/14/2021	300	-	-	-	-	300
United Conservatory of Music	11704308	4/14/2021	5/14/2021	300	-	-	-	-	300
United Conservatory of Music	11711358	4/14/2021	5/14/2021	300	-	-	-	-	300
United Conservatory of Music	11732029	4/14/2021	5/14/2021	600	-	-	-	-	600
Tina M. Carter	059	4/15/2021	5/15/2021	1,110	-	-	-	-	1,110
America's Kids in Motion	198-YVS	4/15/2021	5/15/2021	1,547	-	-	-	-	1,547
Allard's Art Inc.	194859	4/15/2021	5/15/2021	49	-	-	-	-	49
Allard's Art Inc.	194963	4/15/2021	5/15/2021	113	-	-	-	-	113
Moving Beyond the Page	252824	4/15/2021	5/15/2021	12	-	-	-	-	12
Moving Beyond the Page	252860	4/15/2021	5/15/2021	15	-	-	-	-	15

# Yosemite Valley Charter School

## Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Cengage Learning	74155160	4/15/2021	5/15/2021	102	-	-	-	-	102
E-Therapy LLC	18627	4/15/2021	5/15/2021	2,344	-	-	-	-	2,344
KiwiCo, Inc	APR-21-YVS-1	4/15/2021	5/15/2021	3,101	-	-	-	-	3,101
Little Passports	115200583	4/15/2021	5/15/2021	110	-	-	-	-	110
Little Passports	115811772	4/15/2021	5/15/2021	149	-	-	-	-	149
Little Passports	115811774	4/15/2021	5/15/2021	136	-	-	-	-	136
Little Passports	115811776	4/15/2021	5/15/2021	136	-	-	-	-	136
Joshua Heflebower	75	4/16/2021	5/16/2021	100	-	-	-	-	100
WriteShop	21-0438	4/16/2021	5/16/2021	60	-	-	-	-	60
Chelsea Rotunno	1090	4/16/2021	5/16/2021	360	-	-	-	-	360
Allard's Art Inc.	194987	4/16/2021	5/16/2021	49	-	-	-	-	49
Sierra Mountain Guides	1	4/16/2021	5/16/2021	495	-	-	-	-	495
Silver Bell Barn & Equestrian Center	3061	4/16/2021	5/16/2021	240	-	-	-	-	240
Silver Bell Barn & Equestrian Center	3062	4/16/2021	5/16/2021	300	-	-	-	-	300
Silver Bell Barn & Equestrian Center	3063	4/16/2021	5/16/2021	300	-	-	-	-	300
Silver Bell Barn & Equestrian Center	3064	4/16/2021	5/16/2021	300	-	-	-	-	300
Silver Bell Barn & Equestrian Center	3065	4/16/2021	5/16/2021	325	-	-	-	-	325
Silver Bell Barn & Equestrian Center	3066	4/16/2021	5/16/2021	65	-	-	-	-	65
Silver Bell Barn & Equestrian Center	3067	4/16/2021	5/16/2021	240	-	-	-	-	240
Silver Bell Barn & Equestrian Center	3068	4/16/2021	5/16/2021	240	-	-	-	-	240
Silver Bell Barn & Equestrian Center	3069	4/16/2021	5/16/2021	260	-	-	-	-	260
Silver Bell Barn & Equestrian Center	3070	4/16/2021	5/16/2021	65	-	-	-	-	65
Silver Bell Barn & Equestrian Center	3071	4/16/2021	5/16/2021	65	-	-	-	-	65
Silver Bell Barn & Equestrian Center	3072	4/16/2021	5/16/2021	65	-	-	-	-	65
Timberdoodle.com	360025	4/16/2021	5/16/2021	214	-	-	-	-	214
Susan Mason	20/21-6	4/16/2021	5/16/2021	960	-	-	-	-	960
Ventana Wildlife Society	S2021YVCS	4/17/2021	5/17/2021	178	-	-	-	-	178
Sandy Torosian	1058	4/17/2021	5/17/2021	180	-	-	-	-	180
San Benito Aquatics	234	4/18/2021	5/18/2021	835	-	-	-	-	835
BrightThinker	SINV2913	4/18/2021	5/18/2021	124	-	-	-	-	124
BrightThinker	SINV2914	4/18/2021	5/18/2021	249	-	-	-	-	249
Will Aylsworth	204	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	205	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	206	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	207	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	208	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	209	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	210	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	211	4/18/2021	5/18/2021	114	-	-	-	-	114
Will Aylsworth	212	4/18/2021	5/18/2021	78	-	-	-	-	78
Will Aylsworth	213	4/18/2021	5/18/2021	78	-	-	-	-	78
Bullfrog Swim School	12	4/19/2021	5/19/2021	4,935	-	-	-	-	4,935
CMU	001	4/19/2021	5/19/2021	260	-	-	-	-	260
Playground Training Academy, LLC	YVCS013	4/19/2021	5/19/2021	3,275	-	-	-	-	3,275

# Yosemite Valley Charter School

## Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Northwest Studio for Ballet	37	4/19/2021	5/19/2021	481	-	-	-	-	481
Moving Beyond the Page	252911	4/19/2021	5/19/2021	439	-	-	-	-	439
Academy of Creative Education	166-YVS	4/20/2021	5/20/2021	1,400	-	-	-	-	1,400
Molly C. Oliver	012	4/20/2021	5/20/2021	720	-	-	-	-	720
Rainbow Resource Center	3372459	4/20/2021	5/20/2021	41	-	-	-	-	41
Art of Problem Solving	219500	4/20/2021	5/20/2021	96	-	-	-	-	96
Brenda Myers	66/2021	4/20/2021	5/20/2021	195	-	-	-	-	195
Home Science Tools	1110901B	4/20/2021	5/20/2021	146	-	-	-	-	146
LivFit Training	21	4/20/2021	5/20/2021	689	-	-	-	-	689
Williamsburg Learning	2752	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2753	4/20/2021	5/20/2021	1,200	-	-	-	-	1,200
Williamsburg Learning	2754	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2756	4/20/2021	5/20/2021	1,725	-	-	-	-	1,725
Williamsburg Learning	2757	4/20/2021	5/20/2021	1,350	-	-	-	-	1,350
Williamsburg Learning	2758	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2759	4/20/2021	5/20/2021	347	-	-	-	-	347
Williamsburg Learning	2760	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2761	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2762	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2763	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2764	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2765	4/20/2021	5/20/2021	225	-	-	-	-	225
Williamsburg Learning	2766	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2767	4/20/2021	5/20/2021	225	-	-	-	-	225
Williamsburg Learning	2768	4/20/2021	5/20/2021	225	-	-	-	-	225
Williamsburg Learning	2769	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2770	4/20/2021	5/20/2021	375	-	-	-	-	375
Williamsburg Learning	2771	4/20/2021	5/20/2021	225	-	-	-	-	225
Williamsburg Learning	2772	4/20/2021	5/20/2021	375	-	-	-	-	375
The Dance Center	Apr 2021 (3)	4/21/2021	5/21/2021	2,239	-	-	-	-	2,239
Honest History Co	6444	4/21/2021	5/21/2021	164	-	-	-	-	164
JoAnn Denney Piano & Flute	23	4/21/2021	5/21/2021	100	-	-	-	-	100
Break the Barriers, Inc	11721	4/21/2021	5/21/2021	5,012	-	-	-	-	5,012
America's Kids in Motion	200-YVS	4/21/2021	5/21/2021	4,375	-	-	-	-	4,375
America's Kids in Motion	201-YVS	4/21/2021	5/21/2021	1,500	-	-	-	-	1,500
Roxanne Nichols	1JAMISON	4/21/2021	5/21/2021	400	-	-	-	-	400
Roxanne Nichols	2VITALEC-PERRY	4/21/2021	5/21/2021	200	-	-	-	-	200
Pacific Martial Arts	25147-C024-YVS	4/21/2021	5/21/2021	125	-	-	-	-	125
Pacific Martial Arts	25147-C025-YVS	4/21/2021	5/21/2021	125	-	-	-	-	125
Pacific Martial Arts	25459-C012-YVS	4/21/2021	5/21/2021	120	-	-	-	-	120
Pacific Martial Arts	25459-C013-YVS	4/21/2021	5/21/2021	25	-	-	-	-	25
Pacific Martial Arts	56504-C020-YVS	4/21/2021	5/21/2021	125	-	-	-	-	125
Pacific Martial Arts	56504-C021-YVS	4/21/2021	5/21/2021	125	-	-	-	-	125
Pacific Martial Arts	76879-C021-YVS	4/21/2021	5/21/2021	125	-	-	-	-	125



# Yosemite Valley Charter School

## Accounts Payable Aging

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Allard's Art Inc.	195011	4/21/2021	5/21/2021	49	-	-	-	-	49
Melanie Suderman Sweet	INSP 146	4/22/2021	5/22/2021	168	-	-	-	-	168
Melanie Suderman Sweet	INSP 156	4/22/2021	5/22/2021	600	-	-	-	-	600
Math Crazy	26124	4/22/2021	5/22/2021	200	-	-	-	-	200
Rainbow Resource Center	3374169	4/22/2021	5/22/2021	247	-	-	-	-	247
Brian Hammons Piano	608	4/22/2021	5/22/2021	360	-	-	-	-	360
Williamsburg Learning	2780	4/22/2021	5/22/2021	1,575	-	-	-	-	1,575
Williamsburg Learning	2781	4/22/2021	5/22/2021	225	-	-	-	-	225
Williamsburg Learning	2782	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2783	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2784	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2785	4/22/2021	5/22/2021	225	-	-	-	-	225
Williamsburg Learning	2786	4/22/2021	5/22/2021	1,500	-	-	-	-	1,500
Williamsburg Learning	2787	4/22/2021	5/22/2021	1,125	-	-	-	-	1,125
Williamsburg Learning	2788	4/22/2021	5/22/2021	225	-	-	-	-	225
Williamsburg Learning	2789	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2790	4/22/2021	5/22/2021	1,575	-	-	-	-	1,575
Williamsburg Learning	2791	4/22/2021	5/22/2021	1,100	-	-	-	-	1,100
Williamsburg Learning	2792	4/22/2021	5/22/2021	750	-	-	-	-	750
Williamsburg Learning	2793	4/22/2021	5/22/2021	225	-	-	-	-	225
Williamsburg Learning	2794	4/22/2021	5/22/2021	975	-	-	-	-	975
Williamsburg Learning	2795	4/22/2021	5/22/2021	225	-	-	-	-	225
Williamsburg Learning	2796	4/22/2021	5/22/2021	225	-	-	-	-	225
Williamsburg Learning	2797	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2798	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2799	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2800	4/22/2021	5/22/2021	1,100	-	-	-	-	1,100
JoAnn Denney Piano & Flute	24	4/22/2021	5/22/2021	190	-	-	-	-	190
Frances T Salafia	04/2021	4/22/2021	5/22/2021	660	-	-	-	-	660
Tina M. Carter	059-A	4/22/2021	5/22/2021	391	-	-	-	-	391
Tutoring Club	2105	4/22/2021	5/22/2021	1,080	-	-	-	-	1,080
Tutoring Club	2106	4/22/2021	5/22/2021	480	-	-	-	-	480
Williamsburg Learning	2773	4/22/2021	5/22/2021	600	-	-	-	-	600
Williamsburg Learning	2774	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2775	4/22/2021	5/22/2021	1,125	-	-	-	-	1,125
Williamsburg Learning	2776	4/22/2021	5/22/2021	357	-	-	-	-	357
Williamsburg Learning	2777	4/22/2021	5/22/2021	750	-	-	-	-	750
Williamsburg Learning	2778	4/22/2021	5/22/2021	375	-	-	-	-	375
Williamsburg Learning	2779	4/22/2021	5/22/2021	225	-	-	-	-	225
Wendy DeRaud	434	4/23/2021	5/23/2021	840	-	-	-	-	840
Wilder Smith	1001	4/23/2021	5/23/2021	670	-	-	-	-	670
High School Math Live LLC	423212	4/23/2021	5/23/2021	200	-	-	-	-	200
Williamsburg Learning	2801	4/23/2021	5/23/2021	1,100	-	-	-	-	1,100
Rainbow Resource Center	3375089	4/23/2021	5/23/2021	60	-	-	-	-	60

## Yosemite Valley Charter School

### Accounts Payable Aging

April 30, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Maureen M. Solomon	EB-003	4/23/2021	5/23/2021	120	-	-	-	-	120
Activities for Learning Inc.	382971	4/23/2021	5/23/2021	43	-	-	-	-	43
Discount School Supply	P40272560102	4/24/2021	5/24/2021	93	-	-	-	-	93
Williamsburg Learning	2802	4/25/2021	5/25/2021	1,125	-	-	-	-	1,125
Williamsburg Learning	2803	4/25/2021	5/25/2021	225	-	-	-	-	225
Williamsburg Learning	2804	4/25/2021	5/25/2021	275	-	-	-	-	275
Williamsburg Learning	2805	4/25/2021	5/25/2021	1,150	-	-	-	-	1,150
Joshua Heflebower	76	4/25/2021	5/25/2021	100	-	-	-	-	100
LivFit Training	22	4/26/2021	5/26/2021	910	-	-	-	-	910
Rainbow Resource Center	3375707	4/26/2021	5/26/2021	183	-	-	-	-	183
TalkBox.Mom	537574	4/26/2021	5/26/2021	355	-	-	-	-	355
Math Crazy	26126	5/1/2021	5/31/2021	275	-	-	-	-	275
Kumon Center of Clovis	0317	5/1/2021	5/31/2021	240	-	-	-	-	240
LEGO Education	1190455925	4/16/2021	6/15/2021	502	-	-	-	-	502
<b>Total Outstanding Payables in April</b>				<b>\$ 201,512</b>	<b>\$ 167,437</b>	<b>\$ 955</b>	<b>\$ 775</b>	<b>\$ 203,834</b>	<b>\$ 574,513</b>



**Yosemite Valley Charter School*****Due (To)/From All Inspire Charter School Locations*****For the period ended April 30, 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

## Updated Fiscal Policies & Procedures

<b>Section:</b>	II. Finance
<b>Item:</b>	B. Updated Fiscal Policies & Procedures
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Yosemite Fiscal Policies and Procedures Reised 5.22.pdf

# **Yosemite Valley Charter School Fiscal Policies and Procedures**

*Revised 5/22/21*

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## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **OVERVIEW AND GENERAL BUSINESS POLICIES**

The Board of Yosemite Valley Charter School has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate's administration of the policies and procedures to the Executive Director and reviews operations and activities on a regular basis.
2. The Executive Director has responsibility for all operations and activities related to financial management. However, the Board and Executive Director can appoint or delegate someone else to perform the responsibilities.
3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.
4. The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
  - a. expenditures are authorized by and in accord with amounts specified in the board-adopted budget,
  - b. the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and
  - c. all transactions are recorded and documented in an appropriate manner.

### **Budget Development, Oversight Calendar and Responsibilities**

The School will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

#### *January - April*

Charter Impact works with Executive Director to review Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the Executive Director develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with the schools' established strategic and growth plans.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **Budget Development, Oversight Calendar and Responsibilities (continued)**

#### *May – June*

Charter Impact and the Executive Director review revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 15. A copy of the final budget is provided to the charter-granting agency.

#### *July – August*

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

#### *September – December*

The independent auditor performs audit of the closed fiscal year and prepares audit report for submission to the Audit Committee.

At the end of the first full week of school, the Executive Director reviews the Charter School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The Executive Director address any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, the Executive Director and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **Budget Transfers**

The Executive Director may transfer up to \$100,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

### **Banking Arrangements**

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. Charter Impact will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis.

### **Record Keeping**

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact will retain electronic records at their site for a minimum of two years; after which, the remaining years will be the responsibility of the School.

### **Property Inventory**

The Executive Director shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$1,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the Executive Director provided the Executive Director engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$1,000 shall be approved in advance by the Board. The Executive Director will immediately notify Charter Impact of all cases of theft, loss, damage or destruction of assets.

### **Attendance Accounting**

The Executive Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.
2. The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

### **Annual Financial Audit**

The Board will annually appoint an audit committee by January 1 to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars if the School spends in excess of the amount which requires an audit.



## **Yosemite Valley Charter School Fiscal Policies and Procedures**

The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

### **Required Budget and Other Fiscal Reports**

The Executive Director, working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

### **Property and Liability Insurance**

The Executive Director shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The school's Executive Director and other staff who manage funds shall be placed under a fidelity bond.

### **Board Compensation**

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Expenses for travel necessary to attending board meetings and meetings of board committees need not be approved in advance by the board. All other expenses shall be approved in advance by the board. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

### **Fundraising, Grant Solicitation, and Donation Recognition**

Fundraising or grant solicitation activities over \$100,000 on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

## Yosemite Valley Charter School Fiscal Policies and Procedures

### Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the Executive Director may enter into contracts and agreements not to exceed \$50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of \$50,000 must be submitted for board approval and may be executed by the Executive Director or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school. **Notwithstanding the above, the school will comply with 2 CFR §200 et. seq. for procurement when using Federal funds.**

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the School will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The Executive Director will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The Executive Director will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **PURCHASING AND VENDOR PAYMENT**

#### **Segregation of Duties**

The School will develop and maintain purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Executive Director, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, the School will develop and maintain a check request form to document the approval of payment for specific items.

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

#### **General Purchasing Procedures**

All purchases over \$25,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Executive Director shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three vendors were contacted and such documentation shall be maintained for three years. All purchases in excess of \$25,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services.

The Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over \$50,000.

When approving purchases, the Executive Director must:

- a. Determine if the expenditure is budgeted
- b. Determine if funds are currently available for expenditures (i.e. cash flow)
- c. Determine if the expenditure is allowable under the appropriate revenue source
- d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
- e. Determine if the price is competitive and prudent.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

Any individual making an authorized purchase on behalf of the school must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

The Executive Director may authorize an individual to use a school credit card, if the school elects to use a credit card, to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Executive Director and/or Governing Board. The following provisions apply to credit card purchases:

1. The school card will be kept under locked supervision in the Executive Director's office, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Executive Director .
2. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
3. Cards will bear the names of both the Schools and the Executive Director.

### **Purchase Orders**

All non-recurring purchases for which the vendor requires the use of a purchase order, which must be approved by the Executive Director.

1. Inspire Charter Services (Provenance) & the Executive Admin Assistant will conduct vendor management on behalf of Yosemite Valley Charter School.
2. Vendor Management will consist of the creation of a PO in Excel format and assignment of PO numbers in sequential order.
3. The numbered PO is then logged into an Excel sheet which lists all issued PO's.
4. The printed PO is then given to the Executive Director for approval and signature.
5. The PO is then scanned and emailed to the vendor or copied and mailed. The original (or copy if original was mailed) is then placed in the Open PO folder.

### **Payment Authorization**

All original invoices will be forwarded to the Executive Director for approval.

1. The Executive Director will carefully review each invoice, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

not in the shipment. The packing list should be submitted to Charter Impact with the invoice.

2. Approval from the Executive Director or delegate will be indicated by a signature on an invoice, email, or other electronic documentation process. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (Executive Director should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.
3. The Executive Director may authorize Charter Impact to pay recurring expenses (e.g. utilities) without the Executive Director's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

### **Accounts Payable Checks**

The Governing Board will approve, in advance, the list of authorized signers on the school account. The Executive Director and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the Executive Administrative Assistant will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the Executive Director, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
4. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
5. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
6. Charter Impact will distribute the checks and vouchers as follows:
  - a. Original – mailed or delivered to payee
  - b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
  - c. Cancelled Checks – maintained with the banking institution.
  - d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **Bank Reconciliations**

Charter Impact will maintain view-only online access to School bank accounts. On a monthly basis, Charter Impact will download the monthly bank activity/statement directly from the bank. Once the statement is received:

1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the Executive Director.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **CASH RECEIPT MANAGEMENT**

#### **General Procedures for Non-Governmental Cash Receipts**

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
  - a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
  - b. The cash, checks, receipt book, and deposit summary must be given to the school Executive Administrative Assistant by the end of the next school day, who will immediately put the funds in a secure, locked location.
  - c. Both the Volunteer Coordinator and the Executive Administrative Assistant will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
  - a. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
  - b. The Executive Administrative Assistant and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
  - c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
3. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only"
4. A deposit slip will be completed by the Executive Administrative Assistant and initialed by the Executive Director for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
5. Deposits totaling greater than \$2,000 will be deposited the next business day by the designated school employee. Deposits totaling less than \$2,000 will be made at least monthly by the designated school employee. All cash will be immediately put into a lock box.
6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **Volunteer Expenses**

All volunteers will submit a purchase requisition form to the Executive Director for all potential expenses. Only items with prior written authorization from the Executive Director will be paid/reimbursed.

### **Returned Check Policy**

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Executive Director and/or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Executive Director and/or Governing Board.



## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **HUMAN RESOURCES AND PAYROLL**

#### **Payroll Services and Setup**

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Executive Director will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Executive Director will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Executive Director will be responsible for the creation of a personnel file will with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

#### **Timesheets**

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

#### **Overtime**

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day or forty (40) hours within a week. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Director for further guidance.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **Payroll Processing**

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Executive Director will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For salaried employees, employees must sign into a log book to verify working days for accuracy. The Executive Administrative Assistant will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the Executive Administrative Assistant will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. The Executive Director will notify Charter Impact of all authorizations for approved stipends.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

1. The signatory supervisor will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
2. Charter Impact will prepare the payroll worksheet based on the summary report.
3. The payroll checks (if applicable) will be delivered to the school. The Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Record Keeping**

Charter Impact will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Charter Impact will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Executive Director, and submit the forms to the state on behalf of the school.

The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated school employee will immediately notify the Executive Director if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **Expense Reports**

Employees will be reimbursed for expenditures within ten (10) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the Executive Director. Expenses greater than two months old will not be reimbursed.

Executive Director expense reports must be approved by another staff member (one of the other three not receiving the reimbursement) and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

### **Travel**

Employees will be reimbursed for mileage when pre-approved by the Executive Director. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.

The Executive Director must pre-approve all out of town travel. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.

Travel advances require written approval from the Executive Director and receipts for all advanced funds not returned. After the trip, the employee must enter all of the appropriate information on a Travel Expense Report and submit it to the Executive Director for approval and then on to Charter Impact for processing. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

## **Yosemite Valley Charter School Fiscal Policies and Procedures**

### **FINANCE AND FINANCIAL REPORTING**

#### **Monthly Reporting**

Charter Impact will submit a monthly financial report including:

- a. Statement of Financial Position
- b. Budget vs. Actual Report
- c. Monthly Forecast
- d. Accounts Payable Aging
- e. Monthly Check Register

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

#### **Third Party Loans**

The Executive Director and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the Executive Director before funds are borrowed.

#### **Fund Balance Reserve**

A fund balance reserve will be maintained in compliance with 5 CCR § 15450. Charter Impact will provide the Executive Director with a Statement of Financial Position on a monthly basis. It is the responsibility of the Executive Director and the Governing Board to understand the school's financial situation. It is the responsibility of the Executive Director to prioritize payments as needed. The Executive Director has responsibility for all operations and activities related to financial management.

## Cover Sheet

### Employee Benefits Presentation & Quote - Gallagher

**Section:** II. Finance  
**Item:** D. Employee Benefits Presentation & Quote - Gallagher  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
Yosemite & Monarch - 2021 Benefits Proposal.pdf  
Exposure and Contribution Comparison - Yosemite Valley Charter School.pdf

**Contribution and Exposure Comparison**

	# Students	# Employees	Annual Payroll	TIV	Total WC Premium	WC Rate	Total Liability Premium	Total Property Premium	Total Premium
2020-2021	2,377	107	\$ 6,668,849	\$ 84,500	\$ 60,631	\$ 0.909	\$ 180,029.000	\$ 500	\$ 241,160
2021-2022	2,377	107	\$ 6,668,849	\$ 142,250	\$ 63,214	\$ 0.948	\$ 209,666.000	\$ 500	\$ 273,380
	0%	0%	0%	68%	4%	4%	16%	0%	13%



# Employee Benefits Insurance Renewal Meeting

May 18, 2021




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# Premium Summary

## 100% Premium Amounts

Current/Renewal	EE Count	Current Annual Premiums	Renewal Annual Premiums
<b>Medical</b>			
Kaiser HMO \$20	29	\$411,076	\$438,153
Blue Shield SaveNet HMO 20-500	7	\$110,571	\$131,473
Blue Shield Access+ HMO 20-500	8	\$115,410	\$137,224
Blue Shield PPO 35-500	34	\$688,162	\$818,242
Full PPO Savings 2700 H.S.A.	15	\$236,343	\$281,006
H.S.A. Contribution (\$1,000 EE , \$1,500 EE+DEP)	15	\$22,000	\$22,000
<b>Total Annual Premium</b>	<b>93</b>	<b>\$1,583,563</b>	<b>\$1,828,099</b>
<b>\$ Difference vs. Current</b>			<b>\$244,536</b>
<b>% Difference vs. Current</b>			<b>15.4%</b>
<b>Medical Opt Out</b>			
\$250/month	49	\$147,000	\$147,000
<b>Total Annual Premium</b>	<b>49</b>	<b>\$147,000</b>	<b>\$147,000</b>
<b>\$ Difference vs. Current</b>			
<b>% Difference vs. Current</b>			
<b>Dental</b>			
Cigna Dental HMO	23	\$9,345	\$9,345
Cigna Dental PPO Low Plan	27	\$31,379	\$33,981
Cigna Dental PPO High Plan	38	\$51,025	\$55,256
<b>Total Annual Premium</b>	<b>88</b>	<b>\$91,749</b>	<b>\$98,582</b>
<b>\$ Difference vs. Current</b>			<b>\$6,833</b>
<b>% Difference vs. Current</b>			<b>7.4%</b>
<b>Vision</b>			
EyeMed	87	\$13,147	\$13,147
<b>Total Annual Premium</b>	<b>87</b>	<b>\$13,147</b>	<b>\$13,147</b>
<b>\$ Difference vs. Current</b>			<b>\$0</b>
<b>% Difference vs. Current</b>			<b>0.0%</b>
<b>LADD</b>			
Mutual of Omaha	150	\$7,200	\$7,200
<b>Total Annual Premium</b>	<b>150</b>	<b>\$7,200</b>	<b>\$7,200</b>
<b>\$ Difference vs. Current</b>			<b>\$0</b>
<b>% Difference vs. Current</b>			<b>0.0%</b>
<b>Benefits Annual Total</b>		<b>\$1,842,659</b>	<b>\$2,094,028</b>
<b>\$ Difference from Current</b>			<b>\$251,369</b>
<b>% Difference from Current</b>			<b>13.6%</b>

Hartford: policies are non-renewing.

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# Medical - Kaiser HMO

		Current	Renewal
		Kaiser	
		Traditional HMO 20	
Rates	# EE's		
Employee Only	7	\$533.59	\$568.73
Employee + Spouse	5	\$1,173.90	\$1,251.22
Employee + Child(ren)	5	\$960.46	\$1,023.72
Employee + Family	12	\$1,654.12	\$1,763.08
	29		
<b>Estimated Monthly Premium</b>		<b>\$34,256</b>	<b>\$36,513</b>
<b>Estimated Annual Premium</b>		<b>\$411,076</b>	<b>\$438,153</b>
<b>\$ Difference Vs. Current</b>			<b>\$27,077</b>
<b>% Difference Vs. Current</b>			<b>6.6%</b>

Benefit Summary	
Calendar Year Deductible	No Deductible
Calendar Year Out-of-Pocket Maximum	
Individual	\$3,000
Family	\$6,000
Preventive Care	No Charge
Office Visit - Primary/Specialist	\$20/\$20
Chiropractic and Acupuncture Services	\$15 (up to 20 visits/year)
Diagnostic Lab & X-Ray	\$10
Advanced Imaging (CT, PET, MRI)	\$100
Hospitalization	\$500/day (up to 3 days max)
Outpatient Surgery	\$250
Urgent Care (co-pay waived if admitted)	\$20
Emergency Room (co-pay waived if admitted)	\$150
Ambulance	\$150
Prescription Drugs	No Brand Rx Deductible
Retail Pharmacy (30-day supply) (generic/brand/specialty)	\$15/\$35/30% up to \$200
Mail Order (100-day supply) (generic/brand/specialty)	\$30/\$70/30% up to \$200


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# Medical - SaveNet HMO

		Current	Renewal	Alternative	Alternative
		Blue Shield		Blue Shield	Blue Shield
		SaveNet HMO 20-500		SaveNet HMO 25-750	SaveNet HMO 25-25%
Rates	# EE's				
Employee Only	1	\$555.08	\$660.01	\$648.96	\$623.76
Employee + Spouse	1	\$1,276.66	\$1,518.02	\$1,492.60	\$1,434.65
Employee + Child(ren)	1	\$943.64	\$1,122.01	\$1,103.23	\$1,060.39
Employee + Family	4	\$1,609.71	\$1,914.02	\$1,881.98	\$1,808.90
	7				
<b>Estimated Monthly Premium</b>		<b>\$9,214</b>	<b>\$10,956</b>	<b>\$10,773</b>	<b>\$10,354</b>
<b>Estimated Annual Premium</b>		<b>\$110,571</b>	<b>\$131,473</b>	<b>\$129,273</b>	<b>\$124,253</b>
<b>\$ Difference Vs. Current</b>			<b>\$20,903</b>	<b>\$18,702</b>	<b>\$13,682</b>
<b>% Difference Vs. Current</b>			<b>18.9%</b>	<b>16.9%</b>	<b>12.4%</b>

Benefit Summary				
Calendar Year Deductible		No Deductible	No Deductible	No Deductible
Calendar Year Out-of-Pocket Maximum				
Individual		\$2,500	\$2,500	<b>\$3,500</b>
Family		\$5,000	\$5,000	<b>\$7,000</b>
Preventive Care		No Charge	No Charge	No Charge
Office Visit - Primary/Specialist		\$20/\$20	<b>\$25/\$25</b>	<b>\$25/\$25</b>
Chiropractic and Acupuncture Services		\$10 (up to 30 visits/calendar year)	\$10 (up to 30 visits/calendar year)	\$10 (up to 30 visits/calendar year)
Diagnostic Lab & X-Ray		No Charge	No Charge	No Charge
Advanced Imaging (CT, PET, MRI)		No Charge	No Charge	No Charge
Hospitalization		\$500/admit	<b>\$750/admit</b>	<b>25%/admit</b>
Outpatient Surgery		Facility: \$100 Hospital: \$300	Facility: \$100 <b>Hospital: \$400</b>	<b>Facility: 15%</b> <b>Hospital: 30%</b>
Urgent Care (co-pay waived if admitted)		\$20	<b>\$25</b>	<b>\$25</b>
Emergency Room (co-pay waived if admitted)		\$100	<b>\$150</b>	<b>\$150</b>
Ambulance		\$100	\$100	\$100
Prescription Drugs		No Brand Rx Deductible	No Brand Rx Deductible	No Brand Rx Deductible
Retail Pharmacy (30-day supply) (tier 1/tier 2/tier 3)		\$15/\$30/\$45	\$15/\$30/\$45	\$15/\$30/\$45
Mail Order (90-day supply) (tier 1/tier 2/tier 3)		\$30/\$60/\$90	\$30/\$60/\$90	\$30/\$60/\$90


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# Medical - Access+ HMO

		Current	Renewal	Alternative	Alternative
		Blue Shield Access+ HMO 20-500		Blue Shield Access+ HMO 25-750	Blue Shield Access+ HMO 25-25%
Rates	# EE's				
Employee Only	4	\$728.60	\$866.31	\$851.07	\$821.39
Employee + Spouse	0	\$1,675.80	\$1,992.52	\$1,957.47	\$1,889.20
Employee + Child(ren)	2	\$1,238.62	\$1,472.74	\$1,446.83	\$1,396.37
Employee + Family	2	\$2,112.94	\$2,512.32	\$2,468.12	\$2,382.04
	8				
<b>Estimated Monthly Premium</b>		<b>\$9,618</b>	<b>\$11,435</b>	<b>\$11,234</b>	<b>\$10,842</b>
<b>Estimated Annual Premium</b>		<b>\$115,410</b>	<b>\$137,224</b>	<b>\$134,810</b>	<b>\$130,109</b>
<b>\$ Difference Vs. Current</b>			<b>\$21,814</b>	<b>\$19,400</b>	<b>\$14,698</b>
<b>% Difference Vs. Current</b>			<b>18.9%</b>	<b>16.8%</b>	<b>12.7%</b>

Benefit Summary				
Calendar Year Deductible		No Deductible	No Deductible	No Deductible
Calendar Year Out-of-Pocket Maximum				
Individual		\$2,500	\$2,500	<b>\$3,500</b>
Family		\$5,000	\$5,000	<b>\$7,000</b>
Preventive Care		No Charge	No Charge	No Charge
Office Visit - Primary/Specialist		\$20/\$20	<b>\$25/\$25</b>	<b>\$25/\$25</b>
Chiropractic and Acupuncture Services		\$10 (up to 30 visits/calendar year)	\$10 (up to 30 visits/calendar year)	\$10 (up to 30 visits/calendar year)
Diagnostic Lab & X-Ray		No Charge	No Charge	No Charge
Advanced Imaging (CT, PET, MRI)		No Charge	No Charge	No Charge
Hospitalization		\$500/admit	<b>\$750/admit</b>	<b>25%/admit</b>
Outpatient Surgery		Facility: \$100 Hospital: \$300	Facility: \$100 <b>Hospital: \$400</b>	<b>Facility: 15%</b> <b>Hospital: 30%</b>
Urgent Care (co-pay waived if admitted)		\$20	<b>\$25</b>	<b>\$25</b>
Emergency Room (co-pay waived if admitted)		\$100	<b>\$150</b>	<b>\$150</b>
Ambulance		\$100	\$100	\$100
Prescription Drugs		No Brand Rx Deductible	No Brand Rx Deductible	No Brand Rx Deductible
Retail Pharmacy (30-day supply) (tier 1/tier 2/tier 3)		\$15/\$30/\$45	\$15/\$30/\$45	\$15/\$30/\$45
Mail Order (90-day supply) (tier 1/tier 2/tier 3)		\$30/\$60/\$90	\$30/\$60/\$90	\$30/\$60/\$90


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# Medical - PPO

Rates	# EE's	Current	Renewal	Alternative
		Blue Shield		Blue Shield
		Full PPO 35-500		Full PPO 35-500 Rx Alt
Employee Only	4	\$715.05	\$850.21	\$842.79
Employee + Spouse	0	\$1,644.61	\$1,955.48	\$1,938.42
Employee + Child(ren)	9	\$1,215.58	\$1,445.35	\$1,432.74
Employee + Family	<u>21</u>	\$2,073.64	\$2,465.61	\$2,444.09
	<b>34</b>			
<b>Estimated Monthly Premium</b>		<b>\$57,347</b>	<b>\$68,187</b>	<b>\$67,592</b>
<b>Estimated Annual Premium</b>		<b>\$688,162</b>	<b>\$818,242</b>	<b>\$811,101</b>
<b>\$ Difference Vs. Current</b>			<b>\$130,079</b>	<b>\$122,938</b>
<b>% Difference Vs. Current</b>			<b>18.9%</b>	<b>17.9%</b>

Benefit Summary	In-Network	Out-of-Network	In-Network	Out-of-Network
Calendar Year Deductible (Individual/Family)	\$500/\$1,000		\$500/\$1,000	
Calendar Year Out-of-Pocket Maximum				
Individual	\$4,000	\$10,500	\$4,000	\$10,500
Family	\$8,000	\$21,000	\$8,000	\$21,000
Preventive Care	No Charge (deductible waived)	Not Covered	No Charge (deductible waived)	Not Covered
Office Visit - Primary/Specialist	\$35/\$35 (deductible waived)	40% (deductible applies)	\$35/\$35 (deductible waived)	40% (deductible applies)
Chiropractic and Acupuncture Services	\$25 (up to 20 visits/calendar year) (deductible applies)	40% (deductible applies)	\$25 (up to 20 visits/calendar year) (deductible applies)	40% (deductible applies)
Diagnostic Lab & X-Ray	Facility: \$35 Hospital: \$35 (deductible applies)	40% (deductible applies)	Facility: \$35 Hospital: \$35 (deductible applies)	40% (deductible applies)
Advanced Imaging (CT, PET, MRI)	20% (deductible applies)	40% (deductible applies)	20% (deductible applies)	40% (deductible applies)
Hospitalization	\$100 + 20% (deductible applies)	40% (deductible applies)	\$100 + 20% (deductible applies)	40% (deductible applies)
Outpatient Surgery	Facility: 10% Hospital: 25% (deductible applies)	40% (deductible applies)	Facility: 10% Hospital: 25% (deductible applies)	40% (deductible applies)
Urgent Care (co-pay waived if admitted)	\$35 (deductible waived)	40% (deductible applies)	\$35 (deductible waived)	40% (deductible applies)
Emergency Room (co-pay waived if admitted)	\$100 + 20% (deductible waived)	\$100 + 20% (deductible waived)	\$100 + 20% (deductible waived)	\$100 + 20% (deductible waived)
Ambulance	20% (deductible applies)	20% (deductible applies)	20% (deductible applies)	20% (deductible applies)
Prescription Drugs	No Brand Rx Deductible		<b>\$100 Brand Rx Deductible</b>	
Retail Pharmacy (30-day supply) (tier 1/tier 2/tier 3)	\$15/\$30/\$45	Retail co-pay + 25%	\$15/\$30/\$45	Retail co-pay + 25%
Mail Order (90-day supply) (tier 1/tier 2/tier 3)	\$30/\$60/\$90	Not Covered	\$30/\$60/\$90	Not Covered


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# Medical - HSA PPO

		Current	Renewal	Alternative
		Blue Shield Full PPO Savings 2800 HSA		Blue Shield Full PPO Savings 3000 HSA
Rates	# EE's			
Employee Only	1	\$515.21	\$612.58	\$599.34
Employee + Spouse	0	\$1,192.26	\$1,417.56	\$1,386.95
Employee + Child(ren)	3	\$881.25	\$1,047.81	\$1,025.18
Employee + Family	11	\$1,503.30	\$1,787.38	\$1,748.78
	15			
<b>Estimated Monthly Premium</b>		<b>\$19,695</b>	<b>\$23,417</b>	<b>\$22,911</b>
<b>Estimated Annual Premium</b>		<b>\$236,343</b>	<b>\$281,006</b>	<b>\$274,938</b>
<b>\$ Difference Vs. Current</b>			<b>\$44,663</b>	<b>\$38,594</b>
<b>% Difference Vs. Current</b>			<b>18.9%</b>	<b>16.3%</b>

Benefit Summary		In-Network	Out-of-Network	In-Network	Out-of-Network
Calendar Year Deductible (Individual/Member/Family)		\$2,800/\$2,800/\$5,200		\$3,000/\$3,000/\$6,000	
Calendar Year Out-of-Pocket Maximum					
Individual		\$5,500	\$10,000	\$5,500	\$10,000
Family		\$11,000	\$20,000	\$11,000	\$20,000
Preventive Care		No Charge (deductible waived)	Not Covered	No Charge (deductible waived)	Not Covered
Office Visit - Primary/Specialist		20% (deductible applies)	40% (deductible applies)	20% (deductible applies)	40% (deductible applies)
Chiropractic and Acupuncture Services		20% (up to 20 visits/calendar year) (deductible applies)	40% (deductible applies)	20% (up to 20 visits/calendar year) (deductible applies)	40% (deductible applies)
Diagnostic Lab & X-Ray		Facility: 20% Hospital: 30% (deductible applies)	40% (deductible applies)	Facility: 20% Hospital: 30% (deductible applies)	40% (deductible applies)
Advanced Imaging (CT, PET, MRI)		Facility: 20% Hospital: 30% (deductible applies)	40% (deductible applies)	Facility: 20% Hospital: 30% (deductible applies)	40% (deductible applies)
Hospitalization		20% (deductible applies)	40% (deductible applies)	20% (deductible applies)	40% (deductible applies)
Outpatient Surgery		Facility: 10% Hospital: 20% (deductible applies)	40% (deductible applies)	Facility: 10% Hospital: 20% (deductible applies)	40% (deductible applies)
Urgent Care (co-pay waived if admitted)		20% (deductible applies)	40% (deductible applies)	20% (deductible applies)	40% (deductible applies)
Emergency Room (co-pay waived if admitted)		\$150 + 20% (deductible applies)	\$150 + 20% (deductible applies)	\$150 + 20% (deductible applies)	\$150 + 20% (deductible applies)
Ambulance		20% (deductible applies)	20% (deductible applies)	20% (deductible applies)	20% (deductible applies)
Prescription Drugs		Plan Deductible Applies		Plan Deductible Applies	
Retail Pharmacy (30-day supply) (tier 1/tier 2/tier 3)		\$10/\$25/\$40	Retail co-pay + 25%	\$10/\$25/\$40	Retail co-pay + 25%
Mail Order (90-day supply) (tier 1/tier 2/tier 3)		\$20/\$50/\$80	Not Covered	\$20/\$50/\$80	Not Covered


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# Dental HMO

			Current	Renewal	Alternative
			Cigna DHMO P4X00		CA Dental Network DHMO A100
Rates	# EE's				
Employee Only	4		\$16.21	\$16.21	\$12.51
Employee + Spouse	3		\$27.90	\$27.90	\$23.60
Employee + Child(ren)	2		\$31.80	\$31.80	\$25.96
Employee + Family	<u>14</u>		\$40.47	\$40.47	\$34.44
	<b>23</b>				
Estimated Monthly Premium			\$779	\$779	\$655
Estimated Annual Premium			\$9,345	\$9,345	\$7,859
\$ Difference Vs. Current				\$0	-\$1,486
% Difference Vs. Current				0.0%	-15.9%
Rate Guarantee			1 year		1 year

Benefit Summary				
Calendar Year Deductible			None	None
Calendar Year Maximum Benefit			None	None
Office Visits (see schedule of benefits for additional costs)			\$3	\$0
Diagnostic & Preventative Services (see schedule of benefits for additional costs)				
D1110/D1120	Prophylaxis (cleaning) - adult/child (2 per year)		\$0	\$0
D0120	Periodic Oral Examination		\$0	\$0
D0210-D0330	Radiographs/Diagnostic Imaging (x-rays)		\$0	\$0
Restorative Treatment (see schedule of benefits for additional costs)				
D2391	White Filling (posterior)		\$45	\$65
Endodontics (see schedule of benefits for additional costs)				
D3330	Root Canal - Molar (excl. final restoration)		\$195	\$200
Periodontics (see schedule of benefits for additional costs)				
D4261	Periodontal Osseous Surgery (gum disease)		\$195	\$225
D4342	Periodontal Scaling & Root Planing (gum disease)		\$25	\$20
Removable Prosthodontics (see schedule of benefits for additional costs)				
D5110-D5120	Complete Denture - maxillary or mandibular		\$135	\$125
D5211-D5212	Partial Denture - maxillary or mandibular		\$135	\$150
Crowns/Fixed Bridges - Per Unit (see schedule of benefits for additional costs)				
D6240	Pontic - porcelain fused to a high noble metal		\$130	\$250
D6750	Crown - porcelain fused to high noble metal		\$130	\$250
Oral Surgery (see schedule of benefits for additional costs)				
D7220	Surgery to Remove Impacted Tooth (soft tissue)		\$40	\$50
Orthodontics (see schedule of benefits for specifics)				
	Comprehensive orthodontic treatment of the adolescent dentition		\$1,614	\$1,775
	Comprehensive orthodontic treatment of the adult dentition		\$2,118	\$1,975


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# Dental PPO - Low Plan

		Current	Renewal	Alternative
		Cigna DPPO Low Plan		Principal DPPO Low Plan
Rates	#EE's			
Employee Only	6	\$33.91	\$36.72	\$35.65
Employee + Spouse	2	\$75.61	\$81.88	\$64.28
Employee + Child(ren)	1	\$83.15	\$90.05	\$91.64
Employee + Family	<u>18</u>	\$120.95	\$130.98	\$126.98
	<b>27</b>			
<b>Estimated Monthly Premium</b>		<b>\$2,615</b>	<b>\$2,832</b>	<b>\$2,720</b>
<b>Estimated Annual Premium</b>		<b>\$31,379</b>	<b>\$33,981</b>	<b>\$32,637</b>
<b>\$ Difference Vs. Current</b>			<b>\$2,602</b>	<b>\$1,258</b>
<b>% Difference Vs. Current</b>			<b>8.3%</b>	<b>4.0%</b>
<b>Rate Guarantee</b>		<b>1 year</b>		<b>2 years</b>

Benefit Summary	In-Network	Out-of-Network	In-Network	Out-of-Network
Calendar Year Deductible (Waived for Preventive?)	Yes	No	Yes	Yes
Individual	\$50	\$100	\$50	\$100
Family	\$150	\$300	\$150	\$300
Calendar Year Maximum Per Person	\$1,500		\$1,500	
Diagnostic & Preventive	0%	0%	0%	0%
Exams				
Cleanings				
X-Rays				
Regular Restorative Services	20%	20%	20%	20%
Fillings, Simple Surgery				
Endodontics (Root Canals)				
Periodontics (Gum Disease)				
Major Services	50%	50%	50%	50%
Crowns				
Bridges and Dentures				
Orthodontics Lifetime Maximum	Not Covered		Not Covered	
Orthodontics (up to dependent age limit)	Not Covered	Not Covered	Not Covered	Not Covered
Reimbursement Schedule	Fee Schedule	MAC	Fee Schedule	MAC


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# Dental PPO - High Plan

			Current	Renewal	Alternative
			Cigna DPPO High Plan		Principal DPPO Low Plan
Rates	# EE's				
Employee Only	6		\$45.38	\$49.14	\$41.22
Employee + Spouse	3		\$90.73	\$98.25	\$72.31
Employee + Child(ren)	12		\$101.47	\$109.88	\$103.54
Employee + Family	17		\$146.47	\$158.62	\$142.10
	<b>38</b>				
Estimated Monthly Premium			\$4,252	\$4,605	\$4,122
Estimated Annual Premium			\$51,025	\$55,256	\$49,469
\$ Difference Vs. Current				\$4,231	-\$1,556
% Difference Vs. Current				8.3%	-3.0%
Rate Guarantee			1 year		2 years

Benefit Summary	In-Network	Out-of-Network	In-Network	Out-of-Network
Calendar Year Deductible (Waived for Preventive?)	Yes	Yes	Yes	Yes
Individual	\$0	\$100	\$0	\$100
Family	\$0	\$300	\$0	\$300
Calendar Year Maximum Per Person	\$2,000		\$2,000	
Diagnostic & Preventive	0%	0%	0%	0%
Exams				
Cleanings				
X-Rays				
Regular Restorative Services	20%	20%	20%	20%
Fillings, Simple Surgery				
Endodontics (Root Canals)				
Periodontics (Gum Disease)				
Major Services	50%	50%	50%	50%
Crowns				
Bridges and Dentures				
Orthodontics Lifetime Maximum	\$1,500		\$1,500	
Orthodontics (up to dependent age limit)	50% Children & Adults	50% Children & Adults	50% Children only	50% Children only
Reimbursement Schedule	Fee Schedule	MAC	Fee Schedule	MAC




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# Vision

		Current	Renewal	Alternative
		EyeMed Insight Plan		Principal VSP Choice
Rates	# EE's			
Employee Only	20	\$5.64	\$5.64	\$9.46
Employee + Spouse	11	\$10.72	\$10.72	\$16.08
Employee + Child(ren)	12	\$11.28	\$11.28	\$18.92
Employee + Family	44	\$16.58	\$16.58	\$27.45
	<b>87</b>			
<b>Estimated Monthly Premium</b>		<b>\$1,096</b>	<b>\$1,096</b>	<b>\$1,801</b>
<b>Estimated Annual Premium</b>		<b>\$13,147</b>	<b>\$13,147</b>	<b>\$21,611</b>
<b>\$ Difference Vs. Current</b>			<b>\$0</b>	<b>\$8,464</b>
<b>% Difference Vs. Current</b>			<b>0.0%</b>	<b>64.4%</b>
<b>Rate Guarantee</b>		<b>1 year</b>		<b>2 years</b>

Benefits Summary	In-Network	Out-of-Network	In-Network	Out-of-Network
Exams				
Vision Exam	\$10	\$40 reimbursement	\$10	\$45 reimbursement
Lenses				
Single Vision	\$25	\$30 reimbursement	\$25	\$30 reimbursement
Lined Bifocal	\$25	\$50 reimbursement	\$25	\$50 reimbursement
Lined Trifocal	\$25	\$70 reimbursement	\$25	\$65 reimbursement
Frames	\$150 allowance, then 20% discount	\$105 reimbursement	\$150 allowance, then 20% discount	\$70 reimbursement
Contact Lenses (in lieu of glasses)				
Medically necessary	\$0	\$210 reimbursement	<b>\$25</b>	\$210 reimbursement
Elective	\$150 allowance	\$150 reimbursement	\$150 allowance	\$105 reimbursement
Frequency - Exam/Lenses/Frames	12/12/12		12/12/12	


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# Basic Life/AD&D

	Current	Renewal	Alternative
	The Hartford		Mutual of Omaha
Enrolled Employees	150		150
Current volume:	\$7,500,000		\$7,500,000
Life rate/1,000:	\$0.060	N/A	\$0.060
AD&D rate/1,000:	\$0.020	N/A	\$0.020
<b>Estimated Monthly Premium</b>	<b>\$600</b>	<b>N/A</b>	<b>\$600</b>
<b>Estimated Annual Premium</b>	<b>\$7,200</b>	<b>N/A</b>	<b>\$7,200</b>
<b>\$ Difference Vs. Current</b>		<b>N/A</b>	<b>\$0</b>
<b>% Difference Vs. Current</b>		<b>N/A</b>	<b>0.0%</b>
<b>Rate Guarantee</b>	<b>1 year</b>		<b>2 years</b>

Benefit Summary		
Benefit Amount	\$50,000	\$50,000
Age Reduction	Benefits reduce by: 30% at age 70 60% at age 75 Benefits terminate at retirement.	Benefits reduce by: 30% at age 70 60% at age 75 Benefits terminate at retirement.

**Hartford:** plan is non-renewing.


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# Voluntary Life/AD&D

	Current/Renewal The Hartford			Alternative Mutual of Omaha		
<b>Participation Requirement</b>	74 employees			25 % (about 38 employees)		
<b>Coverage Amount (Employee)</b>	\$10,000 increments not to exceed 3 times earnings or \$500,000			\$10,000 increments not to exceed 3 times earnings or \$500,000		
<b>Coverage Amount (Spouse)</b>	\$5,000 increments to \$100,000 not to exceed 50% of the Employee Amount			\$5,000 increments to \$250,000 not to exceed 100% of the Employee Amount		
<b>Coverage Amount (Child)</b>	\$10,000			\$10,000		
<b>Guaranteed Issue</b>	Employee: 3x salary or \$300,000 Spouse: \$30,000			Employee: 3x salary or \$200,000 Spouse: \$30,000		
<b>Rate Guarantee</b>	1 year			2 years		
<b>Benefit Reduction:</b>	Benefits reduce by: 30% at age 70 60% at age 75 Benefits terminate at retirement.			Benefits reduce by: 30% at age 70 60% at age 75 Benefits terminate at retirement.		
	<b>Age Band</b>	<b>Monthly Rate per \$1,000 (Employee)</b>	<b>Monthly Rate per \$1,000 (Spouse)</b>	<b>Age Band</b>	<b>Monthly Rate per \$1,000 (Employee)</b>	<b>Monthly Rate per \$1,000 (Spouse)</b>
	Under 25	\$0.029	\$0.047	Under 25	\$0.029	\$0.047
	25 - 29	\$0.027	\$0.044	25 - 29	\$0.027	\$0.044
	30 - 34	\$0.031	\$0.051	30 - 34	\$0.031	\$0.051
	35 - 39	\$0.047	\$0.075	35 - 39	\$0.047	\$0.075
	40 - 44	\$0.070	\$0.113	40 - 44	\$0.070	\$0.113
	45 - 49	\$0.117	\$0.189	45 - 49	\$0.117	\$0.189
	50 - 54	\$0.187	\$0.302	50 - 54	\$0.187	\$0.302
	55 - 59	\$0.271	\$0.438	55 - 59	\$0.271	\$0.438
	60 - 64	\$0.346	\$0.559	60 - 64	\$0.346	\$0.559
	65 - 69	\$0.504	\$0.814	65 - 69	\$0.504	\$0.814
	70 - 74	\$0.902	\$1.459	70 - 74	\$0.902	\$1.459
	75+	\$2.707	\$4.377	75+	\$2.707	\$4.377
	<b>Child(ren) Rate:</b>	\$0.036		<b>Child(ren) Rate:</b>	\$0.036	
	<b>Optional AD&amp;D:</b>	\$0.020		<b>Optional AD&amp;D:</b>	\$0.020	

# Cover Sheet

## Expanded Learning Opportunities Grant Plan

**Section:** II. Finance

**Item:** F. Expanded Learning Opportunities Grant Plan

**Purpose:** Vote

**Submitted by:**

**Related Material:**

2021\_Expanded\_Learning\_Opportunities\_Grant\_Plan\_Yosemite\_Valley\_Charter\_School\_20210520  
(1).pdf

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westside Elementary School	Baldomero Hernandez Dr. Laurie Goodman	bhernandez@westside-elem.com, (559) 884-2492 ext. 2493 laurie.goodman@monarchriveracademy.org, 559-754-1438 x4220

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Yosemite Valley Charter School ("YVC") believes that stakeholder input is a key component in the creation of its educational programs and services. To gain input and consultation regarding specific Supplemental Instruction and Support Strategies and expenditures, YVC consulted parents, pupils, school personnel, teachers, administrators, and the community, as an integrated part of the Local Control and Accountability Plan (LCAP) process, in the creation of the Expanded Learning Opportunities Grant Plan.

Additional efforts to gain input and consultation regarding the seven supplemental instruction and support strategies that will be implemented included the administration of electronic surveys to all employees and parents. YVC collected surveys from different stakeholder groups. YVC also collected additional feedback from our Outstanding Direct Intervention (ODI) teachers who have been piloting small-group intervention programs in both English-language arts and Mathematics. This feedback was extremely valuable in the creation of our instructional program offerings.

Virtual meetings were conducted using Zoom on the following dates:

School Site Council Meeting, April 27th

Parent and Community Meeting, May 12th

Staff Meeting, May 21st

Meeting with Student representatives, May 20th

## Parent Advocacy Committee Meeting, May 14th

### DELAC Meeting, May 14th

School leadership including YVC Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about YVC's Expanded Learning Opportunity Grant Plan: April 15th, April 20th, and April 26th. Additionally, YVC directors and Regional Coordinators met on April 19th, May 3rd, and May 5th. Feedback from stakeholders was collected and analyzed by school leaders in the creation of the Expanded Learning Opportunity Grant Plan.

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

Expanded Learning Opportunities Grant Plan was presented to the Board of Directors for review and adoption at a regularly scheduled public meeting on May 27, 2021.

A description of how students will be identified and the needs of students will be assessed.

YVC will utilize its established Multi-tiered System of Support (MTSS) for all students to identify and assess those students in need of supplemental instruction and support as, including low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

As part of MTSS, YVC utilizes a systematic cycle of assessment, instruction, and data analysis to create meaningful plans of action to measure and improve student academic achievement in the areas of English-language arts and Mathematics. This improvement cycle occurs as part of YVC's Tier 1 academic instructional program. In order to evaluate each student's needs, all students are assessed three times a year using local assessments. Teachers meet regularly with learning coaches (at least once each learning period) to review student progress towards mastery of grade-level standards and to discuss the social-emotional needs of students. Teachers also meet with their regional teams to analyze individual and subgroup data and to collaborate on instructional strategies as part of these improvement cycles.

Using assessment results and student work samples, teachers are able to identify those students who need targeted Tier 2 academic intervention to improve achievement. Those students are then given an additional targeted assessment to further determine the specific area of need. Targeted assessments include the Bader Reading and Language Inventory and grade-level benchmarks. Using the assessment results, teachers work with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitor the progress of students along with learning coaches and ODI teachers. A post-assessment is given upon completion of the 6-week intervention cycle in order to measure progress.

During monthly learning period meetings, teachers are provided with a Social-Emotional Learning (SEL) lesson to use with their families. These lessons contain instruction on one or more of the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) 5: Self-awareness, Social awareness, Self-Management, Relationship Skills, and Responsible Decision Making. Using these lessons, teachers and learning coaches can identify those students who could benefit from additional Tier 2 behavioral interventions to improve achievement. Teachers then work with the learning coach to provide targeted Tier 2 behavioral intervention such as a social-emotional learning strategy in the home or small group social skills training.

Utilizing the established MTSS program described above, YVC will identify those students who are performing below grade level in either English-language Arts or Mathematics to receive support and/or participate in a summer learning recovery program.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Utilizing the established MTSS program described above, YVC will identify those students who are performing below grade level or who are credit-deficient in either English-language Arts or Mathematics as eligible for supplemental instruction and support as part of a learning recovery program. Parents and guardians of eligible students will be notified of the opportunities for supplemental instruction and support through multiple methods of communication already in use by our school. These methods include emails, phone calls, and notifications through our electronic newsletter and website.

As preferred by the majority of our stakeholders, YVC teachers will contact the families of eligible students, extending a personal invitation to participate in supplemental instruction and support. It is believed that a personal invitation from a trusted teacher will be the most effective means of recruitment to maximize participation. The invitation will include information about program eligibility, requirements for participation, sign-up information, and a link to a parent orientation video designed to highlight the benefits of targeted academic and social-emotional supports towards meeting grade-level achievement goals in English-language arts and mathematics. Translation will be provided.

A description of the LEA’s plan to provide supplemental instruction and support.

Yosemite Valley Charter School will implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social and emotional well-being.

YVC will utilize its MTSS program (described above) to identify and assess those students in need of supplemental instruction and support as part of a comprehensive learning recovery program, including low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. As part of the learning recovery program, YVC will utilize the following 6 strategies:

1. Extend instructional learning time in addition to what is required for the school year by providing summer school and/or tutoring programs to students based on their learning needs.

YVC will provide a summer learning recovery program for students performing below grade level or who are credit-deficient in either English-

language Arts or Mathematics as eligible for supplemental instruction and support. The summer learning recovery program will include both general education and special education teachers, paraprofessionals to support small-group and individual learning, and paraprofessionals to provide student support and perform progress monitoring. Curriculum, materials, and supplies required to facilitate learning will be provided for students and staff. Proposed expenditures include:

- 1 summer school coordinator
- 6 summer school teachers (4 K-8, 2 HS)
- 3 summer school teachers with special education credentials
- 1 transition teacher
- Continued special education services for participating students with an IEP
- Curriculum, materials, and supplies

2. Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:

- a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
- c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

YVC will provide tutoring and other small group support for struggling students during the summer learning recovery program through the help of special education teachers and paraprofessionals using both a push-in model of support and small group instruction.

YVC will provide training for both certificated and classified staff in accelerated learning strategies for all students and for English Learners.

Proposed expenditures include:

- 3 paraprofessionals to support students participating in the summer program through push-in and small group instruction
- 1 transition paraprofessional to support students participating in the summer program
- Training and materials for educators in accelerated learning strategies
- English Learner Group training for educators for English Learner support

3. Integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

YVC will provide SEL curriculum, materials, and supplies for teachers to use to support students and families.

4. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.

YVC will hire paraprofessionals to support the summer learning recovery program specifically to provide student support and progress monitoring for high school students who are credit deficient or who need to complete graduation requirements to increase or improve students' college eligibility.

- 2 paraprofessionals to support students participating in the summer program for progress monitoring

5. Provide additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.



YVC will hire paraprofessionals to support the summer learning recovery program specifically to provide student support and progress monitoring for K-8 students who are in need of support.

- 2 paraprofessionals to support students participating in the summer program for progress monitoring

6. Provide training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

YVC will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families.

All services provided to students with Individualized Learning Plans ("IEPs") will be delivered in accordance with the student's IEP.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	120,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	56,750	
Integrated student supports to address other barriers to learning	8,107	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	4000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Additional academic services for students	4000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	35,250	
Total Funds to implement the Strategies	228,107	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Through an analysis of stakeholder input, state and local data, related budget priorities, and various funding sources, YVC has coordinated the assignment of programs and services to the various federal Elementary and Secondary School Emergency Relief funds received by the school, including funds received from the Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Act of 2021, also known as ESSER II, to maximize support for students and staff.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact*  
[ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov) or <mailto:lcff@cde.ca.gov>

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

### **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

# Cover Sheet

## 2021-2022 Classified Salary Schedule

<b>Section:</b>	II. Finance
<b>Item:</b>	G. 2021-2022 Classified Salary Schedule
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	July 1, 2021 Classified Pay Scale Updated.pdf

**Classified Pay Scale**

July 1, 2021

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

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



# Cover Sheet

## 2021-2022 Admin Salary Schedule

<b>Section:</b>	II. Finance
<b>Item:</b>	H. 2021-2022 Admin Salary Schedule
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Admin Salary Schedule 21-22.pdf

## 2021-22 Regional Coordinator Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Coordinator 205 Day Calendar	\$78,500	\$80,500	\$82,500	\$84,500	\$86,500	\$88,500	\$90,500	\$92,500	\$94,500	\$96,500

## 2021-22 Administrative Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Director 1 210 Day Calendar	\$107,500	\$110,000	\$112,500	\$115,000	\$117,500	\$120,000	\$122,500	\$125,000	\$127,500	\$130,000
Director 2 215 Day Calendar	\$127,500	\$130,000	\$132,500	\$135,000	\$137,500	\$140,000	\$142,500	\$145,000	\$147,500	\$150,000
Director 3 220 Day Calendar	\$147,500	\$150,000	\$152,500	\$155,000	\$157,500	\$160,000	\$162,500	\$165,000	\$167,500	\$170,000
Executive Director 225 Day Calendar	\$162,500	\$165,000	\$167,500	\$170,000	\$172,500	\$175,000	\$177,500	\$180,000	\$182,500	\$185,000

## Cover Sheet

### January 1, 2022 HST, HQT and SPED Salary Schedule

<b>Section:</b>	II. Finance
<b>Item:</b>	I. January 1, 2022 HST, HQT and SPED Salary Schedule
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Yosemite HST, HQT, SPED Jan 2022 pay scale(A).pdf

**Yosemite Valley Charter School****Effective January 1, 2022****HST Salary Schedule****PAY SCALE GROUP****PAY SCALE LEVEL**

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

**Additional Pay Scale Levels**

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

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

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

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

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

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

**Effective January 1, 2022****HQT Salary Schedule****PAY SCALE GROUP****PAY SCALE LEVEL**

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

**Additional Pay Scale Levels**

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

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

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

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

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

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

**Yosemite Valley Charter School****Effective January 1, 2022****SPED Teacher Salary Schedule****PAY SCALE GROUP****PAY SCALE LEVEL**

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

**Additional Pay Scale Levels**

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

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

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

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

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

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

## Cover Sheet

### January 1, 2022 SPED Assessment Team Salary Schedules

**Section:** II. Finance  
**Item:** J. January 1, 2022 SPED Assessment Team Salary Schedules  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Yosemite Jan 2022 SPED Assessment Team Salary Schedule update 5.11.21.pdf  
SPED Assessment Team \$ Change - 1.01.22.xlsx

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

**SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST**

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

**SPEECH/LANGUAGE PATHOLOGIST**

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

**NURSE**

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

**OCCUPATIONAL THERAPIST**

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

NBC or Doctorate Differential is \$3000

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

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



# Cover Sheet

## High School Assistant Director Position

<b>Section:</b>	II. Finance
<b>Item:</b>	K. High School Assistant Director Position
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	High School Assistant Director-Draft.pdf



## Assistant Director of High School

### Job Summary:

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

### HST Support:

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

### Student/Parent Support:

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

### **Curriculum Support:**

- Continuous development and understanding of curriculum offerings, platforms, and learning styles/meet educational needs of students.
- Provide support and feedback to HSTs and families regarding the course and curriculum selection for middle and high school.
- Effectively utilize data and analytic tools to help HST's make educational decisions
- Assists HST's in assessing and changing curricular needs when needed for students
- Assists Director with the continued development of the High School Program as needed (Course Outlines, Course Catalog, Summer School options, etc)
- Promote CTE pathways.
- Promote Concurrent Enrollment.
- Promote UC/CSU AG Requirements
- Focus on student achievement through planning and practices aligned with the LCAP.
- Familiarity with UCOP approved providers and ensures that necessary courses are A-G and meet graduation requirements.

### **Individual Graduation Plans:**

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

### **Ongoing Projects:**

- Update and maintain High School Course Catalog

- Create and maintain the Middle School section of the handbook.
- Creates live and recorded informational sessions on curriculum
- With the High School Directors oversight, create and maintain High School Website
- Assist the High School Director with revising and maintaining Pathways
- Assist the High School Director in revising and maintaining UCOP
- Developing and maintaining AG Approved Course Outlines

- Ensures consistency through all High School resources as well as student and curriculum systems.
- With the High School Director's leadership, create and maintain a High School Master Plan which includes but is not limited to due dates, deadlines, calendar items, etc.
- Under the supervision of the High School Director, HSS's participated in interviews for high school tutor candidates. Created training videos of best teaching practices.

#### **Adjunct Duties:**

- NHS/NJHS Adviser invites eligible students to apply, supports Faculty Council in the selection of members, hosts an Induction Ceremony in the fall, and weekly meetings throughout the school year to support the mission and values of NHS and NJHS. The Adviser maintains a list of current members and is responsible for communicating with parents and members on a weekly basis. The Adviser works closely with club leaders, instructing them in best practices for leadership (Roberts Rule of Order, Powerpoint presentations, generating agendas, maintaining meeting minutes, etc), supporting students in both individual and group service projects, and provides accountability and final review of project completion. The Adviser ensures students register with NHS and NJHS uphold and remain in good standing according to the Central Valley Chapters of NHS and NJHS bylaws. NHS/NJHS Adviser attends webinars and uses other resources provided by NHS to accomplish the goals of the local chapter.
- NCAA Advisor-Create NCAA survey for HST's, discuss with families about course options and requirements to meet NCAA eligibility requirements, track students courses and grades for eligibility, confirm courses and curriculum are NCAA approved, reach out to curriculum providers to ensure the institution's courses continue to meet the NCAA requirements, unenroll and re-enroll Edgenuity students into NCAA courses at the beginning of each semester, attend quarterly NCAA Eligibility Center Webinars for updates, reach out to NCAA families about updates and upcoming webinars, confirming pathway codes accurately reflect eligibility on transcripts, upload transcripts to NCAA Eligibility Center for students portfolios.
- Middle Schoolers taking high school classes and High School Transition. Educates HSTs and students on how taking high school courses early impacts their High School IGP. Ensures 7th and 8th-grade students are using AG-approved curriculum, receiving a report card, and have an accurate IGP created. Generates and manages a survey and spreadsheet continuously with enrolled middle school students. When students begin 9th grade, High School Transition Specialist accurately records all high school earned credits into their transcripts. Additionally, creates and presents both recorded and live High School informational sessions for all middle school students and families. Introduces the high school program and promotes the preparation of students for college and career. Is a resource for HST's and families about opportunities, programs, and academic achievement through high school.

### **Duties and Responsibilities:**

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

### **Desired Qualifications:**

- High Attention to detail
- Excellent with fulfilling organizational deadlines, logistics and operations
- Problem solving skills
- Inform and Communicate effectively
- At least one year of HST experience
- Oral and Written communication skills
- Interpersonal Skills using tact, patience, diligence and courtesy.
- Ability to stay organized in a fast-paced environment.
- Comfortable with online/virtual meeting platforms, including Google Hangouts, Blackboard, Zoom, etc.
- Knowledge of various learning modalities/educational philosophies.
- Work collaboratively in a remote environment with classified and teaching staff as well as coordinators and directors.
- Ability to be proactive and innovative.
- Train and provide direction to others
- Should understand the Homeschool Teaching Job and demonstrate proficiency in the performance of the duties for all grade levels.

### **Education and Credentialing**

1. Certified Position
2. Current Teaching Credential
3. Preferred: Administrative Credential

# Cover Sheet

## Secondary Education Specialist Position

<b>Section:</b>	II. Finance
<b>Item:</b>	L. Secondary Education Specialist Position
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Secondary Education Specialist-Draft.pdf



## Secondary Education Specialist

### Job Summary:

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

### HST Support:

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

### Student/Parent Support:

- Help students and parents of both High School and Middle School choose courses and curriculum.
- Provide concurrent enrollment support and direction following school counselor's guidelines.
- Plan, prepare and implement informational sessions that contribute to student

- Assist Director with coordination and planning of high school events and senior events in the region.
- Participate in Community Outreach and School Events as appropriate.

### **Curriculum Support:**

- Continuous development and understanding of curriculum offerings, platforms, and learning styles/meet educational needs of students.
- Provide support and feedback to HSTs and families regarding the course and curriculum selection for middle and high school.
- Effectively utilize data and analytic tools to help HST's make educational decisions
- Assists HST's in assessing and changing curricular needs when needed for students
- Assists Director with the continued development of the High School Program as needed (Course Outlines, Course Catalog, Summer School options, etc)
- Promote CTE pathways.
- Promote Concurrent Enrollment.
- Promote UC/CSU AG Requirements
- Focus on student achievement through planning and practices aligned with the LCAP.
- Familiarity with UCOP approved providers and ensures that necessary courses are A-G and meet graduation requirements.

### **Individual Graduation Plans:**

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

### **Ongoing Projects:**

- Update and maintain High School Course Catalog
- Revise and maintain HST Handbook High School Section
- Revise and maintain the Middle School section of the handbook.
- Creates live and recorded informational sessions on curriculum
- With the High School Directors oversight, create and maintain High School Website
- Assist the High School Director with revising and maintaining Pathways
- Assist the High School Director in revising and maintaining UCOP



- Ensures consistency through all High School resources as well as student and curriculum systems.
- With the High School Director's leadership, create and maintain a High School Master Plan which includes but is not limited to due dates, deadlines, calendar items, etc.
- Under the supervision of the High School Director, HSS's participated in interviews for high school tutor candidates. Created training videos of best teaching practices.

### **Adjunct Duties:**

- NHS/NJHS Adviser invites eligible students to apply, supports Faculty Council in the selection of members, hosts an Induction Ceremony in the fall, and weekly meetings throughout the school year to support the mission and values of NHS and NJHS. The Adviser maintains a list of current members and is responsible for communicating with parents and members on a weekly basis. The Adviser works closely with club leaders, instructing them in best practices for leadership (Roberts Rule of Order, Powerpoint presentations, generating agendas, maintaining meeting minutes, etc), supporting students in both individual and group service projects, and provides accountability and final review of project completion. The Adviser ensures students register with NHS and NJHS uphold and remain in good standing according to the Central Valley Chapters of NHS and NJHS bylaws. NHS/NJHS Adviser attends webinars and uses other resources provided by NHS to accomplish the goals of the local chapter.
- NCAA Advisor-Create NCAA survey for HST's, discuss with families about course options and requirements to meet NCAA eligibility requirements, track students courses and grades for eligibility, confirm courses and curriculum are NCAA approved, reach out to curriculum providers to ensure the institution's courses continue to meet the NCAA requirements, unenroll and re-enroll Edgenuity students into NCAA courses at the beginning of each semester, attend quarterly NCAA Eligibility Center Webinars for updates, reach out to NCAA families about updates and upcoming webinars, confirming pathway codes accurately reflect eligibility on transcripts, upload transcripts to NCAA Eligibility Center for students portfolios.
- Middle Schoolers taking high school classes and High School Transition. Educates HSTs and students on how taking high school courses early impacts their High School IGP. Ensures 7th and 8th-grade students are using AG-approved curriculum, receiving a report card, and have an accurate IGP created. Generates and manages a survey and spreadsheet continuously with enrolled middle school students. When students begin 9th grade, High School Transition Specialist accurately records all high school earned credits into their transcripts. Additionally, creates and presents both recorded and live High School informational sessions for all middle school students and families. Introduces the high school program and promotes the preparation of students for college and career. Is a resource for HST's and families about opportunities, programs, and academic achievement through high school.

### **Duties and Responsibilities:**

- Attend meetings and training on a regular basis.
- Attend meetings by curriculum vendors and platforms.
- Weekly management of Central Roster Spreadsheet (new enrollment, withdrawals, IGP's, Yearly

- Collaborate with the High School Director and School Counselor when necessary on policies and procedures.
- Effectively communicate and promote High School policies, procedures, and best practices at RC Meetings.
- Host in-person and virtual meetings with HST's, parents, students, staff as necessary.
- Promote, plan and host bi-monthly high school hangouts for each grade level
- Attend planning meetings with local community colleges and CTE programs
- Any other duties as assigned

#### **Desired Qualifications:**

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

# Cover Sheet

## 2021-2022 Employee Bonus Policy

<b>Section:</b>	II. Finance
<b>Item:</b>	M. 2021-2022 Employee Bonus Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	YVC_21-22_Bonus_Policy.pdf



## Yosemite Valley Charter School

3610 E. Ashlan Avenue, Fresno, CA 93726

Ph (559) 316-0192 | Fax (626) 631-6040

### Employee Bonus Policy

#### 1. Purpose

The purpose of this Employee Bonus Plan (hereinafter referred to as the “Policy”), is to provide a one-time bonus for employees of Yosemite Valley Charter School. Our employee bonus policy explains how Yosemite Valley Charter School distributes bonuses to employees. This policy clarifies the different types of bonuses and the criteria needed to meet them.

#### 2. Effective Date

This plan shall go into effect as of July 1, 2021.

#### 3. Eligible Employees

All exempt, non-exempt, Certificated, and Classified employees of Yosemite Valley Charter School who have been employed as of July 1, 2021 will be eligible to receive this bonus. This policy applies to all regular full-time and part-time employees and employees with contracts of one year and more. Seasonal employees, interns, tutors, and temporary employees are not eligible for bonuses.

#### 4. Scope

Bonuses can be either discretionary or nondiscretionary:

- Discretionary bonuses are determined at the School’s sole discretion. They aren’t promised to employees and we can’t guarantee anyone will receive them. For example, we may pay a bonus to reward an employee who showed exemplary performance at a particular time.
- Nondiscretionary bonuses are promised or announced to employees and guaranteed to those who meet our established criteria for the bonus. For example, we may pay nondiscretionary bonuses to reward teams for meeting specific targets. One important difference between discretionary and nondiscretionary bonuses in the U.S. is that nondiscretionary bonuses must be



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included in overtime pay calculations. Yosemite Valley Charter School will follow all legal obligations.

### 5. Bonuses and Criteria

Yosemite Valley rewards employees for outstanding individual performance, as well as their contributions that help us achieve our goals. For this reason, we award bonuses in three forms:

- Lump-sum bonus (one-time bonus payments) to employees who show exemplary performance for one or more of the criteria below:
  - Performed substantially above and beyond expectations on a specific project or goal; or
  - Made a contribution that has a significant impact on the school's objectives; or
  - Went above and beyond the normal responsibilities required by his/her position; or the staff member assumed added responsibilities in the short-term to address a situation in which there was a "gap" in the organization.
  - Served as a good example of professional behavior to other employees (e.g. teamwork, ethics, leadership).

When managers know their team member deserves a bonus, they should send a formal written recommendation to their Supervisor and HR, explaining how their team member showed exemplary performance.

- Year-end bonus to employees who are:
  - Employed by Yosemite Valley Charter School on the day when the bonus must be paid.
  - Have not announced they intend to resign either verbally or in writing.
  - Have received at least satisfactory performance reviews.

The board of directors must approve year-end bonuses.

- Incentive plans to encourage employees.



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- These can be school-wide bonuses that may be announced at the beginning of the year by the Executive and Co-Director.
- Incentive bonuses can also be for achieving or exceeding individual and team targets.

### 6. Payment

HR will review and approve recommendations with the input of supervisors based on available budget. Send a formal letter to the team member who showed exemplary performance congratulating them and informing them that they will receive a bonus. Coordinate with the Finance Department to arrange for paying bonuses. Lump-sum bonuses cannot exceed 10% of base salary. Bonuses need to be approved and signed by the Executive Director.

## Cover Sheet

### Local Control and Accountability Plan (LCAP) Goal Metrics Menu

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	A. Local Control and Accountability Plan (LCAP) Goal Metrics
<b>Menu</b>	
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	LCAP Metrics Checklist .pdf

## State Priorities (LCAP Metrics): Ed Code 52060(d)

Priority	Priority Title	Metric (Wording will vary slightly in actual plan)	Proposed Months for Review
1	Basic (Williams)	<input type="radio"/> Properly Credentialed; no misassignments; no vacancies <input type="radio"/> Sufficient Materials <input type="radio"/> Facilities Maintained (FIT)	September
2	Implementation of State Standards	<input type="radio"/> State Standards Implemented/EL access to State Standards and ELD Standards	September
3	Parental Involvement	<input type="radio"/> Parental Engagement Measures (efforts to seek parent input and promote parent participation of unduplicated student groups and students with exceptional needs)	May/June
4	Pupil Achievement	<input type="radio"/> Statewide Assessments <input type="radio"/> EL Reclassification <input type="radio"/> EL Annual Growth on ELPAC <input type="radio"/> A-G completion % <input type="radio"/> CTE Pathway completion % <input type="radio"/> A-G completion & CTE Pathway completion % <input type="radio"/> % of students scoring 3 or higher on AP % of students who <i>participate in</i> and <i>demonstrate college readiness</i> as determined by the EAP (ELA) <input type="radio"/> % of students who <i>participate in</i> and <i>demonstrate college readiness</i> as determined by the EAP (Math)	<p>December: Dashboard comes out in December- may be a best time to review the finalized official data as compared to prior year's data and in the context of change over time, and Dashboard ratings.</p> <p>Preliminary Assessment data may be ready July or August depending on when data is finalized. Same for EL reclassification.</p>
5	Pupil Engagement	<input type="radio"/> Attendance Rate <input type="radio"/> Chronic Absenteeism Rate <input type="radio"/> Middle School Dropout Rate <input type="radio"/> High School Dropout Rate <input type="radio"/> High School Graduation Rate	<p>December for Attendance and Chronic Absenteeism (Dashboard). This can be presented anytime, but the Dashboard may provide an important context.</p> <p>June/July for Dropout data and Grad rate (CALPADS)</p>



<b>6</b>	<b>School Climate</b>	<input type="radio"/> Suspension Rate <input type="radio"/> Expulsion Rate <input type="radio"/> Survey (measuring <i>sense of safety</i> and <i>school connectedness</i> )	<p>Sus and Ex.: Any time-Dashboard will come out in December of each year</p> <p>Survey: administered in March/April. May might be a good month as part of the LCAP presentation</p>
<b>7</b>	<b>Course Access</b>	<input type="radio"/> Access to and Enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable)	September
<b>8</b>	<b>Other Pupil Outcomes</b>	<input type="radio"/> Outcomes of Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable)	September

# Cover Sheet

## Math Support Proposals for the Parent Academy

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	B. Math Support Proposals for the Parent Academy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Yosemite & Monarch Proposal 2021-2022.pdf Sisemore WP 21-22 Inspire Charter - Monarch.xlsx - (1) (2).pdf

**JULY 1, 2021 - JUNE 30, 2022****5/18/21**

INITIAL OR REVISION DATE

DISTRICT / SCHOOL / AGENCY

**Yosemite Valley Charter School and Monarch River Academy**

CONTACT

**Dr. Laurie Goodman and Stephanie Johnson**

CONTACT EMAIL

**[laurie@inspireschools.org](mailto:laurie@inspireschools.org)**

CONTACT MOBILE #

754-1442 x 4220. cell 559-999-5030. 559-289-7069

TCOE LEAD(S)

**Cassie Sisemore**

CONTENT AREA

**Mathematics****Please return the signed work plan via email to:****[cassiesisemore@gmail.com](mailto:cassiesisemore@gmail.com)****2021-22 PROFESSIONAL LEARNING GOALS***1) Parents' Academy - Support parents, teachers, and administrators to develop math practice standards and teaching pedagogy*

#	DATE(S)	CONSULTANT ACTIVITY	DISTRICT RESPONSIBILITY	ON-SITE / VIRTUAL DAY(S)	PREP & FOLLOW-UP DAY(S)	SUBTOTAL DAY(S)
1	8/25/21, 10/6/21, 1/26/22, 3/2/22	Support for coaches, leaders, and parents 7-12(Cassie Sisemore)	Share dates, time, and agenda with participants	4.00	2.00	6.00
2	9/8/21, 10/20/21, 2/9/22, 3/23/22	Learning lab for coaches, leaders, and parents with students 7-12 (Cassie Sisemore)	Share dates, time, and agenda with participants	4.00	2.00	6.00
3	9/15/21, 10/27/21, 2/16/21, 3/30/22	Huddles for ongoing support 7-12 (Cassie Sisemore)	Share dates, time, and agenda with participants	4.00	1.00	5.00
4				0.00	0.00	0.00
TOTAL DAY(S)						17.00
TULARE COUNTY RATE						\$1,050.00
TOTAL FOR SERVICES						<b>\$17,850.00</b>

**BINDER / BOOKS / MATERIALS / OTHER FEES (IF APPLICABLE)**

#	DATE OF SERVICE	ITEM (BINDERS / BOOKS / MATERIALS / OTHER)	EACH	QTY	AMOUNT
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**JULY 1, 2021 - JUNE 30, 2022**

**5/18/21**

INITIAL OR REVISION DATE

1		<<<unhide hidden rows if needed	\$0.00	0	\$0.00
TOTAL FOR MATERIALS					<b>\$0.00</b>

**GRAND TOTAL FOR SERVICES & OTHER**

**\$17,850.00**

\_\_\_\_\_  
DISTRICT / SCHOOL / AGENCY SIGNATURE

\_\_\_\_\_  
DATE

TCOE Math Consultants

Joseph Lamb [joseph.lamb@tcoe.org](mailto:joseph.lamb@tcoe.org)Kim Webb [kim.webb@tcoe.org](mailto:kim.webb@tcoe.org)Cassie Sisemore [cassie.sisemore@tcoe.org](mailto:cassie.sisemore@tcoe.org)**Proposed Learning Strands for 2021-2022**

<b>Stakeholders Learning Cycles - This will occur 4x a year (twice a semester)</b>		
<b>Dates</b>	<b>Participants</b>	<b>Time</b>
<b>Session #1-4</b>		
Fall: Aug 25, Oct 6, Spring: Jan 26, Mar 2	K- 2 Coaches, Leaders, Parents 3-6 Coaches, Leaders, Parents 7-12 Coaches, Leaders, Parents	10:00-11:30 12:00-1:30 2:00-3:30
Fall: Sep 8, Oct 20 Spring: Feb 9, Mar 23	K- 2 Coaches, Leaders, Parents, Students 3-6 Coaches, Leaders, Parents, Students 7-12 Coaches, Leaders, Parents, Students	10:00--11:00 11:00-11:30 (Debrief) 12:00-1:00 1:00 - 1:30 (Debrief) 2:00-3:00 3:00 - 3:30 (Debrief)
Fall: Sep 15, Oct 27 Spring: Feb 16, Mar 30 (Huddle)	K- 2 Coaches, Leaders, Parents 3-6 Coaches, Leaders, Parents 7-12 Coaches, Leaders, Parents	10:00-11:30 12:00-1:30 2:00-3:30

**TCOE Math Support (Draft)**

Stakeholder Cycles	K-2	3-6	7-12	Total
Session #1 (Fall)	3 days + 1 day prep	3 days + 1 day prep	3 days + 1 day prep	12 days
Session #2 (Fall)	3 days + 1 day prep	3 days + 1 day prep	3 days + 1 day prep	12 days
Session #3 (Spring)	3 days + 1 day prep	3 days + 1 day prep	3 days + 1 day prep	12 days
Session #4 (Spring)	3 days + 1 day prep	3 days + 1 day prep	3 days + 1 day prep	12 days
TOTAL				48 days



## Cover Sheet

### Public Hearing for the Local Control and Accountability Plan (LCAP) & Budget Overview for Parents (BOP)

**Section:** III. Academic Excellence

**Item:** C. Public Hearing for the Local Control and Accountability Plan (LCAP) &  
Budget Overview for Parents (BOP)

**Purpose:** Vote

**Submitted by:**

**Related Material:**

Yosemite FY20-21 BOP.pdf

2021\_Local\_Control\_and\_Accountability\_Plan\_Yosemite\_Valley\_Charter\_School\_20210524.pdf

2021\_Local\_Control\_and\_Accountability\_Plan\_LCP\_Annual\_Update\_Yosemite\_Valley\_Charter\_School\_20210524.pdf

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Westside Elementary School	Baldomero Hernandez Dr. Laurie Goodman	bhernandez@westside-elem.com, (559) 884-2492 ext. 2493 laurie.goodman@monarchriveracademy.org, 559-754-1438 x4220

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).



# Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Percent of teachers appropriately credentialed and assigned.  <b>Baseline</b> 100%	108 out of 109 teachers are appropriately credentialed and 100% are appropriately assigned.
<b>Metric/Indicator</b> Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.  <b>Baseline</b> 100%	N/A. Yosemite Valley is a non-classroom based charter school.
<b>Metric/Indicator</b> Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.  <b>Baseline</b> 100%	100% of students had access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.
<b>Metric/Indicator</b> Percent of students who have access to a computer.  <b>Baseline</b> 100%	100% of students had access to a computer.
<b>Metric/Indicator</b>	100% of students have access to a broad course of study through vendor lobby electives and enrichment opportunities.

Expected	Actual
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.  <b>Baseline</b> 100%	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriate credentialed and assigned.	Certificated Teachers 1000-1999: Certificated Personnel Salaries LCFF \$5,247,750	Certificated Teachers 1000-1999: Certificated Personnel Salaries LCFF 5,066,400.49
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$112,929	1000-1999: Certificated Personnel Salaries LCFF 130,735.40
Provide access to broad course of study such as VAPA courses and enrichment opportunities	5000-5999: Services And Other Operating Expenditures LCFF \$2,743,449	5000-5999: Services And Other Operating Expenditures LCFF 895,951.97  5800: Professional/Consulting Services And Operating Expenditures LCFF 397,394.61

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

Goal 1, Action 3: YVC spent \$1,450,102.42 less than budgeted. This is due to the restrictions placed on in-person enrichment opportunities and services as a result of the COVID-19 pandemic. Students were unable to take advantage of those in-person enrichment opportunities that might have been available had the pandemic not resulted in a statewide closure of programs and services.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 2, Action 2: YVC spent an additional \$182,263.43 to be able to provide additional online instructional enrichment opportunities for students in place of what they may have accessed in person, but could not access due to COVID-19 restrictions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March of 2020, many of the school activities, including in-person enrichment opportunities that had been traditionally available for our families were canceled due to the COVID-19 pandemic. As a result, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

#### Successes related to Goal 1

In order to meet this goal, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students. Specific actions and services included, but were not limited to:

- Purchase of technology and devices to ensure all students have access to distance learning.
- PPE and sanitation equipment and supplies to ensure the health and safety of staff, students, and community members.
- Materials and supplies to support increased virtual enrichment opportunities and services.

According to a local survey administered in August of 2020, 83% of parents or guardians surveyed reported that their student used online access to the curriculum and other learning resources as part of their educational program. 98% of parents or guardians felt communication between the parent and the teacher was very good and typically delivered via email, text messaging, and online meetings. Some of the feedback from the survey indicated a desire for opportunities for social interaction via online platforms such as Zoom. This led to the implementation of the school's virtual clubs program for the following year.

#### Challenges related to Goal 1:

When COVID-19 restrictions were implemented in March of 2020, YVC quickly adjusted its educational program to meet the needs of staff and students. This disrupted existing plans, including professional development for staff, and caused YVC to have to create new plans for providing enrichment services and activities that were available to families virtually. YVC also had to ensure the health and safety of staff and students in need of in-person services, including students with special needs, the distribution of technology and connectivity for students who did not previously have access, and the distribution of instructional supplies, and materials. Throughout school closure, YVC remained committed to serving our students a robust educational learning program that included services for Students with Disabilities and English Learners and continued social-emotional health services.



## Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CAASPP participation rate will be at least 95%  <b>Baseline</b> ELA: 73.1% Math: 72.9%	The CAASPP requirement was suspended for the 19-20 school year due to the COVID-19 pandemic.
<b>Metric/Indicator</b> The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups  <b>Baseline</b> 31%	40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.
<b>Metric/Indicator</b> The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups  <b>Baseline</b> 18.8%	18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic

Expected	Actual
<b>Metric/Indicator</b> 10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually  <b>Baseline</b> Level 4- 60% Level 3- 20% Level 2- 0% Level 1- 20%	33.3% of English Learners made progress towards English language proficiency in 2019 according to the 2019 California School Dashbaord.
<b>Metric/Indicator</b> At least 10% of EL students will reclassify  <b>Baseline</b> 16%	7 students were reclassified during the 19-20 school year.
<b>Metric/Indicator</b> 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year  <b>Baseline</b> 100%	100% of teachers will engaged in 15 or more hours of curriculum training professional development related to the Common Core State Standards during the school year.
<b>Metric/Indicator</b> 95% of all students will participate in quarterly interim benchmark assessments to showmastery of standards taught  <b>Baseline</b> 75%	The following are participation rates for the STAR360 Reading/Early Literacy and Mathematics for the 2019-20 school year. Overall Reading 96% Fall 72% Spring  Mathematics 90% Fall 69% Spring

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	1000-1999: Certificated Personnel Salaries LCFF \$1,203,202	1000-1999: Certificated Personnel Salaries LCFF 182,824.80
Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services	4000-4999: Books And Supplies LCFF \$495,530	4000-4999: Books And Supplies LCFF 677,793.43
Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$156,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 156,000
Targeted Professional Development for teachers to support students who are performing belowgrade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics	Included in 1100 salary costs listed in goal 1, action 2 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant (LPSBG) \$27,665	5800: Professional/Consulting Services And Operating Expenditures Low Performing Student Block Grant (LPSBG) 1757.20  4000-4999: Books And Supplies Low Performing Student Block Grant (LPSBG) 25,907.30
This action is embedded within Action 4 of this Goal and thus discontinued		
This Action is embedded within Action 2 of this Goal and thus discontinued.		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

Goal 2, Action 1: YVC spent \$1,020,377.20 less than budgeted. This was due in part to the cancellation of state testing due to the COVID-19 pandemic. YVC did not have to facilitate state testing which would have included costs for the rental of facilities, professional development and training for staff, and purchasing materials and supplies for testing. The difference is also due in part to the demerging of YVC from the larger umbrella of Inspire Schools. YVC began to shift the responsibilities budgeted for Inspire personnel to personnel employed by the school.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 2, Action 2: YVC spent an additional 182,263.43 to be able to provide additional online instructional enrichment opportunities for students in place of what they may have accessed in person, but could not access due to COVID-19 restrictions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March of 2020, many of the school activities, including in-person enrichment opportunities that had been traditionally available for our families were canceled due to the COVID-19 pandemic. As a result, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

### Successes related to Goal 2

Throughout the pandemic, YVC continued to support English Learners through direct instruction provided virtually, and through providing alternative assessments to allow students to reclassify. Also, YVC was able to provide additional funding for virtual enrichment opportunities, including tutoring and support for struggling students. Finally, many respondents to a local survey conducted in August of 2020 reported that they were able to continue to facilitate their educational plans with minimal disruptions due to the nature of YVC's independent study homeschool program. 68% of respondents reported feeling comfortable using technology to help with instruction and 90% reported having access to high-speed internet, a number significantly higher than other local area schools. This resulted in less of a disruption to access to the educational program than what was experienced by students attending classroom-based programs.

### Challenges related to Goal 2



Due to COVID-19 restrictions, CAASPP assessments were waived for the 19-20 school year. While this was helpful as staff and families struggled to adapt to the effects of the pandemic, it prevented YVC from collecting important summative achievement data. While families continued to provide curriculum embedded assessments, and YVC was able to administer the STAR 360 assessments, students and families struggled to adapt to a new environment created by school closures, job losses, and other mental health constraints.

## Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> The number of students taking college level courses (concurrent enrollment or within community colleges)  <b>Baseline</b> 100 students will enroll in college level courses.	According to the 2019 California school dashboard, 41.7% completed college credit coursework. (54 Students)
<b>Metric/Indicator</b> Counselors and HST teachers will meet with each student and family to a create personalized learning plan  <b>Baseline</b> 100%	100% of high school students met with a Counselor and Home School Teacher (HST) to a create personalized learning plan
<b>Metric/Indicator</b> Increase the number of Career Technical Pathways  <b>Baseline</b> Establish at least one CTE Pathways	YVC increased the number of Career Technical Pathways through multiple options including Edmentum and EDynamics course offerings.
<b>Metric/Indicator</b> Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	According to the 2020 California School Dashboard, College and Career Indicator 50% of students were prepared or approaching prepared as compared to 44% the prior year.
<b>Metric/Indicator</b>	80% of students who took an AP exam during the 2019-20 school year scored a 3 or higher.

Expected	Actual
Percent of students that pass AP examination with a score of 3 or higher  <b>Baseline</b> This will be based on 2017-18 test results	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1, Action 1 0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	Professional/consulting services and operating expenditures/costs included in Goal 1, Action 2. 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	Costs included in Goal 1, Action 2. 0
The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0	Costs included in Goal 1, Action 1 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The cost to implement Goal 3, action 1, was embedded in the costs to implement Goal 1, Action 1. Specifically, YVC's certificated staff helped to increase the number of vertically aligned CTE Pathways.

The cost to implement Goal 3, action 2, was embedded in the costs to implement Goal 1, Action 2. Specifically, YVC's assistant director and regional coordinators were tasked to support and provide professional development to ensure students demonstrate preparedness as measured by the College Career Indicator.

The cost to implement Goal 3, action 3, was embedded in the costs to implement Goal 1, Action 1. Specifically, YVC's highly qualified teachers helped implement the IGPS review/adjustment procedure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

#### Successes related to Goal 3

During the 19-20 school year, Yosemite Valley Charter (YVC) implemented an Individual Graduation Plan (IGP) review/adjustment procedure that included Homeschool teachers (HSTs) reviewing individual student grades after each grading period. 100% of high school students were monitored for academic progress. Counselors and HSTs worked to identify, create a plan and monitor those students who were at risk of failing to meet their academic goals. These efforts resulted in an 82% graduation rate for YVC students and an 80% pass rate of 3 or higher for those students who took advanced placement (AP) exams.

#### Challenges related to Goal 3

Part of the plan to increase Career Technical Education pathways involved partnerships with local businesses and organizations that could provide real-world opportunities and experiences for YVC students. Due to restrictions put in place due to COVID-19, many of these in-person opportunities were not available and YVC shifted focus to online options for students. Another challenge presented by the pandemic was the shift from in-person meetings between HSTs, students, and families to meetings using Zoom. Staff feedback indicated that it was more difficult to monitor student work product and time spent on schoolwork through the virtual platform.

## Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Increase number of students participating in Enrichment opportunities as measured by student enrollment  <b>Baseline</b> New program and Baseline data will be available in 2017-18	100% of students had access to participate in enrichment opportunities.
<b>Metric/Indicator</b> Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in  <b>Baseline</b> Baseline data will be created in 2017-18	Due to significant organizational change experienced as YVC demerged from Inspire Schools during the Spring of 2020, records of the specific student organizations mentioned were not kept. According to a local survey administered to students during the 19-20 school year, 74.4% of respondents reported that they attended a school field trip or activity and 66.7% participated in project-based learning that incorporated technology and collaboration with other students.
<b>Metric/Indicator</b> Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics  <b>Baseline</b> 100%	According to local data, there were 98,369 page views of the school website.

Expected	Actual
<b>Metric/Indicator</b> Maintain chronic absenteeism rate at 0%.  <b>Baseline</b> 0%	According to the 2019 California School Dashboard, less than 2% of students were chronically absent, representing an 0.7% decline from the previous year.
<b>Metric/Indicator</b> Maintain the rate of pupil suspension and expulsions rates.  <b>Baseline</b> 0%	0 students were suspended or expelled.
<b>Metric/Indicator</b> Increase high school cohort graduation rate  <b>Baseline</b> TBD	In 2020, YVC's graduation rate was 82%.
<b>Metric/Indicator</b> Decrease the high school cohort dropout rate  <b>Baseline</b> TBD	There were 9 high school dropouts in 2020.
<b>Metric/Indicator</b> Decrease the middle school dropout rate  <b>Baseline</b> Our SIS does not identify any middle school students as dropouts.	Local data shows 14 middle school dropouts in 2020.
<b>Metric/Indicator</b> Increase parent participation rate for the school climate survey by 10  <b>Baseline</b> 23% surveys were returned	According to a local survey administered in August of 2020, there were 456 respondents.
<b>Metric/Indicator</b> Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments  <b>Baseline</b> 95%	YVC maintained an attendance rate of 98% rate of attendance.

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	Costs included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1, Action 2 0
Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 60,183.17  5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 100,000
Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 143,000
Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$150,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 150,000
Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,053,864	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 533,531.79  5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 687,992.39
Maintain updated FAQs, policies, and program descriptions on school website	Included in services provided by district office 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service. There was not a significant difference in the budgeted and actual expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes related to Goal 4

Despite the ongoing COVID-19 pandemic in 2020, YVC had a graduation rate of 82%. This is due in large part to Homeschool teachers implementing more consistent progress monitoring for high school students. Also, despite many in-person enrichment and community activities being closed, students remained engaged in important learning and activities. According to a local survey administered to students during the 19-20 school year, 74.4% of respondents reported that they attended a school field trip or activity and 66.7% participated in project-based learning that incorporated technology and collaboration with other students.

### Challenges related to Goal 4

During the Spring of the 2019-20 school year, Yosemite Valley Charter underwent a reorganization of structure and systems as part of demerging from the larger umbrella of Inspire schools. As part of this process, administrative functions and support were shifted from shared personnel to dedicated YVC employees. Instead of having one central Inspire support staff and sharing staff with other Inspire Charter Schools, YVC contracted with Thinksuite to provide services that had been provided by shared certificated personnel from other charter schools. While the results have been positive, some effects of the demerge process are still felt.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for staff and parents related to incorporating MTSS practices into lessons.	\$4,000	\$4000	Yes
Development and implementation of student-centered club to expand access to peer support and more enrichment opportunities	\$3,000	\$3000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was not a substantive difference in the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Yosemite Valley Charter School (YVC) operates a non-classroom-based independent study program. Typically, homeschool teachers do meet with students in-person during regularly scheduled learning period meetings to provide support and review student performance and progress. While most of our learning takes place in a distance learning format, we do offer access to various in-person enrichment and community activities as part of the educational program. Due to restrictions put into place because of the COVID-19 pandemic, all in-person activities were halted according to state and local guidelines to prevent the spread of illnesses including COVID-19.

#### Successes

Beginning the 2020-21 school year, Yosemite Valley Charter (YVC) began to infuse trauma-informed practices as well as universal supports to help mitigate the negative effects of COVID-19. Social-emotional learning was included in monthly learning period meetings with families and staff was provided with resources to assist families.

As a non-classroom-based independent study work charter school, we continued to provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified homeschool teacher (HST) was assigned to each family and met once during each learning period to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During the regularly scheduled learning period meetings, HSTs worked together with families to provide support and to review student performance and progress. HSTs scheduled additional meetings and support as needed. High school students using an online platform for their curriculum were monitored by HSTs weekly to ensure consistent growth.

YVC was able to administer the STAR 360 Early Literacy, Reading diagnostics to 98% of students in the Fall and 95% of students in the Winter. YVC was able to administer the STAR 360 Mathematics diagnostics to 97% of students in the Fall and 94% of students in the Winter. We are proud that our families are participating in this important remote diagnostic so that we can continue to measure progress throughout the year.

As was our practice before extended closure, YVC teachers discuss with each family the curriculum delivery options available during the COVID-19 restrictions. Below are the three distance learning options that were offered to families during this school year:

#### 1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

#### 2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

#### 3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizing learning goals, determining full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

#### Challenges

As state above, due to restrictions put into place because of the COVID-19 pandemic, all in-person activities were halted according to

state and local guidelines to prevent the spread of illnesses including COVID-19. This meant that YVC teachers, students, and families have adjusted to hold their regularly scheduled meetings using the Zoom platform. According to local surveys, stakeholders from all groups, including teachers, parents, and students missed in-person activities and opportunities to connect with one another. To meet this challenge, YVC provided an online student club program. Teachers teamed up to provide multiple online club options ranging from academic-based clubs such as the Writing club to interest-based clubs such as fitness and Minecraft.

Another challenge presented was serving families who were new to homeschooling and had chosen our school to accommodate the needs of students not being met by traditional brick and mortar distance learning options. To meet this challenge, YVC provided virtual Parent University sessions taught by credentialed staff and veteran homeschooling parents. Session offerings included topics such as organizing the homeschool day to research-based instructional techniques. YVC also offered parents and teachers the opportunity for training from Math content specialists at the Tulare County Office of education. Through a virtual platform, parents, teachers, and students were provided an opportunity to participate in multiple sessions designed to increase academic achievement through first best instruction.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning for staff and parents related to incorporating social emotional practices into lessons as well as intervention, specifically in a distance learning format, including eight intervention specialist and crisis expert	\$108,500	161,093.04	Yes
STAR360 diagnostic/interim assessments	\$70,000	35,427.39	Yes
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$140,000	208,881.28	Yes
Additional connectivity, including hotspots, modems, and routers for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$20,000	24,835.55	Yes
Online resources, including MobyMax, BrainPOP, and Age of Learning	\$15,000	26,580.50	Yes
Creation of an ELD specialist leadership position	\$84,880	10,000	Yes
Creation of two ELD support specialist	\$20,000	6,666	Yes
Creation of three high school support specialist positions	\$30,000	20,000	Yes
Costs associated with staff using telephone and internet	\$150,000	166,573	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

YVC spent an additional \$52,593.04 on professional learning for staff and parents related to incorporating social-emotional practices into lessons as well as intervention. This was due to increased intervention offerings through Outstanding Direct Instruction classes offered by intervention teachers.

YVC spent an additional \$11,580.50 on online academic resources. This was due to the number of students needing to utilizing these programs for learning including distance learning.

YVC spent an additional \$68,881.28 on devices for student learning. This was due to the increased need of students for devices to facilitate online learning.

YVC spent \$34,572.61 less than budgeted on STAR 360 diagnostic and interim assessments.

YVC spent \$74,880 less than budgeted on an ELD leadership position. After evaluating the number of enrolled ELD students, it was decided that a stipended teacher position was sufficient to meet this need.

YVC spent \$13,334 less than budgeted on ELD support positions. One of the 2 ELD support specialists resigned from this position at the beginning of the school year. Due to the number of enrolled English Learners, YVC was able to utilize an MOU agreement with Monarch River so that 1 ELD support specialist could serve both schools.

YVC spent \$27,354.72 less on an ELD specialist leadership position. Due to the number of enrolled English Learners, YVC was able to utilize an MOU agreement with Monarch River so that 1 ELD specialist position could serve both schools.

YVC spent \$10,000 less than budgeted on high school support specialist positions. 2 positions were hired instead of 3.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Successes

Every student enrolled in Yosemite Valley Charter has access to a full curriculum from the first day of school. Grade-level standards-based curriculum was provided online for every student who did not have their own choice curriculum delivered by the first day of school due to backlogs in shipping created by the COVID-19 pandemic. All students began school under the guidance of a credentialed teacher. Non-classroom based schools have an advantage during this pandemic to minimize the drastic changes of in-person instruction versus their daily instruction. YVC students receive their instruction at home daily therefore the move from distance learning to in-person instruction is seamless for most students. High school students using an online platform for their curriculum were monitored by teachers weekly to ensure consistent growth.

The school provided access to chromebooks and hot spots to all students that needed the technology according to local survey data or upon request. Homeschool teachers worked with each family to ensure that these needs were met.

Throughout the school year, YVC has maintained attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98% of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark. For those students who did not show sufficient progress towards grade-level standards as measured by data that included STAR 360 results, progress in the educational program, and prior year's CAASPP scores, teachers performed additional targeted assessments to further determine the specific area of need. Targeted assessments included the Bader Reading and Language Inventory and grade-level benchmarks. Using these assessment results, teachers worked with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitored the progress of students along with learning coaches and ODI teachers.

YVC facilitated professional development activities through virtual platforms, such as zoom. Professional development was provided in the areas of Mathematical practices and instruction, social-emotional learning, gradual release of responsibility, virtual educational platforms, and more. According to a local survey, 95.5% of staff respondents are satisfied with the professional development offered.

Teachers embraced the role of educating students and families this year environments by:

- 1) Facilitating high-quality educational plans that included standards-aligned curriculum
- 2) Creating and maintaining a positive culture through virtual learning period meetings that included both academic support and social-emotional learning resources and regular contact with families
- 3) Providing regular support, feedback, and progress monitoring for parents and students
- 4) Engaging in professional learning opportunities to increase student academic achievement and support
- 5) Actively engaging in the Professional Learning Networks (PLN) and Regional Coordinator (RC) teams process to study curriculum, assess student learning, and monitor student achievement.

English Learners (ELs) were provided with targeted supports for both the Hybrid Learning and Distance Learning options. Integrated English Language Development (ELD) was provided daily through embedded supports that included research-based strategies such as sentence frames, vocabulary builders, and visualizations. Designated (ELD) instruction was provided through Zoom and taught by a credentialed teacher to ensure student progress towards language proficiency.

Social-emotional and mental health counseling and community resource referrals were conducted by staff as needed and technology was provided to ensure that all students had access to learning. Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans.

Each Foster and Homeless family was served by both their HST and school liaison to help ensure the progress of these students. Liaisons help families understand the school and community supports offered and connected families to these resources through direct referrals.

### Challenges

As stated above, stakeholder feedback showed a need for social opportunities during the pandemic. Families missed the opportunity to connect through field trips, park days, and other in-person enrichment opportunities. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The school offered participation in parent committees and meetings virtually and by phone, as well as providing a robust virtual club program for students.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Costs of additional English learner support	\$55,000	0	Yes
Costs of additional reading/literacy support	\$55,000	47,782.80	Yes
Costs of additional mathematics support	\$55,000	43,125	Yes
Creation of crisis support team	\$60,000	136,614.08	Yes
Creation of School Support positions to support unduplicated students and provide parent outreach	\$75,000	38,273.92	Yes
Creation of intervention system MTSS to mitigate learning loss and address social emotional needs	\$55,000	77,455.36	Yes
Creation of specialist position to support students in crisis and track intervention success	\$60,250	27,644.96	Yes
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$4,500	4,500	Yes
Staff and parent training related to understanding our English Language Development strategies	\$9,900	9,900	Yes
Expenditure associated with the translation of communication and Learning Continuity Plan	\$3,000	0	Yes
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports	\$10,500	136,099.92	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following are descriptions of substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.



The costs of additional English Learner support were embedded in the action entitled "Creation of ELD specialist leadership position" in the Distance Learning Program Section of this update.

YVC spent an additional \$76,614.08 on positions associated with the Crisis Support Team, including 3 transition team members. Because of an existing MOU between YVC and Monarch River, these 3 transition teachers serve students in both schools.

YVC spent 36,726.08 less than budgeted on school support positions for unduplicated students. This was due to the fact that YVC was able to hire a classified position instead of contracting with a professional service for this position as previously planned. Because of an existing MOU between MRA and Yosemite Valley, this position serves students in both schools.

YVC spent an additional \$22,455 on costs associated with the creation of the intervention system MTSS to mitigate learning loss and address social-emotional needs.

YVC spent \$34,855.04 less than budgeted on a specialist position to support students in crisis and track intervention success. This was due to the fact that YVC was able to hire a classified position instead of a certificated position. Because of an existing MOU between MRA and Yosemite Valley, this position serves students in both schools.

YVC has not yet had the Learning Continuity Plan translated. We recently contracted with Document Tracking Services which can provide translations for documents such as the LCP.

YVC spent an additional \$125,600 on expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports. It was determined that an Assistant Director position was needed to facilitate these tasks, and the additional amount includes the cost of this salary.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Successes

Our efforts to address Pupil Learning Loss were successful in providing access to learning through internet support, technology, and curriculum resources to all students who had a need due to a change in their normal learning environment. We were also successful in implementing a virtual direct instruction intervention program to serve all students who had fallen below grade level as indicated by our internal benchmark and diagnostic assessments. To support teachers and parents, we partnered with a local county office of education to develop a series of workshops for parents, teachers, and students which offered instructional support, training, coaching, and collaboration in mathematics to help close the learning gap of our low performing students.

### Analysis

As described in the previous section, throughout the school year, YVC has been able to maintain attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98% of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark. For those students who did not show sufficient progress towards grade-level standards as measured by data that included STAR 360 results, progress in the educational program, and prior year's CAASPP scores, teachers performed additional targeted assessments to further determine the specific area of need. Targeted assessments included the Bader Reading and Language Inventory and grade-level benchmarks. Using these assessment results, teachers worked with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitored the progress of students along with learning coaches and ODI teachers.

### Challenges

Some of the challenges we faced were parent support and consistent adherence to students' educational plans during their independent study time. Teachers took extra effort to support these families by providing weekly check in's, close progress monitoring, and revising educational plans to meet student needs as their learning environment required. We implemented a monthly parent Q&A and parent advocacy team to help support our families and find out how we can provide better support and communication.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes

The successes in supporting and monitoring mental health and social-emotional well-being in 2020 included the creating of a Families in Crisis Team and infrastructure to support students and families in crisis. This support includes an intake process that produces a cohesive and multidisciplinary plan of action. Included in this infrastructure is also a website with regional specific and needs specific resources. An SEL elective class was also created as a way for high school students to further their knowledge of ways their learning is impacted by social-emotional learning. Additionally, several staff members were trained and certified to be MHFA (Mental Health First Aid) responders. According to a local survey offered to students in grades 4-12, 75% of respondents reported feeling connected to their school.

### Challenges

Challenges in supporting and monitoring mental health and social-emotional well-being in 2020 included an increased demand for school psychologists and social workers. As a small charter school, we do not have the same staffing as bigger schools, so we found ourselves looking for alternative options such as interns.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

YVC involves parents of students in an organized, ongoing, and timely way. Weekly parent newsletters are emailed informing parents of important events and ways to support their children at home both from the school and from each student's individual teacher.

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 Educational 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 educational 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, offer parent training in

best practices of teaching skills, and connect them to local services if needed. The challenge for teachers has been assigning, supervising, supporting, and monitoring a healthy body of student work in an online setting when many students are using a textbook program rather than an online program.

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

Regardless of whether a student chooses an online or textbook-based curriculum, we provide all of our students with a specific online curriculum so that students and parents can work with a 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.

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.

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.

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 have 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.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

N/A

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

YVC has continued to provide a comprehensive educational program for its students throughout the pandemic. Due to the COVID-19 restrictions staff adapted to supporting students and families through online platforms such as Zoom. Regular in-person learning period meetings became Zoom meetings and field trips and other community connecting events were abruptly canceled in order to prevent the spread of illnesses, including Covid 19. Through these changes, the school has tried to offer a high-quality educational program for students that included academic support, technology, social-emotional support, and supports for students with special circumstances.

One of the things we have learned is the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale. For example, in the Fall of 2020, the school piloted our Response to Intervention Model, using virtual Outstanding Direct Instruction classes to provide Tier 2 intervention for struggling students. ODI teachers provided weekly feedback about technology, curriculum delivery, and student progress. The feedback from these classes helped us not only to plan logistically for expanding the program for the Spring but also allowed us to know what we needed to focus on in terms of professional development for teachers and learning coaches. As we have progressed through the 20-21 school year, we have continued to pilot different strategies and techniques, analyzing data along the way, and then rolling larger-scale efforts out schoolwide.

Another lesson learned was the need to implement a system of analyzing the effectiveness of online and outside community partners. Many families chose to work with outside community partners for both academic support, such as tutoring, and enrichment classes and activities. We are proud that our school values parents as partners and that our homeschool teachers work with parents to help them select curriculum and enrichment opportunities, but we are also seeing a need to put into place a more formalized system to help

our teachers and parents know which curriculum might work best for their learners and/or which enrichment services might further the academic success of each child. The initial phase of this process involved a two-pronged approach. First, our Assistant Directors led small teams of teachers in creating grade-level standards-aligned course outlines that included essential knowledge and skills, resources, and academic vocabulary. These course outlines will serve as anchor documents, guiding parents and teachers through each academic year. Second, Regional Coordinators facilitated cross-school curriculum Professional Learning Communities (PLCs) so that our teachers could analyze and evaluate curriculum options based on standards alignment, evidence-based practices, rigor, and student engagement. Our teams spent 3 months working on specific curricula so that we could provide more detailed expertise to our families. The next phase will involve working with our community partners to build a system of analyzing the effectiveness of outside services and enrichment opportunities. YVC intends to build upon these steps by working with parents to facilitate required learning through a strong curriculum to help support student success.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

After a review of state and local data, including stakeholder feedback, YVC recognizes the need to continue to utilize its established Multi-tiered System of Support (MTSS) for all students to identify and assess those students in need of supplemental instruction and support, including pupils with unique needs (low-income students, English Learners, pupils with disabilities served across the full continuum of placements, pupils in foster care and pupils who are experiencing homelessness.)

As part of MTSS, YVC utilizes a systematic cycle of assessment, instruction, and data analysis, previously described, to create meaningful plans of action to measure and improve student academic achievement in the areas of English-language arts and Mathematics. This improvement cycle occurs as part of YVC's Tier 1 academic instructional program. YVC teachers will use grade-level standards-aligned course outlines (K-8) and Individual Graduation Plans (High School) that include essential knowledge and skills, resources, and academic vocabulary to guiding parents and teachers through each academic year.

In order to evaluate each student's needs, all students will continue to be assessed three times a year using local assessments. Teachers will meet regularly with learning coaches (at least once each learning period) to review student progress towards mastery of grade-level standards and to discuss the social-emotional needs of students. Teachers also meet with their regional teams to analyze individual and subgroup data and to collaborate on instructional strategies as part of these improvement cycles.

Using assessment results and student work samples, teachers will continue to identify those students who need targeted Tier 2 academic intervention to improve achievement. Those students will be provided with opportunities for additional targeted assessment to further determine the specific area of need. Using the targeted assessment results, teachers work with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks cycle of intervention with the goal of accelerating student progress towards grade-level achievement. It is our desire that students who participate in these intervention programs, in addition to their Tier 1 program, will make progress towards grade-level mastery.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The “contributing” actions/services are principally directed toward our English learners, low-income, and foster students (also known as unduplicated students) and were designed to help Yosemite Valley Charter school balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or improve services has been calculated at 9.23% using the dollar amount of \$1,718,841.00. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the school has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our school has demonstrated that it has met the minimum proportionality percentage by expending \$1,718,841.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the Local Control Accountability Plan (LCAP).



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Yosemite Valley Charter School has taken an analytical approach in the development of the 21-24 LCAP. We have analyzed school achievement data using the California School Dashboard, Dataquest, and our student information system. We have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve.

Based on our analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 LCaP, we know that we need to continue to focus our efforts on improving the academic achievement of our students. To address this area of need, YVC will include the following efforts in the 21-22 through 23-24 LCAP:

- 1) Continue to implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency. (LCAP Goal 1, Actions 1-9 and Goal 3, Action 1)
- 2) Provide professional development for staff and learning coaches to ensure that evidence-based practices are being used in daily instruction. (Goal 1, Action 10 and Goal 3, Action 8)
- 3) Implement a robust Parent University program designed to engage parents as partners in the academic and social-emotional development and progress of their students. (Goal 2, Action 3)
- 4) Continue to recruit and retain highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement. (Goal 1, Action 1)
- 5) Formalize our system of analyzing the effectiveness of curricular choices, programs, and community partners. (Goal 1, Actions 2 and 14)

We have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. Virtual meeting platforms and PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. need to continue to be provided for staff and students to safely participate in learning period meetings. While statewide case rates of COVID-19 are improving, YVC will continue to follow state and local guidelines to protect the health and safety of its staff and students.

We believe that these steps, which are embedded in the actions and services of the 201-22 LCAP will improve student outcomes.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	11,476,389.00	9,209,472.55
	0.00	0.00
LCFF	9,802,860.00	7,351,100.70
LCFF Base	0.00	0.00
LCFF Supplemental and Concentration	1,645,864.00	1,830,707.35
Low Performing Student Block Grant (LPSBG)	27,665.00	27,664.50

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	11,476,389.00	9,209,472.55
	0.00	0.00
1000-1999: Certificated Personnel Salaries	7,042,952.00	5,440,143.86
4000-4999: Books And Supplies	495,530.00	703,700.73
5000-5999: Services And Other Operating Expenditures	2,771,114.00	2,117,476.15
5800: Professional/Consulting Services And Operating Expenditures	1,166,793.00	948,151.81

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	11,476,389.00	9,209,472.55
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	6,450,952.00	5,379,960.69
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	592,000.00	60,183.17
4000-4999: Books And Supplies	LCFF	495,530.00	677,793.43
4000-4999: Books And Supplies	Low Performing Student Block Grant (LPSBG)	0.00	25,907.30
5000-5999: Services And Other Operating Expenditures	LCFF	2,743,449.00	895,951.97
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,221,524.18
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant (LPSBG)	27,665.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	112,929.00	397,394.61
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,053,864.00	549,000.00
5800: Professional/Consulting Services And Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	1,757.20

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	8,104,128.00	6,490,482.47
<b>Goal 2</b>	1,882,397.00	1,044,282.73
<b>Goal 3</b>	0.00	0.00
<b>Goal 4</b>	1,489,864.00	1,674,707.35

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,000.00	\$7,000.00
Distance Learning Program	\$638,380.00	\$660,056.76
Pupil Learning Loss	\$443,150.00	\$521,396.04
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,088,530.00	\$1,188,452.80

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$150,000.00	\$166,573.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$150,000.00	\$166,573.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,000.00	\$7,000.00
Distance Learning Program	\$488,380.00	\$493,483.76
Pupil Learning Loss	\$443,150.00	\$521,396.04
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$938,530.00	\$1,021,879.80

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westside Elementary School	Baldomero Hernandez Dr. Laurie Goodman	bhernandez@westside-elem.com, (559) 884-2492 ext. 2493 laurie.goodman@monarchriveracademy.org, 559-754-1438 x4220

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Yosemite Valley Charter School (YVC) is a tuition-free public charter school offering personalized student learning in grades TK through 12. We are a non-classroom-based independent study work charter school serving students and families throughout Fresno, Madera, Merced, and Monterey Counties. YVC serves approximately 2260 students, grades TK-12, and employing approximately 131 staff members. Basic student demographics indicate that 29% are of Hispanic descent, 5% are Asian, 66% are Caucasian, 5% are Black or African American, and 1.3% are English Learners. Almost 48% of our students come from socioeconomically disadvantaged backgrounds.

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

In March of 2020, YVC halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and stakeholders with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all stakeholders to plan and prepare for a safe and successful August reopening that considered the challenges related to Covid-19 restrictions. YVC remained deeply committed to making sure that all students made academic progress and continued towards college and career readiness. Each of our students was significantly impacted, like other schools, with the initial closure of the school and swift move to distance learning. YVC continued to provide a full educational program as a non-classroom-based charter school.

## Reflections: Successes

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

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

### California School Dashboard

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

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

### Annual Self-Assessment

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

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

### Stakeholder Input

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

1. Parents are generally happy with the guidance and the support of their Homeschool teacher HST, especially during the COVID-19 pandemic and resulting school closure.
2. All stakeholders, including parents and students, were satisfied with the wide variety of enrichment options offered to students.

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

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

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

## Reflections: Identified Need

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

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

### California School Dashboard and Locally Collected Assessment Data

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

Throughout the 2020-21 school year, YVC has maintained attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98%

of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark.

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

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

YVC's college preparedness rate as measured by the Dashboard's College and Career Indicator (CCI) is identified area of need. According to the 2020 Dashboard, 50% of students were either prepared (29%) or approaching prepared (21%). In order to increase the percentage of students who are prepared or approaching prepared, YVC will increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. This need was also identified by stakeholders as described below.

#### Annual Self-Assessment and Stakeholder Input

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

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

#### Targeted Review for Students with Disabilities

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

performed, a plan of action to address each element was submitted to and approved by the California Department of Education. YVC will take the following actions to improve outcomes for students with disabilities:

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

## LCAP Highlights

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

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

The YVC LCAP broad goals are as follows:

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

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

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

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

Impact of the COVID-19 Pandemic:

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

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



collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

Virtual meetings were conducted using Zoom on the following dates:

School Site Council Meeting, April 27th

Parent and Community Meeting, May 12th

Staff Meeting, May 10th

Meeting with Student representatives, May 20th

Parent Advocacy Committee Meeting, May 14th

DELAC Meeting, May 14th

YVC consulted with the SELPA Administrator in May of 2021. School leadership including YVC Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about YVC’s educational program including actions and services contained herein: April 15th, April 20th, and April 26th. Additionally, YVC directors and Regional Coordinators met on April 19th, May 3rd, and May 5th. Feedback from stakeholders was collected and analyzed by school leaders in the creation of the LCAP.

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

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

Once all the stakeholder feedback was collected, the school leadership team analyzed the feedback and used it to draft the LCAP. The most common topics of success and needs collected throughout the feedback process were given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the school website from May 10th through May 27th in draft form for the public comment period. An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on May 27, 2021, during the Public Hearing. No feedback was given regarding the LCAP draft so the final draft of the LCAP and budget was approved on June 24th at a regularly scheduled Board Meeting.

#### A summary of the feedback provided by specific stakeholder groups.

##### Annual Self-Assessment

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

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

##### Stakeholder Input

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

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

##### Identified Needs

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

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

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

#### Aspects of the LCAP Influenced by Stakeholder Input

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students: Stakeholder input in this area indicates that stakeholders are proud of the efforts made to provide and train credentialed HSTs and stakeholders want these efforts to continue. This effort is reflected in Goal 1, Actions 1, and 7-17.
2. Increasing parent and community communication and engagement: Stakeholders are very proud of the efforts made to communicate with parents and families during the pandemic but would like to see increased consistent parent communication through multiple methods, including the school website. Goal 2, Action 2 will address this and Goal 2, Action 3 will expand opportunities for parent education through Parent University offerings.
3. Maintaining a safe and positive school climate where students are actively engaged: Stakeholders appreciate the increased effort made over the past year towards engaging students through enrichment opportunities, club offerings, academic and leadership opportunities such as Academic Decathlon and the National Honors Society. Stakeholders expressed a desire to see increased opportunities for student engagement such as field trip offerings and continued clubs, and academic and leadership opportunities. YVC will focus on this area (Goal 3, Actions 2, and 6).

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

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

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enable ELs access to CCSS and ELD standards	33.3% making progress towards English language proficiency in 2019.				Increase the percentage of students who are making progress towards English proficiency from prior year's data
ELA CAASPP	40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.				Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP	18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.				Increase the percentage of students who scored met or exceeded standard on from prior year's data
AP Passage Rate	In 2020 80% of students passed with a score of 3 or higher on AP exams.				Increase the percentage of students who passed an AP exam with a 3 or higher from prior year's data
EAP ELA  Note: Local benchmarks will be used until CAASPP Results become available	64% of high school students scored met or exceeded standard on the ELA CAASPP				Increase the percentage of students scored met or exceeded standard on from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Math  Note: Local benchmarks will be used until CAASPP Results become available	20% of high school students scored met or exceeded standard on the Math CAASPP				Increase the percentage of students cored met or exceeded standard on from prior year's data
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs				100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs
EL Reclassification rate	7 students were reclassified in the 19-20 school year.				Maintain or increase the number of students who are reclassified from prior year's data

## Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Highly Qualified Staff	Highly qualified staff will provided to ensure the academic success of all students.	\$10,006,460.00	No
2	1.2 Regional Coordinators	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Regional coordinators are necessary to monitor the academic progress of unduplicated students through the facilitation of Professional Learning Communities (PLCs) and through, supporting teachers and students in ensuring compliance with state and local requirements. The school will provide regional coordinators for the facilitation of PLC's that include disaggregation of data, progress monitoring on state standard implementation, and	\$500,233.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student progress. The facilitation of PLCs will provide greater educational access and are key to improving academic outcomes.		
<b>3</b>	1.3 Electives and Enrichment opportunities	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Local survey results suggest that full access to courses, including electives, and enrichment opportunities remains a high priority for stakeholders and is a key factor in our student's engagement in school. By maintaining full access to courses, electives, and enrichment opportunities, YVC will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	\$2,814,009.60	No
<b>4</b>	1.4 Texts, instructional materials and supplies	Purchase standards-aligned texts and instructional materials and supplies.	\$3,367,372.00	No
<b>5</b>	1.5 Technology	A need exacerbated by the pandemic and reflected in our needs assessment data is the need for increased access to technology that augments and support learning, especially for our Low Income, Foster Youth, and English Learner students. Access to technology improves academic performance and is a key 21st Century skill. To address this need, the school will continue to purchase technology.	\$405,857.41	Yes
<b>6</b>	1.6 Technology Support	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. The school will provide technology support to ensure staff and students have access to working technology for learning.	\$166,573.28	



Action #	Title	Description	Total Funds	Contributing
<b>7</b>	1.7 Intervention Teachers	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research indicates that when properly implemented, targeted and individualized support in English and math results in students have greater access to improving missing skills and more opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small group remediation and acceleration lessons. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve.	\$128,322.00	No
<b>8</b>	1.8 Speech Pathologist	A speech pathologist is needed to support general education students in meeting their academic goals. YVC will provide individual or small group speech services support and progress monitoring for students, including unduplicated students.	\$68,142.50	Yes
<b>9</b>	1.9 Special Education Services	Special Education Services will be provided to eligible students in order to support them in meeting the goals outlined in their Individualized Educational Plans.	\$1,688,200.00	No
<b>10</b>	1.10 Professional development for staff	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research, indicates that when properly implemented, first best instruction from well trained staff, results in students have greater access to improving missing skills and more opportunity to reach standards. The school will continue to support this by providing professional development, including professional development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.	\$28,516.00	No

Action #	Title	Description	Total Funds	Contributing
<b>11</b>	1.11 Supplemental academic support programs	Multiple Supplemental Academic Support Programs, subscriptions and software are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. YVC will continue to provide supplemental online academic support programs and software for students who are struggling to meet state standards.	\$70,128.00	No
<b>12</b>	1.12 English Learner Progress and Achievement Support	English Learner students have the most opportunity for continued growth in academic achievement according to the most current state and local data. To address this need, YVC will continue to provide the coordination and facilitation of services for English Learners in an effort to improve students outcomes.	\$14,258.00	No
<b>13</b>	1.13 Student Study Teams and Intervention Support	Low Income, Foster and English Learner students have the most opportunity for continued growth in academic achievement according to the most current state and local data. To address this need, YVC will continue to provide the coordination and facilitation of services for intervention options and Student Study Teams in an effort to improve students outcomes for unduplicated students.	\$14,258.00	Yes
<b>14</b>	1.14 Coordination of intervention, assessment, analysis, and achievement	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the most current state and local data. Directors are needed to provide academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. YVC will continue to provide Directors for the academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. This action has resulted in increases in achievement on state and local assessments since its inception.	\$235,407.24	Yes
<b>15</b>	1.15 Academic achievement	YVC will utilize various educational learning platforms to assess, collect, and help visualize data for parents, students, and teachers as	\$46,190.00	No

Action #	Title	Description	Total Funds	Contributing
	assessments, management platform, and support	part of the overall efforts to increase academic achievement, including STAR 360.		
<b>16</b>	1.16 Coordination of services and supports for Students with 504s	The addition of designated 504 support personnel will ensure that these students have the attention and support needed to provide them with access to the educational program. To address this need, YVC will continue to provide the coordination and facilitation of supports for students with 504s in an effort to improve students outcomes for unduplicated students.	\$7,129.00	No
<b>17</b>	Activities to promote family literacy, including lending library	Activities to support family literacy, such as Family Literacy events and support for the Lending Library are needed to increase achievement for struggling learners, including English Learners, Low-income students, and Foster Youth. The school will provide family literacy events, including lending library services and support for students to increase academic achievement on state and local assessments.	\$122,322.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation according to the Fall 2021 Dashboard				Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication as measured by Beehively and Website platforms	According to local data, there were 98,369 page views of the school website.				Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data
Provide parent education opportunities	YVC provided multiple parent engagement opportunities throughout the 20-21 school year.				Provide parent education opportunities

## Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 School and community events	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. YVC will continue to facilitate parent engagement through family and community events in order to engage parents and students in a positive and healthy school climate. We have found that when students and families are engaged, they are better able to access the educational program, including supports available to help to increase the academic achievement of unduplicated students on state and local assessments.	\$5,000.00	No
2	2.2 Communication through multiple methods including website, newsletter	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. When parents are informed and engaged, students are more likely to be engaged in school. YVC will continue to provide multiple methods of parent communication for parents. Beehively will be used to facilitate school-to-parent communication which leads to increased academic achievement on state and local assessments for unduplicated students.	\$70,000.00	Yes
3	2.3 Parent University	Research indicates that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress towards the mastery of grade-level knowledge and skills. The school will increase parent participation and efficacy through training, support, materials and supplies focused on academic achievement, including development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.	\$35,645.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	The attendance rate is at 98% according to local data for the 20-21 school year.				Maintain the school attendance rate at or above 95%.
Chronic Absenteeism rate	The Chronic Absenteeism rate remains below 2% for the 20-21 school year.				Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension rate	There were 0 suspensions in 2020-21.				Decrease suspension rate from the prior year according to the California School Dashboard.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	There were 0 expulsions in 2020-21.				Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	There were 9 high school dropouts in 2020.				Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 14 middle school dropouts in 2020.				Decrease number of middle school dropouts from the prior year according to CALPADS.
Sense of safety and school connectedness					The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 MTSS Program implementation and coordination	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the most current state and local data. Coordination of the Multi-Tiered System of Support is needed to provide academic, social, and behavioral support for unduplicated students and instructional support	\$192,374.46	Yes

Action #	Title	Description	Total Funds	Contributing
		for teachers, data disaggregation, and program evaluation. As part of the program, additional school psychologist services are needed to provide counseling and mental health support for all students. YVC will continue to implement the MTSS program, including school psychology services, for the academic, social, and behavioral support for unduplicated students.		
<b>2</b>	3.2 Enrichment Opportunities	Enrichment opportunities will be provided to students and parents through the Enrichment Ordering System.	\$142,580.00	No
<b>3</b>	3.3 Coordination of school and community events	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. YVC will provide coordination of parent engagement in order to engage parents in helping to increase academic achievement on state and local assessments for unduplicated students.	\$3,565.00	No
<b>4</b>	3.4 School Liaison for Foster and Homeless youth and students in crisis	YVC will provide a designated liaison to support Foster students and Homeless Youth so that they will have the support needed to access to the educational program, including connections to local resources, and academic and progress monitoring.	\$3,565.00	No
<b>5</b>	3.5 Supplies and services for Homeless Youth	Supplies and services will be provided to students experiencing homelessness.	\$3,000.00	No
<b>6</b>	3.6 Increase student participation in clubs, leadership and academic programs	YVC will increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.	\$10,000.00	No
<b>7</b>	3.7 Student transition program and supports	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. A student's sense	\$136,614.08	Yes

Action #	Title	Description	Total Funds	Contributing
		of safety and connectedness is a key motivator for attendance resulting in higher academic achievement. To address this need, YVC will provide transition programs and support that helps to prepare students to transition between middle school and high school and between high school and college or career. By preparing students for transitions through training and support, students will be more likely to engage in school.		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	In 2020, YVC's graduation rate was 82%.				Increase high school graduation rate to meet or exceed state average.
CTE pathway completion rate	In 2020, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.				Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	In 2020, the A-G completion rate was 21%				Increase the A-G completion rate from the prior year's data.
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or				Increase the AP pass rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	higher on AP exams was 80%				
College and Career Indicator (CCI) Rate	In 2020 50% of students were prepared or approaching prepared				Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 CTE pathway expansion	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Expanding CTE Pathways will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. YVC will continue to provide for expanded CTE Pathways for unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, and enhanced learning of unduplicated students.	\$36,714.00	Yes
2	4.2 Secondary student success progress monitoring and coordination	Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. To address this need, YVC will continue to provide a secondary student success team to improve outcomes for middle and high school students through support and progress monitoring.	\$111,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	4.3 High School counseling support	The high school Counseling team, including a high school counselor and guidance technician, will continue to provide academic guidance and support for students to meet A-G requirements to ensure College and Career readiness and to support and monitor the academic achievement and learning progress of the YVC's unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, graduation rates, and enhanced learning of students.	\$46,338.50	No
4	4.4 Expand Dual Enrollment Opportunities	Needs assessment data for unduplicated students are analyzed annually and stakeholder feedback indicates that the expansion of dual enrollment options for high school students is a high priority for student success. YVC will facilitate the expansion of dual enrollment opportunities in order to increase the number of students earning college credit in high school.	\$5,000.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.19%	\$1,715,862

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

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

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

Goal 1:

Regional Coordinators (Goal 1, Action 2)

Technology (Goal 1, Action 5)

Technology Support (Goal 1, Action 6)

Speech Pathologist (Goal 1, Action 8)

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

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

Goal 2:

Communication (Goal 2, Action 2)

Goal 3:

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

School Liason for Foster Youth and Students Experiencing Homelessness (Goal 3, Action 4)

Student Transition Program and Crisis Support (Goal 3, Action 7)



**Goal 4:**

CTE Pathway Expansion (Goal 4, Action 1)

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

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

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

Using the calculation tool provided by the state, our school has calculated that it will receive \$1,715,862 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 9.19%. Our LEA has demonstrated that it has met the 9.19% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that help provide equity and access for the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions



## Purpose

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

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

## Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.



- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$18,401,001.07	\$1,688,200.00		\$396,498.00	\$20,485,699.07

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,515,305.78	\$8,970,393.29

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Highly Qualified Staff	\$10,006,460.00				\$10,006,460.00
1	2	English Learners Foster Youth Low Income	1.2 Regional Coordinators	\$500,233.00				\$500,233.00
1	3	All	1.3 Electives and Enrichment opportunities	\$2,814,009.60				\$2,814,009.60
1	4	All	1.4 Texts, instructional materials and supplies	\$3,367,372.00				\$3,367,372.00
1	5	English Learners Foster Youth Low Income	1.5 Technology	\$405,857.41				\$405,857.41
1	6	English Learners Foster Youth Low Income	1.6 Technology Support	\$166,573.28				\$166,573.28
1	7	Title I Eligible students	1.7 Intervention Teachers				\$128,322.00	\$128,322.00
1	8	English Learners Foster Youth Low Income	1.8 Speech Pathologist	\$68,142.50				\$68,142.50
1	9	Students with Disabilities	1.9 Special Education Services		\$1,688,200.00			\$1,688,200.00
1	10	All	1.10 Professional development for staff				\$28,516.00	\$28,516.00
1	11	Title I Eligible Students	1.11 Supplemental academic support programs				\$70,128.00	\$70,128.00
1	12	English Learners	1.12 English Learner Progress and Achievement Support	\$14,258.00				\$14,258.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	1.13 Student Study Teams and Intervention Support	\$14,258.00				\$14,258.00
1	14	English Learners Foster Youth Low Income	1.14 Coordination of intervention, assessment, analysis, and achievement	\$235,407.24				\$235,407.24
1	15	All	1.15 Academic achievement assessments, management platform, and support	\$46,190.00				\$46,190.00
1	16	Students with 504's	1.16 Coordination of services and supports for Students with 504s	\$7,129.00				\$7,129.00
1	17	Students eligible for Title I	Activities to promote family literacy, including lending library				\$122,322.00	\$122,322.00
2	1	Students Eligible for Title I	2.1 School and community events				\$5,000.00	\$5,000.00
2	2	English Learners Foster Youth Low Income	2.2 Communication through multiple methods including website, newsletter	\$70,000.00				\$70,000.00
2	3	Students eligible for Title I	2.3 Parent University				\$35,645.00	\$35,645.00
3	1	English Learners Foster Youth Low Income	3.1 MTSS Program implementation and coordination	\$192,374.46				\$192,374.46
3	2	All	3.2 Enrichment Opportunities	\$142,580.00				\$142,580.00
3	3	All Students eligible for Title I	3.3 Coordination of school and community events				\$3,565.00	\$3,565.00
3	4	Foster Youth Foster and Homeless Youth	3.4 School Liaison for Foster and Homeless youth and students in crisis	\$3,565.00				\$3,565.00
3	5	Foster and Homeless Youth	3.5 Supplies and services for Homeless Youth				\$3,000.00	\$3,000.00
3	6	All	3.6 Increase student participation in clubs, leadership and academic programs	\$10,000.00				\$10,000.00
3	7	English Learners Foster Youth Low Income	3.7 Student transition program and supports	\$136,614.08				\$136,614.08

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Foster Youth Low Income	4.1 CTE pathway expansion	\$36,714.00				\$36,714.00
4	2	English Learners Foster Youth Low Income	4.2 Secondary student success progress monitoring and coordination	\$111,925.00				\$111,925.00
4	3	All	4.3 High School counseling support	\$46,338.50				\$46,338.50
4	4	All	4.4 Expand Dual Enrollment Opportunities	\$5,000.00				\$5,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,771,525.69	\$1,771,525.69
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$1,771,525.69	\$1,771,525.69

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Regional Coordinators	Schoolwide	English Learners Foster Youth Low Income		\$500,233.00	\$500,233.00
1	5	1.5 Technology	Schoolwide	English Learners Foster Youth Low Income		\$405,857.41	\$405,857.41
1	6	1.6 Technology Support		English Learners Foster Youth Low Income	All Schools	\$166,573.28	\$166,573.28
1	8	1.8 Speech Pathologist	Schoolwide	English Learners Foster Youth Low Income		\$68,142.50	\$68,142.50
1	13	1.13 Student Study Teams and Intervention Support	Schoolwide	English Learners Foster Youth Low Income		\$14,258.00	\$14,258.00
1	14	1.14 Coordination of intervention, assessment, analysis, and achievement	Schoolwide	English Learners Foster Youth Low Income		\$235,407.24	\$235,407.24
2	2	2.2 Communication through multiple methods including website, newsletter	Schoolwide	English Learners Foster Youth Low Income		\$70,000.00	\$70,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	3.1 MTSS Program implementation and coordination	Schoolwide	English Learners Foster Youth Low Income		\$192,374.46	\$192,374.46
3	4	3.4 School Liaison for Foster and Homeless youth and students in crisis		Foster Youth	All Schools	\$3,565.00	\$3,565.00
3	7	3.7 Student transition program and supports	Schoolwide	English Learners Foster Youth Low Income		\$136,614.08	\$136,614.08
4	1	4.1 CTE pathway expansion	Schoolwide	English Learners Foster Youth Low Income		\$36,714.00	\$36,714.00
4	2	4.2 Secondary student success progress monitoring and coordination	Schoolwide	English Learners Foster Youth Low Income		\$111,925.00	\$111,925.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monarch River Academy

CDS Code: 10 62547 0135103

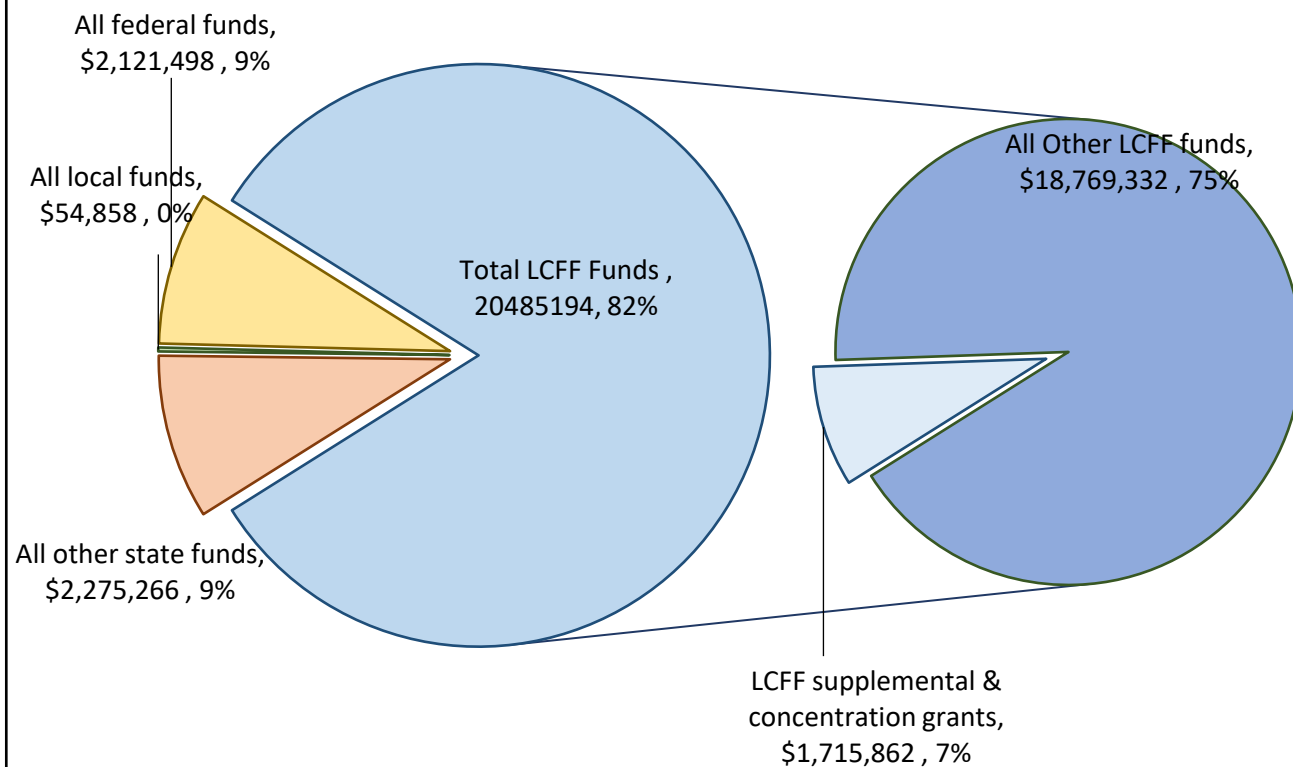
School Year: 2021 – 22

LEA contact information: Laurie Goodman

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

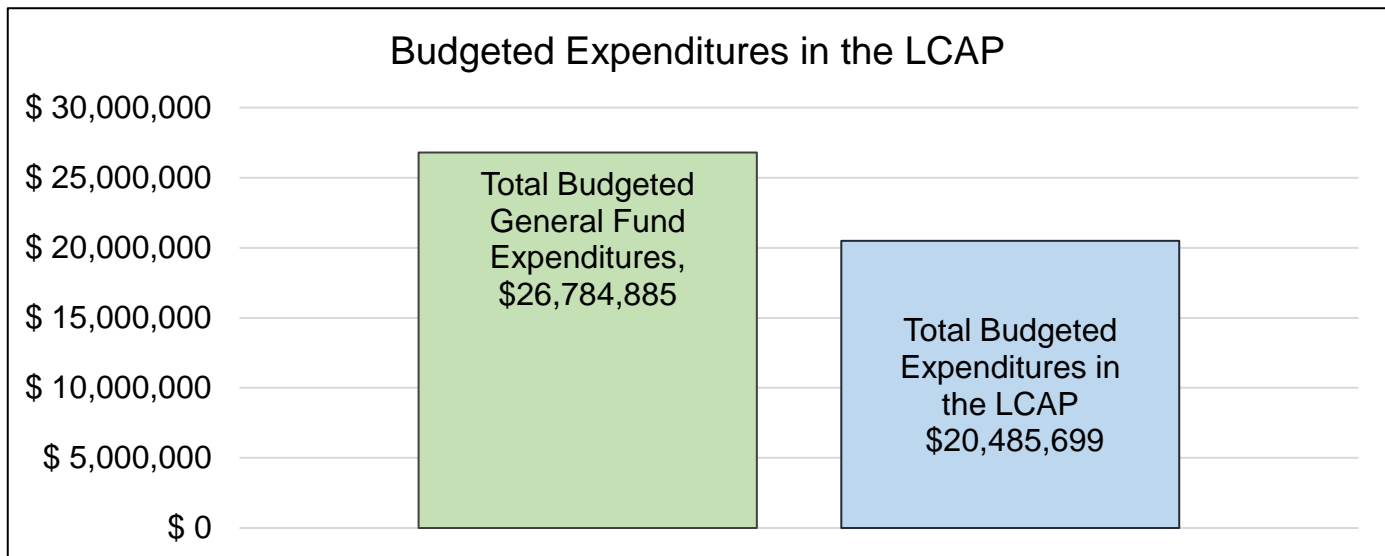


This chart shows the total general purpose revenue Monarch River Academy expects to receive in the coming year from all sources.

The total revenue projected for Monarch River Academy is \$24,936,816.00, of which \$20,485,194.00 is Local Control Funding Formula (LCFF), \$2,275,266.00 is other state funds, \$54,858.00 is local funds, and \$2,121,498.00 is federal funds. Of the \$20,485,194.00 in LCFF Funds, \$1,715,862.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monarch River Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Monarch River Academy plans to spend \$26,784,885.00 for the 2021 – 22 school year. Of that amount, \$20,485,699.07 is tied to actions/services in the LCAP and \$6,299,185.93 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

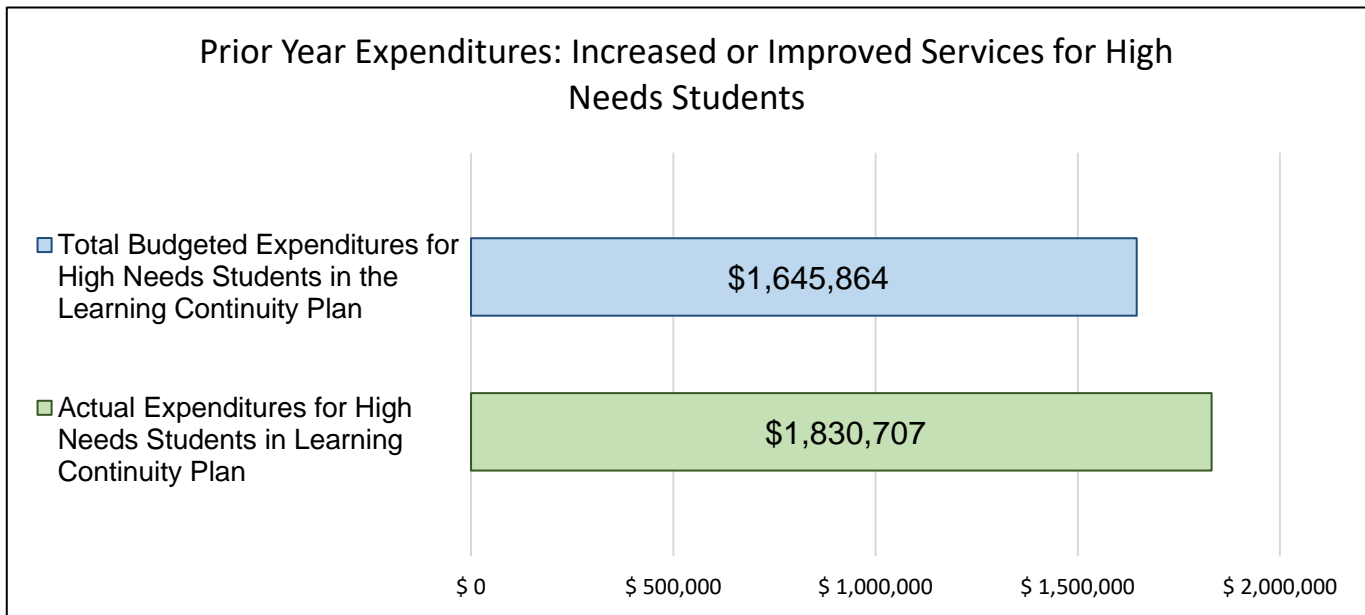
General fund expenditures not included in the LCAP include on-going operating costs to maintain existing programs and services to students such as operational expenses, utility costs, clerical support.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Monarch River Academy is projecting it will receive \$1,715,862.00 based on the enrollment of foster youth, English learner, and low-income students. Monarch River Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Monarch River Academy plans to spend \$1,771,525.69 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Monarch River Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Monarch River Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Monarch River Academy's Learning Continuity Plan budgeted \$1,645,864.00 for planned actions to increase or improve services for high needs students. Monarch River Academy actually spent \$1,830,707.35 for actions to increase or improve services for high needs students in 2020 – 21.



# Cover Sheet

## 2021-2022 School Calendar

**Section:** III. Academic Excellence  
**Item:** D. 2021-2022 School Calendar  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 21-22 School Calendar - YV.pdf

**RECOMMENDATION:**

Consider approval to allow minor changes to the calendar so long as the start and end dates and the number of school dates remain the same.

## 2021-2022 School Calendar



July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

School Year Dates	
Aug 2	Teachers Back to Work
Aug 16	First Day of School
Jan 7	End of Semester 1
Jan 14	Report Cards Due
May 26	Last Day of School
May 31	Report Cards Due
Jun 10	Last Teacher Work Day

Holidays	
Sep 6	Labor Day
Nov 11	Veteran's Day
Nov 19-26	Thanksgiving Break
Dec 20-Jan 4	Winter Break
Jan 17	Martin Luther King, Jr. Day
Feb 11	Lincoln Day
Feb 21	Washington Day
Apr 11-18	Spring Break
May 30	Memorial Day

Learning Period Dates	
LP1	8/16-9/17
LP2	9/20-10/15
LP3	10/18-11/12
LP4	11/15-1/7
LP5	1/10-2/10
LP6	2/14-3/11
LP7	3/14-4/8
LP8	4/19-5/26

Events - Dates TBD
Community Opportunities
Field Trips
195 Teacher Work Days
175 Instructional Days
29 Holidays

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

Testing Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Winter, Spring	Assessments

School Closed

LP

Teacher In-Service Days

Report Cards

Last Day of Semester 1

First & Last Day of School

# Cover Sheet

## Revised Independent Study Policy

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	E. Revised Independent Study Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Independent Study - Yosemite Valley.pdf



## Independent Study Policy

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

The purpose of the Yosemite Valley Charter School Governing Board approving this Independent Study Policy is to accomplish the following:

1. Establish the Time in Which an Assignment Must Be Completed
2. Establish the Procedure for Placement Determination
3. Outline What Must Be Included in a Current Written Agreement
4. Outline How Average Daily Attendance Will Be Calculated
5. Establish Compliance with the Education Code
6. Establish the Implementation of the Independent Study Policy

**1. Time in Which an Assignment Must Be Completed:** For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made the date by which the pupil must complete the assigned work shall be twenty (20) school days.

**2. Placement Determination:** A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study. In addition, a pupil will be required to produce evidence of a body of work for all 4 core subjects (English Language Arts, Math, Science, and Social Studies) for each learning period. A body of work must reflect at least 85% of each school day, showing engagement in learning. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Executive Director ~~of Academic Program~~ or his or her designee shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. A writing record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

**3. Current Written Agreement:** A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

- The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
- The specific resources designated by the School, including materials and personnel, which will be made available to the pupil.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code. An electronic signature will be acceptable only if using software or another method that allows for authentication of the signature. For instance, the program must require the use of a user's unique user name and password, there must be security precautions regarding transmission of the user's unique user name and password and each electronic signature must be accompanied by an accurate date and time stamp, along with the IP address of the device the person used to sign the document.
- Pupil and parent/guardian acknowledgment of understanding that the pupil will participate in local benchmark assessments at minimum 3 times each school year and all applicable state assessments each school year.

**4. Average Daily Attendance:** It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:

- Students will ~~initial~~ electronically mark "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays.
- Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days:" and electronically submit the log using the School's Parent Portal.

**5. Compliance with the Education Code:** The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.

6. **Implementation of Independent Study Policy:** The ~~Directors-Board and School Staff~~ shall establish regulations to implement these policies in accordance with the law.

## Cover Sheet

### High School Graduation Requirements & Graduation Policy

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	F. High School Graduation Requirements & Graduation Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Graduation Requirements & Guidelines - Yosemite Valley.pdf



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## Graduation Requirements & Guidelines

The aspiration of the Yosemite Valley (YV) Charter School (the School), in partnership with the community, is to provide an exceptional education that prepares students to be successful members of our society. Therefore, the graduation requirements stated below have been established. The graduation requirements encompass the knowledge, abilities, and experience necessary to develop the essential aptitudes and skills of successful participants in today's society: behavior of character, communication, citizenship, intellect, self-direction, teamwork, wellbeing, and productivity.

Students are to be provided with assistance to tailor the requirements according to their individual needs and abilities. Students must demonstrate proficiency in reading comprehension, writing and mathematics. Those students not proficient will be provided with remedial programs after consultation with the student's parent/guardian.

The purpose of the YV Governing Board approving this Graduation Requirement Policy is to accomplish the following:

1. Identify High School Graduation and A-G Requirements
2. Identify Guidelines for Early High School Withdrawal from the School
3. Identify Guidelines for Early High School Graduation

### 1. Graduation & A-G Requirements

#### Subjects Required for Graduation

- English
- Math
- Social Studies
- Science
- Foreign Language or Visual/Performing Arts
- Electives

For students in grades 9th-12th, the School has one graduation pathway that allows for students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, or enter military service directly after high school. The School graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

The School shall comply with coursework and graduation requirements that have been extended to students who are migratory children or students participating in an English language proficiency program for newly arrived immigrant students consistent with Education Code sections 51225.1 and 51225.2, as amended by AB 2121 (2018).



YV teachers, support staff, and counselors advise students on A-G requirements and help students schedule courses based on their individual goals. Counselors monitor the completion of A-G requirements. Teachers and counselors revise graduation plans according to individual student goals and needs.

High school graduation requirements and college/university entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements.

College admission requirements will vary from school to school and it is recommended that students check admission requirements before applying to their college of choice. Students are encouraged to reach out to their Guidance Counselor if they have questions about graduation requirements or the college admission process.

Students who plan to apply to a 4-year college right after high school graduation will need to meet A-G requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses ( Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)	30
English	6 semester courses	30
Math	4 semester courses ( Algebra 1 must be completed)	20
Science	4 semester courses ( Must include 1 year of Physical Science and 1 year of Life Science)	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
Total =		200 Credits

*\* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.*

## Suggested Course Sequences

### Yosemite Valley/CDE Graduation Requirements

English (30 credits)	
English 9A	English 9B
English 10A	English 10B
English 11A	English 11B

Mathematics (20 credits)	
Algebra 1A	Algebra 1B
Other Math A	Other Math B

Social Studies (30 credits)	
World History A	World History B
US History A	US History B
Government	Economics

Science (20 credits)	
Life Science A	Life Science B
Physical Science A	Physical Science B

Language other than English (LOTE) / Visual & Performing Arts (VPA) (10 credits)	
LOTE or VPA A	LOTE or VPA B

Electives (90 credits)	
Elective 1 A	Elective 1 B
Elective 2 A	Elective 2 B
Elective 3 A	Elective 3 B
Elective 4 A	Elective 4 B
Elective 5 A	Elective 5 B
Elective 6 A	Elective 6 B
Elective 7 A	Elective 7 B
Elective 8 A	Elective 8 B
Elective 9 A	Elective 9 B

### UC/CSU A–G University Entrance Requirements

English (40 credits)	
English 9A	English 9B
English 10A	English 10B
English 11A	English 11B
English 12A	English 12B

Mathematics (30 credits minimum)	
Algebra 1A	Algebra 1B
Geometry A	Geometry B
Algebra 2A	Algebra 2B

Social Studies (30 credits)	
World History A	World History B
US History A	US History B
Government	Economics

Science (20 credits)	
Biology A with Labs	Biology B with Labs
Chemistry A with Labs	Chemistry B with Labs

Language other than English (20 credits minimum)	
Spanish / French / Other 1A	Spanish / French / Other 1B
Spanish / French / Other 2A	Spanish / French / Other 2B
Visual & Performing Arts (VPA) (10 credits)	
VPA Course A	VPA Course B

Electives (50 credits)	
College Prep Elective A	College Prep Elective B
Elective 2 A	Elective 2 B
Elective 3 A	Elective 3 B
Elective 4 A	Elective 4 B
Elective 5 A	Elective 5 B

## 2. Guidelines for Early High School Withdrawal from the School

Should a high school student withdrawal more than two weeks prior to the end of a semester, the student will not receive full credit for their course(s). A withdrawal report card will be created with the percent of the course(s) completion and the current grades earned at the time of withdrawal.

The School will adhere to foster youths' rights with regard to partial credits, upon withdrawal and when changing schools.

### **3. Guidelines for Early High School Graduation**

The school does not provide the opportunity for students to graduate prior to the end of the school year.

A student can petition the School Board in writing to seek approval for early graduation at any semester or year break.

# Cover Sheet

## Revised Work Sample Policy

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	G. Revised Work Sample Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Work Sample Policy - Yosemite.pdf



## Work Sample Policy

Yosemite Valley Charter School offers independent study to meet the needs of pupils enrolled in the charter school; and as such, teachers much collect work samples from students to ensure that all students meet the State student academic achievement standards. This policy ensures that student work samples contain the information necessary to ensure the student's learning success.

The purpose of the Yosemite Valley Charter School Governing Board approving this Work Sample Policy is to accomplish the following:

1. 1. Provide an overview for the Work Sample Policy
  2. Outline the Work Sample Procedure
  3. Define a Body of Work
    2. Explain the requirements of an Acceptable Compliant Work Sample
    3. Identify criteria for Non-Compliant Work Samples
1. **Overview:** As an independent study program, Yosemite Valley Charter School is required to review the Body of Work and collect work samples from each of its students as a condition of apportionment. Work samples allow the student's supervising teacher to determine the time value of the completed student work. Work samples are turned in to the student's supervising teacher in accordance with the student's Master Agreement.
2. **Procedures:** Work samples must contain the following information:
1. Student's First Name and Last Name (nicknames are okay)
  2. Date that the work was completed, including the year. The work sample must be the student's original work. If anything gets changed on the original work sample, the student must initial such changes. All initialed changes mean that the student made the changes, not the parent/guardian/caretaker or teacher.

The supervising teacher must verify the work sample by including the following:

1. Homeschool teacher's name
2. Student's full name
3. Course name (must match the Master Agreement)
4. Date the teacher reviewed the material
5. Date the student completed the sample
6. HST grade

### 3. Body of Work:

- To be reviewed by the Teacher every Learning Period
- Must include all four core subjects (English Language Arts, Math, Science, and Social Studies)
- Must represent at minimum 85% of the student's instructional time each school day

### **3.4. ~~Acceptable~~ Compliant Work Sample Criteria:**

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

### **4.5. Non-Compliant Work Samples Include:**

- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

# Cover Sheet

## Charter Safe Insurance Proposal Renewal

**Section:** IV. Operations  
**Item:** A. Charter Safe Insurance Proposal Renewal  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Yosemite Valley Charter School.19774.CharterSAFEProposal2122.05-21-2021.pdf  
Exposure and Contribution Comparison - Yosemite Valley Charter School.pdf  
2021-2022 Renewal Letter to Membership.pdf  
Summary of 2021 - 2022 Changes to MOC.pdf  
Yosemite Valley Charter School.19774.CharterSAFEInvoice2122.pdf

May 20, 2021

Dear CharterSAFE member,

CharterSAFE has served our members for over 16 years, providing charter schools with high-quality insurance and risk management services. We are a nonprofit organization with over 275 member-owners representing over 800 locations with over \$1 billion in payroll, \$1.3 billion in property, and 200,000 students. It is our goal to partner with our members to ensure your school is safe and sustainable.

Each year, in addition to helping our member schools stay safe, CharterSAFE's team diligently evaluates all coverage programs, so you are also protected when bad things happen. We negotiate with our insurance carrier partners to provide members with the best possible pricing and coverage terms. Joint Power Authorities (JPAs) like CharterSAFE harness the power of group purchasing to obtain competitive pricing. By leveraging our size, we are able to negotiate terms with dozens of leading domestic and international insurance and reinsurance companies. This ongoing due diligence on member schools' behalf is a valuable benefit of your ownership.

California continues to experience a hard insurance market; this means costs increase and the ability to find coverage decreases. In addition, the increase in sexual assault, cyber-attacks, and employment practices exposures drive premiums to rise. With the collective buying power of CharterSAFE, we are able to shelter our members from the 100%+ increases in cost we are seeing in the direct market in the last few years. The same applies for this year, and the average change in rates for the 2021-2022 policy year programs are:

- Workers' Compensation                      -1%
  - General Liability                                14%
  - Property    13%
  - All Programs Combined                        9%
- (percentages are combined weighted averages)*



We are pleased to present this year a one-time Covid rebate. Due to the limitations in travel, we were able to reduce last years' operating expense and we are passing this savings to our membership. The value of this rebate is outlined in your member contribution proposal.

**Thank you for your continued membership in the CharterSAFE insurance and risk management program. We are pleased to present to you your 2021-2022 renewal member contribution proposal.**

## What you need to do

1. Please review the attached **Executive Report** and learn more about CharterSAFE, our financial stability, the current insurance market, loss and safety trends for charter schools, and the services we provide.
2. Review your **Member Contribution Proposal** (attached) for accuracy. Double-check the number of employees, vehicle schedule, property schedule, and other data. You have until June 15 to make changes. Make changes by emailing or calling your servicer and they can assist you with updating your charter school's exposures to get an updated proposal.
3. **Logon to the CharterSAFE member [portal](#)** and complete the following:
  - a. **Cyber application** – this is a short questionnaire to determine your level of data security as required by the insurance carrier. Your answers to this questionnaire will determine which of the two Cyber levels of coverage you will receive. Your charter will be eligible for the higher level of coverage if you have all three required security measures in place. This level of coverage can be updated quarterly if you are to put all three measures in place and notify CharterSAFE.
  - b. **Proposal Acceptance** - sign the member contribution acknowledge – this secures your acceptance of the proposal and continuing membership and insurance coverages with CharterSAFE.
4. Please refer to the enclosed **Changes to the 2021-2022 Memorandum of Coverage** (MOC) for a high-level summary of coverage changes.

Our goal is to obtain the coverages that will best protect the charter school community. Our mission is to provide our charter school members with a strong understanding of school hazards and approach to risk management. As a result, we believe that a safe and secure learning environment allows members schools to focus on and dedicate its resources toward empowering students through education.

As a member of CharterSAFE, you have access to no-cost resources to help mitigate your school's risk, including expert human resources consulting, claims and risk management support, contract review, site inspections, robust online training, and a dedicated service team. Please continue to take advantage of these resources; **the safer each of our schools is, the lower claims and insurance costs will be for all.** We are here to answer any questions you may have regarding your renewal. Thank you for your membership and continued partnership.

We look forward to serving you in the 2021-2022 year.

**The CharterSAFE Team**

**Contribution and Exposure Comparison**

	# Students	# Employees	Annual Payroll		TIV	Total WC Premium		WC Rate	Total Liability Premium		Total Property Premium	Total Premium				
2020-2021	2,377	107	\$	6,668,849	\$	84,500	\$	60,631	\$	0.909	\$	180,029.000	\$	500	\$	241,160
2021-2022	2,377	107	\$	6,668,849	\$	142,250	\$	63,214	\$	0.948	\$	209,666.000	\$	500	\$	273,380
	0%	0%		0%		68%		4%		4%		16%		0%		13%

# CharterSAFE

888.901.0004 // [chartersafe.org](https://chartersafe.org)

## 2021-2021 Changes to Memorandum of Coverage (MOC)

*Please refer to the 2021-2022 Memorandum of Coverage for a complete description of all coverages.*

MOC Section	MOC UPDATE	IMPACT
Section I - General Liability	Sublimit for COVID-19 Defense Cost and premises medical payment for bodily injury arising out of the administration and/or supervision of on-site rapid testing has been added	Additional coverage for members who may be considering on site rapid testing of students, staff, or visitors. Limits have been increased from \$50,000 to \$100,000.
Section III - Educator's Legal Liability	Amended: "Individualized Education Program Legal Expenses" has been changed to "Special Education Program Legal Expenses Coverage" -added \$5M CharterSAFE members' combined annual aggregate for special education program legal expense coverage sublimit	Change in the definition to Special Education broadens coverage. The addition of \$5M combined member aggregate is a generous limit which provides flexibility for our members for response to potential future class action lawsuits arising out of special education.
Section IV - Childhood Sexual Assault Liability	Amended: Section title change from "Sexual Abuse Liability" to "Childhood Sexual Assault Liability" Coverage changed from Occurrence to CLAIMS-MADE	In alignment with the broader definition of sexual assault under AB218, CharterSAFE changed our coverage from "sexual abuse" to "sexual assault" to better protect your school. We also changed from an occurrence to claims-made policy which allowed us to offer comprehensive coverage at a reasonable cost.
Section VI - Automobile Liability	Amended: - Vehicles leased over 6 months will be considered "scheduled autos"	Vehicles that are leased over 6 months will be considered a scheduled vehicle. Previously all leased vehicles had a \$500 deductible. This change results in a \$500 deductible savings for leased vehicles over 6 months.
Section VIII - D&O, EPL, Fiduciary	Amended Deductibles Employment Practices Liability (EPL) - EPL Categories and tiers: 1. Up to 150 employees: 0 claim / 1 claim / 2 claims/ 3+ claims 2. 150-300 employees: 0-1 claim / 2 claim / 3 claims/ 4+ claims 3. 300+ employees: 0-1 claim / 2-3 claim / 4 claims/ 5+ claims	In response to member concerns, deductibles have been modified to align with the size and number of claims of each member. For example, a member with 300 employees has more chances of getting an EPLI claim than a member with 150 employees. The tiered deductibles is more fair to all members.
Section XI - Student Accident Section I - General Liability	Amended: Sailing has been added as a high risk activity	Sailing is now considered high risk and subject to a \$500 deductible

**Protecting Schools. Promoting Safety. Customizing Insurance.**

*California Charter Schools Joint Powers Authority • A Nonprofit*

# CharterSAFE

BE SAFE • FEEL SAFE

## INVOICE

Invoice Date: May 21, 2021

Account Number: 19774

INSURED: Yosemite Valley Charter School

CONTACT: Dr. Laurie Goodman

ADDRESS: 3610 E. Ashlan Ave.  
Fresno, CA 93726

### Member Contribution for Policy Year 2021-2022

Combined Member Contribution \$276,841.00

One Time COVID-19 Rebate \$3,461.00

Total Member Contribution \$273,380.00

(Choose one option)	Amount	Use ACH	Due Date
<input type="checkbox"/> Payment in Full	\$273,380.00	<input type="checkbox"/>	Due Now

☐ Installment Plan:

Deposit (25%)	\$65,750.00	<input type="checkbox"/>	Due Now
Monthly Installment	\$23,070.00	<input type="checkbox"/>	August 01, 2021

9 installments due the 1st of every month

### ACH PAYMENT OPTION!

**See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.**

### Please Remit All Payments To:

CharterSAFE  
P.O. Box 969  
Weimar, CA 95736

### Questions/Comments:

Whitney Delano  
Director of Operations and  
Communications  
Email: wdelano@chartersafe.org

**Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**



# CharterSAFE

## BE SAFE • FEEL SAFE

### 2021-2022 Membership Proposal

*Prepared for:*

**Yosemite Valley Charter School**

*Coverage Effective:*

**July 01, 2021 at 12:01 AM - July 01, 2022 at 12:01 AM**

California Charter Schools Joint Powers Authority  
P.O. Box 969, Weimar, CA 95736  
Phone: 888.901.0004 Fax: 888.901.0004  
[www.chartersafe.org](http://www.chartersafe.org)

**Issued: May 21, 2021 at 10:21 am**

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Laurie,

CharterSAFE is pleased to present your membership renewal for the 2021-2022 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Bettina Hooper**, Managing Director, Member Services and Operations, at [bhooper@chartersafe.org](mailto:bhooper@chartersafe.org) or (916) 880-3470.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

#### **REQUIRED SIGNATURES:**

To bind coverage, you must login to the CharterSAFE web portal at [www.chartersafe.org](http://www.chartersafe.org) and complete and sign the following:

1. Cyber security questions
2. Member renewal acceptance

We look forward to working with you in the 2021-2022 year!

Thank you,

The CharterSAFE Team



# CharterSAFE

## 2021-2022 CLAIMS AND INCIDENT REPORTS GUIDELINES

**Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, or suit or of circumstances that may reasonably result in a claim or suit.** A delay in reporting could mean lapse in coverage.

For your protection, claims will not be accepted by phone, email, or fax.

## CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to [www.chartersafe.org](http://www.chartersafe.org) and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: **Dan Berry** at [dberry@chartersafe.org](mailto:dberry@chartersafe.org).
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

## CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
  - Student Accident Claim Packet (English and Spanish)
  - Volunteer Accident Claim Packet (English and Spanish)
  - Statement of No Insurance
  - Workers' Compensation Claim Form (DWC-1)
  - Employee Fact Sheet
  - Kaiser on the Job Clinics
  - Employee Injury Card

For any claim reporting questions, please contact **Dennis Monahan**, Managing Director, Claims, at (619) 878-6221 or email [dmonahan@chartersafe.org](mailto:dmonahan@chartersafe.org).

19774

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SELF

P,WC

**MEMBER CONTRIBUTION SUMMARY**

Yosemite Valley Charter School

Coverage Effective: July 01, 2021 at 12:01 AM - July 01, 2022 at 12:01 AM

Your CharterSAFE Insurance Program includes the following coverages:

**Liability & Property Package Member Contribution****\$213,627.00****Core Liability Program**

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime

Property

Student &amp; Volunteer Accident

**Additional Program Coverages**

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability

**Workers' Compensation & Employer's Liability Member Contribution****\$63,214.00****Combined Member Contribution****\$276,841.00****ONE TIME COVID-19 REBATE:****\$3,461.00**

Rebate will be applied either by:

1. Payment in Full - applied to your full payment due
2. Installment Plan - applied to the deposit

**Total Member Contribution****\$273,380.00**

(One Time COVID Rebate Applied)

Member can choose one of two payment options when accepting the proposal online

**Payment in Full - \$273,380.00****Installment Plan**

- Deposit (25%) - Due Now - \$65,750.00
- 9 Monthly Installments - \$23,070.00

\*Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

**Proposal Acceptance: Go to [www.chartersafe.org](http://www.chartersafe.org) and sign on to complete****1. Cyber security questions and 2. Renewal acceptance.**

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

## Mailing Address

3610 E. Ashlan Ave.  
Fresno, CA 93726

## Continuity and Retroactive Dates

**Directors & Officers Liability Continuity Date:** **07/21/2014**

**Employment Practices Liability Continuity Date:** **07/21/2014**

**Fiduciary Liability Continuity Date:** **07/21/2014**

## Vehicles

**None scheduled.**

## EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

### Students/Employees/Payroll

Location Address(es)	Students	Employees	Payroll
Yosemite Valley Charter School Online /	2,377	107	\$6,668,849.00
<b>Total:</b>	<b>2,377</b>	<b>107</b>	<b>\$6,668,849.00</b>

## Property Values

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Yosemite Valley Charter School Online ,	\$0.00	\$100,000.00	\$42,250.00	\$142,250.00
<b>Total:</b>	<b>\$0.00</b>	<b>\$100,000.00</b>	<b>\$42,250.00</b>	<b>\$142,250.00</b>

## CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$5,000,000** Per Member Aggregate

The Core Liability Program Breaks Down As Follows:

### Directors & Officers, Employment Practices, and Fiduciary Liability

Coverages	Limits	Deductibles
<b>Directors &amp; Officers and Company Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	Varies*
<b>Employment Practices Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	Varies**
<b>Fiduciary Liability</b>	\$1,000,000 per <b>claim</b> and member aggregate	Varies*

**Reporting:** Claims must be reported to CharterSAFE within 60 days after policy expiration. Coverage is provided on a claims-made basis.

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

Directors and Officers Liability & Fiduciary Liability Deductibles:

0 Prior Claims:	\$15,000.00 per occurrence
1 Prior Claim:	\$25,000.00 per occurrence
2 Prior Claims:	\$50,000.00 per occurrence
3 or more Prior Claims:	\$100,000.00 per occurrence

\*\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

Employment Practices Liability Deductibles:

0 Prior Claims:	\$15,000.00 per occurrence
1 Prior Claim:	\$25,000.00 per occurrence
2 Prior Claims:	\$50,000.00 per occurrence
3 or more Prior Claims:	\$100,000.00 per occurrence

### General Liability

Coverages	Limits	Deductibles
<b>Bodily Injury Property Damage</b>	\$5,000,000 per occurrence and member aggregate	\$500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
<b>Premises Medical Payment</b>	\$10,000 per person \$50,000 per occurrence	\$0
<b>Products and Completed Operations</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Armed Assailant Sublimit</b>	\$100,000 per occurrence and aggregate	\$0
<b>COVID-19 Defense Cost and Premises Medical Payment for bodily injury arising out of the administration and/or supervision of on-site rapid testing of COVID-19</b>	\$100,000 per occurrence and aggregate \$2,000,000 CharterSAFE's member combined annual aggregate	Varies**
*A list of <i>High-Risk Activities</i> is available at <a href="http://www.chartersafe.org">www.chartersafe.org</a> or you may contact <b>Dan Berry</b> (dberry@chartersafe.org / (916) 880-3469).		
** \$0 deductible with signed acknowledgement of consent; \$2,500 deductible without signed acknowledgement		

## Employee Benefits Liability

Coverages	Limits	Deductibles
<b>Employee Benefits Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

## Educator's Legal Liability

Coverages	Limits	Deductibles
<b>Educator's Legal Liability</b>	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence
<b>Special Education Program Legal Expense Coverage - Reimbursement Sublimit</b>	\$50,000 per occurrence/ aggregate reimbursement sublimit \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$7,500 per occurrence

## Childhood Sexual Assault Liability

Coverages	Limits	Deductibles
<b>Childhood Sexual Assault Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	\$0 if school completes training requirement \$100,000 if school did not complete training requirement
<b>Reporting:</b> Claims must be reported to CharterSAFE within 60 days after policy expiration. Coverage is provided on a claims-made basis.		
<b>Training Mandate</b> Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is <b>REQUIRED</b> to be completed by 90% or more of staff within 90 days of coverage renewal. New employees are required to complete the training within 6 weeks of employment.		

## Law Enforcement Activities Liability

Coverages	Limits	Deductibles
<b>Law Enforcement Activities Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

## Automobile

Coverages	Limits	Deductibles
<b>Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Auto Physical Damage*</b>	\$1,000,000 per occurrence and member aggregate	\$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

## Excess Liability - SELF

<b>Coverage Provided by:</b>	Schools Excess Liability Fund (SELF)
<b>Coverage:</b>	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
<b>Limits:</b>	\$50,000,000 per occurrence/claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M.

CharterSAFE is a single member of SELF, a nonprofit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different limits, terms, conditions and exclusions. You can access SELF JPA's information at [www.selfjpa.org](http://www.selfjpa.org).

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

**CRIME**

Coverages	Limits	Deductibles
<b>Money and Securities</b>  <b>Forgery or Alteration</b>  <b>Employee Dishonesty</b>  <b>Computer and Funds Transfer Fraud</b>	\$1,000,000 per occurrence and member aggregate	Varies*

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

0 Prior Claims:	\$500.00 per occurrence
1 Prior Claim:	\$5,000.00 per occurrence
2 Prior Claims:	\$10,000.00 per occurrence
3 or more Prior Claims:	\$20,000.00 per occurrence



## PROPERTY

**Perils Include:** Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

**Valuation:** Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
<b>Property</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
<b>Boiler &amp; Machinery / Equipment Breakdown</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
<b>Business Interruption</b>	\$10,000,000 per occurrence	\$1,000 per occurrence
<b>Extra Expense</b>	\$10,000,000 per occurrence	\$1,000 per occurrence
<b>Causes of Loss:</b>  <b>1. Water Damage</b> <b>2. Wildfire</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	Varies*

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

0 Prior Claims: \$1,000.00 per occurrence  
 1 Prior Claim: \$5,000.00 per occurrence  
 2 Prior Claims: \$10,000.00 per occurrence  
 3 or more Prior Claims: \$20,000.00 per occurrence

### PLEASE NOTE:

Renovation and construction projects valued over \$200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: **Dan Berry** at [dberry@chartersafe.org](mailto:dberry@chartersafe.org). CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional premium would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact **Alex Ulrich** ([Alex.Ulrich@ajg.com](mailto:Alex.Ulrich@ajg.com)/ 949-349-9825).

## STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
<b>Student Accident</b>	\$50,000 per injury/accident 104 Week benefit period	\$500 per injury/accident for <i>High-Risk Activities</i> *
<b>Volunteer Accident</b>	\$25,000 per injury/accident 104 Week benefit period	\$500 per injury/accident for <i>High-Risk Activities</i> *
*A list of <i>High-Risk Activities</i> is available at <a href="http://www.chartersafe.org">www.chartersafe.org</a> or you may contact <b>Dan Berry</b> (dberry@chartersafe.org / (916) 880-3469).		

### Terms & Conditions:

- Coverage is provided on an excess basis, but would become primary should the student not have health insurance.
- Claim submission deadline: 90 days after the Covered Accident.

### Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher  
18201 Von Karman Avenue, Suite #200  
Irvine, CA 92612

**Alex Ulrich**  
Client Service Manager  
[Alex\\_Ulrich@aig.com](mailto:Alex_Ulrich@aig.com)  
949-349-9825

## ADDITIONAL PROGRAM COVERAGES

### Pollution Liability And First Party Remediation

<b>Pollution Liability and First Party Remediation</b>	\$1,000,000 per pollution condition or indoor environmental condition and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per occurrence
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**Reporting:**

Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

### Terrorism Liability

Coverages	Limits	Deductibles
<b>Terrorism Liability</b>	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0

**Reporting:**

Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

### Terrorism Property

Coverages	Limits	Deductibles
<b>Terrorism Property</b>	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence. See "Exposures & Locations" section for schedule limits.	\$1,000 per occurrence

### Cyber Liability

Every member will have some level of coverage; if you have the below security measures in place, you will get a higher coverage limit.

1. Multi-Factor Authentication (MFA) for all remote access to your networks/systems by employees and contractors
2. Data backed up daily and is segmented/segrated from the network and only accessible via separate credentials
3. Endpoint Detection and Response (EDR) system deployed on all network endpoints

Coverages	Limits	Deductibles
<b>Cyber Liability</b>	\$1,000,000 per <b>claim</b> and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per <b>claim</b>

**Reporting:**

Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

**Requirement for Coverage to be in effect:**

Completed cyber application.

## WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
<b>Workers' Compensation</b>	Statutory	\$0
<b>Employer's Liability</b>	\$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit	\$0

**Auditable:**

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

# Cover Sheet

## 2021-2022 Vendor Agreement

**Section:** IV. Operations  
**Item:** B. 2021-2022 Vendor Agreement  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Yosemite Valley Charter School\_2021-2022 - DRAFT Vendor Agreement - Redlined  
Copy (1).pdf

# VENDOR AGREEMENT

This Vendor Agreement (“Agreement”) is made between **Yosemite Valley Charter School** (“School”), a California nonprofit public corporation that operates a public charter school [INSERT VENDOR NAME] (“Vendor”).



## RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

## **SECTION 1. TERM and TERMINATION.**

- a. Term: This Agreement shall be effective as of **[DATE]**.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant “Enrichment Certificate(s)” (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

## **SECTION 2. SERVICES.**

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference (“Services”), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.
- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School’s behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but

not limited to, when interacting with School students, parents, vendors, or employees.

- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); excepting visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the supervising teacher.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.
- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees). **Vendor must comply with Education Code § 56042 which generally prohibits an attorney or advocate for a student with exceptional needs from recommending services from an entity that employs or contracts with the attorney or advocate or otherwise presents conflicts concerns. The School may prohibit a Vendor from providing Services if there are other conflicts concerns as determined by School in School's sole discretion.** School shall not be responsible for paying Vendor for the prohibited services described herein.

### SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to [billing@yosemitevalleycharter.org](mailto:billing@yosemitevalleycharter.org). School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt.

- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

#### **SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.**

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.
- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

**SECTION 5. TAXES.** Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.



**SECTION 6. BENEFITS.** Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents.

**SECTION 7. MATERIALS.** Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

## **SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.**

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility.
- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement safety policies and procedures related to emergency response and accident reporting reasonable for the Services.
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission. Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, harassment, or sexual harassment at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.
- f. Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.
- g. COVID-19: Vendor certifies they will remain in compliance with local, county, and state laws and regulations concerning health safety and reducing the spread of COVID-19. Vendor will implement and visibly post the 5 strategies that reduce the spread of COVID-19 at their service facility to include staying at home when appropriate, practicing good hand hygiene and respiratory etiquette, using masks when feasible, having adequate supplies (includes

soap, water, hand sanitizer, paper towels, disinfectant wipes and sprays, masks, and no-touch trash cans), and posting signs and safety messaging in highly visible locations.

## **SECTION 9. INDEMNIFICATION AND INSURANCE.**

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
  - i. \$1,000,000 per occurrence
  - ii. \$2,000,000 general aggregate
  - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

## **SECTION 10. CONFIDENTIALITY.**

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the

information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent contact information) to market any products or services to School parents or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

**SECTION 11. ENTIRE AGREEMENT.** This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

## **SECTION 12. DISPUTE RESOLUTION.**

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this

Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

**SECTION 13. MODIFYING THE AGREEMENT.** No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

**SECTION 14. NO WAIVER.** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

**SECTION 15. NO ASSIGNMENT.** No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

**SECTION 16. SEVERABILITY.** If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

**SECTION 17. GOVERNING LAW.** This Agreement shall be governed by and interpreted under the laws of the State of California.

**SECTION 18. AUTHORITY TO CONTRACT.** Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

**SECTION 19. NOTICES.** All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

**If to Vendor:**

*(Please fill in with your information)*

Business:

Name:

Title:

Address:

Email:

Phone:

**If to School:**

**SECTION 20. COUNTERPARTS.** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

**Yosemite Valley Charter School**

By:

Name:

Title:

Date:

**VENDOR**

By:

Name:

Title:

Date:

## EXHIBIT A

### Detailed List of Vendor Services and Prices

\*Anything not listed will not be approved

#### Services Offered:

Title	Description	Grade Level	Price	Duration

# Cover Sheet

## 2021-2022 Enrichment Ordering Guidelines

<b>Section:</b>	IV. Operations
<b>Item:</b>	C. 2021-2022 Enrichment Ordering Guidelines
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Enrichment Guidelines - 2021-2022 DRAFT.pdf

## Enrichment Ordering Guidelines

Educational Vendor Policies and Procedures are in place to ensure Charter School **planning amounts** are budgeted and expended on Charter School-approved educational items and services. The Policy requires the Charter School carefully evaluate all requests for educational items and services made through the Enrichment Ordering System. No purchases can be made without the Charter School's approval.

These guidelines provide additional information to help the Charter School community better understand what educational items and services the Charter School may or may not approve through the Enrichment Ordering System ("EOS"). **Please note:** the Charter School retains discretion to reject any request for educational items and services through the EOS.

- **EOS Requests Must Align with Student's Course of Study:** The Charter School shall only approve educational items and services that meet the following requirements:
  - Support student's personalized curriculum and educational plan
  - Align with State standards
- **Educational Requirements:**
  - Students must attend regular learning period meetings, turn in quality work samples as requested, and consistently complete daily attendance logs. If a student fails to meet these requirements, the Charter School will not approve the student's requests for educational items or services.
  - The Homeschool Teacher must ensure students access all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any other educational items and services through the EOS.
- **Charter School Must Approve Educational Items and Services:**
  - Students will not receive educational items or services without Charter School approval.
  - Charter School will issue an Enrichment Certificate for approved services and activities. ***Enrichment Certificate must be received before students can participate in these educational services and activities.***
  - Charter School is responsible for purchasing approved educational items.
  - Parents will not be reimbursed for any purchases of educational items and services made "out of pocket".



- **Educational Quality Items and Services Limited to Student Need:**
  - Homeschool Teachers will only approve educational items and services that are educational quality (e.g., not top of the line). Only basic items and services may be approved.
  - Charter School will not approve educational items or services beyond what is needed to meet a student's learning objectives.
  - Charter School may approve requests for services that support a student's course of study or educational plan, however the Charter School is not obligated to approve and pay for all requests.
  - Charter School will only approve services that are listed on an approved vendor's Detailed List of Services (DLS).
  
- **Educational Items are Charter School Property and Must be Returned:**
  - All materials purchased by the Charter School are considered school property.
  - Once a student withdraws from the Charter School, items must be returned to the Charter School.
    - If the student transfers to another school that uses the EOS, parents must return the educational item unless otherwise directed by the Charter School.
    - Material transfers between siblings are permitted if the receiving sibling remains enrolled with the Charter School that purchased the materials.
  - Once an item is no longer needed it should be returned.
  - "Consumable" items used during the course of the school year (e.g., crayons, paper, pencils, etc.) do not have to be returned to the Charter School, unless the student withdraws from the Charter School before the end of the school year. **All items must be returned upon withdrawal.**
  - Students must take reasonable care of educational items. Parents may be held responsible for paying for lost, stolen, or damaged educational items. Broken or damaged items should be returned to the school for evaluation.
  - With the exception of manufacturer defect or error, all product order purchases are final. **If purchased materials are no longer needed or wanted, items may be returned to the charter school, but refunds will not be provided.**
  
- **No Dangerous Educational Items or Services:**
  - Charter School will not approve dangerous educational items and services that expose students, teachers, or staff to unreasonable risk.
  - Charter School will not approve educational items that are too large or heavy to easily lift, transport, or store.

- **Educational Items and Services only for Charter School Students:**
  - Charter School will only approve educational items and services for enrolled students (e.g., not siblings enrolled in other schools).
  - Charter School may approve parent educational workshops directly supporting a student's course of study up to \$350 per school year. Funds cannot be used to pay for college or continuing education credits.
- **Questions about Guidelines:**
  - If parents have questions regarding purchasing guidelines, please contact their Homeschool Teacher.
  - If Homeschool Teachers have questions regarding these guidelines, they are advised to reach out to their Regional Coordinator for further guidance and assistance.
- **Examples of Educational Items Charter School May Approve:**
  - Educational curriculum, such as textbooks, workbooks, reading books, etc.
  - Supplemental educational materials, such as microscopes, math manipulatives, calculators, etc.
  - Basic school supplies, such as notebooks, pencils, and rulers
  - Raw materials for learning basic skills, such as fabric, yarn, or crochet hooks
  - Basic equipment to support learning goals, such as educational-quality technology such as computers, musical instruments, or sewing machines. **Please note:** Parents are responsible for overseeing students' internet usage on Charter School-educational technology
  - Educational quality classes or lessons through approved educational vendors (Approved classes or lessons will be displayed in the Detailed List of Services (DLS) for each vendor within EOS).
  - Pre-approved educational technology and curriculum items
- **Examples of Prohibited Educational Items:** The Charter School will not approve the following educational items and services through the EOS:
  - Educational products and services that are not aligned with student's course of study
  - Top-of-the-line educational items and services
  - Educational items requested in excessive quantities
  - Sectarian or denominational items
  - Field trips to locations like amusement and water parks, trampoline parks, ziplining, etc.
  - Family gym memberships and large, heavy, or excessive exercise equipment
  - Personal items for students, such as backpacks, clothing, costumes, personal hygiene items, etc.
  - Items that could cause injury, such as pesticides, model rocket engines, and other dangerous items (knives, fencing and archery equipment, etc.)

- Items usually used to furnish homes and yards, such as furniture, organizational supplies, kitchen equipment, household tools, plants, gardening tools, planter boxes, etc.
- Home and office equipment, televisions, mobile phones, etc.
- Hi-end office equipment like electronic die cutting machines, binding machines, etc.
- Arts and crafts items that are unrelated to a student's course of study or educational plan, or are excessive, appear intended for sale or personal gifts
- Toys
- DNA kits
- Live animals and animal supplies, such as bees, chicks, egg incubators, fish, jellyfish, etc.
- Parts, software, or hardware for educational items not owned by the Charter School.
- Video game hardware or software (Charter School may approve certain educational technology and software).
- Registration, performance, or competition fees for extracurricular activities
- Out-of-state field trips (excluding Nevada)
- Travel, lodging, or food

# Cover Sheet

## 2021-2022 Hourly Employee Contract

<b>Section:</b>	IV. Operations
<b>Item:</b>	D. 2021-2022 Hourly Employee Contract
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	21-22 Contract Template - Yosemite Valley Hourly.pdf

**FIXED TERM EMPLOYMENT AGREEMENT  
BETWEEN  
YOSEMITE VALLEY CHARTER SCHOOL & <<EMPLOYEE  
NAME>>, <<JOB TITLE>>**

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Yosemite Valley Charter School. The Board desires to hire employees who will assist Yosemite Valley Charter School in achieving the goals and meeting the requirements of the school. The parties recognize that Yosemite Valley Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Yosemite Valley Charter School in implementing its purposes, policies, and procedures.

WHEREAS, Yosemite Valley Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

**A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT**

1. Yosemite Valley Charter School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Yosemite Valley Charter School has been duly approved by the Westside Elementary School District ("District"), according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Yosemite Valley Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Yosemite Valley Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Yosemite Valley Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Yosemite Valley Charter School and not the District.
3. Pursuant to Education Code section 47610, Yosemite Valley Charter School must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Yosemite Valley Charter School shall be deemed the exclusive public school employer of the employees at Yosemite Valley Charter School for purposes of Government Code section 3540.1.

**B. EMPLOYMENT TERMS AND CONDITIONS**

**1. Duties**

Employee will perform such duties as Yosemite Valley Charter School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time.

**2. Term and Work Schedule**

Subject to Section C, “Termination of Agreement” herein, Yosemite Valley Charter School hereby employs Employee for the term of the school year, commencing on or after **July 1, 2021** and ending **June 30, 2022**. Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position.

Yosemite Valley Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Yosemite Valley Charter School.

**3. Compensation**

Employee will receive their hourly rate no later than June 15<sup>th</sup> of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary pay scale approved by the Board of Directors of the Charter). The Board may adjust compensation by up to 15% in the form of a pay scale increase or reduction based on actual enrollment; any rate increase is contingent on enrollment and positive performance. The pay scale is based on what the Board will deem to be reasonable targets. Pay scale changes will only be permitted at the end of 1<sup>st</sup> three fiscal quarters – namely September 30<sup>th</sup>, December 31<sup>st</sup>, and March 30<sup>th</sup>.

**4. Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by Yosemite Valley Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Yosemite Valley Charter School in its sole discretion.

**5. Performance Evaluation**

Employee shall receive periodic performance reviews conducted by Employee’s supervisor in accordance with Yosemite Valley Charter School’s evaluation policy.

Failure to evaluate Employee shall not prevent Yosemite Valley Charter School from disciplining or dismissing Employee in accordance with this Agreement.

**6. Employee Rights**

Employment rights and benefits for employment at Yosemite Valley Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Yosemite Valley Charter School’s Personnel Handbook, which from time to time may be amended and modified by Yosemite Valley Charter

School, in Yosemite Valley Charter School's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Yosemite Valley Charter School.

**7. Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

**8. Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges Employee is a child care custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

**9. Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service. This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory this job offer is withdrawn.

**10. Conflicts of Interest**

Employee understands that, while employed by Yosemite Valley Charter School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Yosemite Valley Charter School. Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest. Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Yosemite Valley Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not recommend that Yosemite Valley Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection.

**11. Outside Professional Activities**

Any outside professional activities (including consulting, speaking, and writing not on behalf of Yosemite Valley Charter School) shall not occur from 8:00 a.m. – 4:30 p.m. Monday through Friday, except holidays. Hourly employees are expected to complete their Yosemite Valley Charter School employment duties from 8:00 a.m. – 4:30 p.m. Yosemite Valley Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Yosemite Valley Charter School.

## **12. School Intellectual Property and Non-Competition**

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:

- a. disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment;
- b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;
- c. without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

## **C. TERMINATION OF AGREEMENT**

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs



based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.

2. **Revocation/Nonrenewal of Charter:** In the event that Yosemite Valley Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the early termination process outlined above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

#### **CI. NON-RENEWAL/EXPIRATION OF TERM**

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

#### **CII. GENERAL PROVISIONS**

##### **1. Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

##### **2. Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

##### **3. Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

##### **4. Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

#### **F. ACCEPTANCE OF EMPLOYMENT**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Yosemite Valley Charter School on the terms specified herein.

2. All information I have provided to Yosemite Valley Charter School related to my employment is true and accurate.
3. This is the entire agreement between Yosemite Valley Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

**Employee Approval:**

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**Employee Signature**

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**Date**

**Yosemite Valley Charter School Approval:**

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**Executive Director Signature**

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**Date**

# Cover Sheet

## Axia Service Contract Proposal

<b>Section:</b>	IV. Operations
<b>Item:</b>	E. Axia Service Contract Proposal
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Axia & Yosemite Agreement 5.25.21.pdf

**EDUCATION AND SUPPORT SERVICES AGREEMENT  
BETWEEN Axia Group LLC and Yosemite Valley Charter School**

This Education and Support Services Agreement ("**Agreement**") is entered into as of July 1, 2021 ("**Effective Date**") by and between the Axia Group LLC ("**Axia Group**"), and Yosemite Valley Charter School, a public charter school organized as a California nonprofit public benefit corporation ("**School**"). Axia Group and School may each be referred to herein as a "**Party**" or collectively as the "**Parties**" to this Agreement.

**WHEREAS**, subject to the terms and conditions contained in this Agreement, School now desires to contract with Axia Group for instructional and operational support services;

**WHEREAS**, the Parties acknowledge and intend that the terms of this Agreement shall at all times be consistent with the terms of the Charter, and that this Agreement provides for Axia Group to deliver educational goods and task-related services that are performed at the direction of the Executive Director as designee of the governing body of the School and over which the governing body of the School retains ultimate decision-making authority.

**NOW, THEREFORE**, in consideration of their mutual promises set forth in this Agreement, the Parties agree as follows:

**1. Relationship of the Parties and Scope of Authority.** The relationship created by this Agreement between the Parties is that of an independent contractor, not a partnership, joint venture, or employment relationship. Under this Agreement, Axia Group will deliver goods and perform task-related services at the direction of the Charter's Executive Director and for which the governing body of the School retains ultimate decision-making authority. The Parties understand and agree as follows:

a. The governing body of the School shall at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing operation of the School. The governing body of the School, and not Axia Group, has fiduciary responsibility for the School. The governing body of the School is ultimately responsible for ensuring School adheres to all applicable law and is accountable to the authorizing District pursuant to the Charter.

b. To the extent not otherwise specified as a duty of Axia Group pursuant to the scope of Services, all duties applicable to the proper operation of School and maintenance of applicable academic standards shall remain the responsibility of School

c. Axia Group will not be required to provide any service set forth in this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause or causes outside Axia Group's and/or School's reasonable control or would require Axia Group or School to violate applicable law or cause Axia Group to be considered an "entity managing a charter school" per Education Code section 47604.1(a).

d. Axia Group will provide all Services in a manner it believes to be in the best interests of School and with due care, in good faith, and in exchange for reasonable compensation.

**2. Independent Contractor.** Nothing in this Agreement shall confer upon any Axia Group or School employee any rights or remedies, including any right to employment, as an employee of the other Party. The Parties agree as follows:

a. All Axia Group employees providing services to School shall be and remain employed by Axia Group and shall at all times be subject to the direction, supervision and control of Axia Group. All School employees shall be and remain employed by School and shall at all times be subject to the direction, supervision and control of School.

b. School shall not have any right to terminate the employment of any Axia Group employee providing services to the School. Axia Group shall not have any right to terminate the employment of any School employee.

c. The Parties agree that Axia Group shall not lease its employees to the School. School shall employ all of its personnel, including certificated personnel responsible for the delivery of instruction. School shall determine and manage compensation (salary and benefit) plans for its employees; provided, however, that School shall oversee and may consult with Axia Group and Axia Group will assist with providing payroll and related services pursuant to the scope of Services.

d. Axia Group certifies that any of its employees who perform school-site services or transportation services for School, or who may have substantial contact with students at School as determined by School in its reasonable discretion, shall be screened in compliance with Education Code section 45125.1 and Axia Group shall otherwise comply with that statute.

**3. Services Provided by Axia Group.** During the term of this Agreement, Axia Group shall provide to School the services, including the staff necessary to provide the services, listed in Attachment A to this Agreement (the "**Services**"). Axia Group is not obligated to devote all of its time or efforts to School, but shall devote the time, effort, and skill reasonably necessary to provide the Services to School. Axia Group reserves the right to sub-contract with a third party for the provision of any of the Services. The Parties may mutually agree to either modify the Services at any time by amending Attachment A in writing; provided, however, the Parties will also adjust the annual fee commensurately pursuant to Section 5, if necessary, or complete projects charged at agreed upon hourly rates. The Axia Group shall only deliver task-related services that are performed at the direction of the School's Executive Director and for which the governing body of the School retains ultimate decision-making authority. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.

**4. Term.** The term of this Agreement shall commence on July 1, 2021 and continue through June 30, 2024 unless during this term the School loses its charter authorization. This Agreement will be automatically renewed unless either party provide Notice as set forth subsection 20 of this Agreement prior to March 1, 2024 that it will not be renewed. Upon automatic renewal the parties' obligations shall continue in full during the Term.

**5. Annual Fee.** For services in Exhibit A, School shall pay Axia Group an annual fee of 10.5% of the School's revenue as calculated based on each reporting unit (i.e. charter school, department, location, central office and any other additional reporting units which may be added at the discretion of the School). Revenues shall not include one-time federal and state funds used for professional development.

a. Beginning July 1, 2020, the annual fee shall be paid by **SCHOOL** to **Axia Group** in twelve (12) equal monthly installments per year with each monthly payment made through ACH transfer and received by Axia Group by the 8th of each month.

b. Axia Group will submit monthly invoices based upon School's current school year budgeted revenue. Invoices may be adjusted based on the most current financial forecast.

c. **Right to Suspend Performance.** In the event of default or delay in payment greater than 30 days from the date of the invoice, Axia Group reserves the right to suspend part or all of its

performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event School disputes all or any portion of an invoice, School shall notify Axia Group within 15 days of receipt of the invoice; and initiate the dispute resolution process under Section 19 hereof, but shall pay the invoice in full, pending the outcome of such process.

d. Late Payments. Unless School receives prior written approval from Axia Group, payments made after the payment terms are subject to a late payment penalty equal to 5% of invoiced amount for each full week the payment is overdue. If the fees are received in the ICS bank account by the 14th of the month, no late fee will be assessed.

e. At the end of each fiscal year, after the P-2 ADA certification by the California Department of Education, which should occur no later than June 30th, a reconciliation of payments shall be made based upon the School's actual revenues in said year. In the event that the total amount of installment payments made by School for the subject year exceeds the total amount due based upon School's actual Revenues, Axia Group shall refund the total amount of said overpayment to School within thirty (30) days of the end of the fiscal year. In the event that the total amount of installment payments made by School for the subject year is less than the total amount due based upon School's actual Revenues, School shall pay the total amount of said underpayment to Axia Group within thirty (30) days of the end of the fiscal year.

f. In the event this Agreement is renewed, the annual fee may be reviewed and renegotiated by the Parties.

**6. Software Purchase:** The "Software" (described below) will be purchased by the Axia Group from the School ("Seller").

a. The description of the "Software" includes all aspects of the software platform purchased from the Assignment Estate for the Creditors of Provenance (Assignment Estate), including but not limited to the following: the Enrichment Ordering System, Curriculum Ordering System, Tech extension to the Ordering System, Lending Library, Field Trip and Events, Curriculum Suite, and Vendor Suite (most current versions, including object code, source code, documentation, full license for use). The Software is being sold on an "as is," "where is," "with all faults" bases with no representations and warranties from the Seller. Seller is not providing any technical assistance, actions or support necessary for the Software and data thereon to be migrated to the Axia Group.

b. On the closing date which shall not be later than July 1, 2021 ("Closing Date"), Seller will deliver a current electronic copy of the entire Software to The Axia Group. This is the only condition that Seller must meet to close. After the "Closing Date" the Axia Group maintains all ownership rights of the Software.

c. During the term of this agreement and any renewal, the Axia Group will provide to the School at no additional cost any updates to the Software as part of this agreement.

d. Anytime in the future if the agreement between the Axia Group and the School is not renewed or is terminated for cause, the Axia Group will provide the School with the most updated copy of the Software. The Software copy will be "as is," "where is," "with all faults" bases with no representations and warranties from the Axia Group. The Axia Group will not provide any technical assistance, actions or support necessary for the Software and data thereon to be migrated to the School.

e. Purchase Price: The Axia Group will purchase the software from Monarch Academy and Yosemite Valley Charter. The terms of the purchase will be brought to the Board once the

**7. Costs.** In addition to the annual fee, School shall reimburse Axia Group for direct "pass-through" costs and expenses incurred in performing the Services, including, but not limited to: equipment, materials, or supplies purchased from third parties at the request of, or on behalf of the School; platform subscription fees (i.e. student information systems, learning management systems); travel (including mileage, airfare, lodging, meals, and ground transportation); filing or corporate fees; marketing and

development costs incurred solely for School (i.e. print materials, postage for mailers, and costs of newspaper, radio, television, billboard or other broadcast advertisements); and fees of other third parties consulted by Axia Group at the request of or on behalf of the School.

a. In the event that Axia Group purchases equipment, materials, or supplies at the request of or on behalf of the School, Axia Group shall comply with the procurement policies and processes approved by the governing body of the School and shall not include any mark-up, added fees or charges with the cost of equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies that Axia Group purchases on behalf of the School shall be and remain the property of the School.

b. All reimbursable costs of Axia Group charged to School shall be itemized on Axia Group invoices, with reference to specific dollar amounts and with backup documentation for such costs (e.g. copies of receipts or purchase orders).

**8. Cooperation,** School shall make available to Axia Group, in a timely manner, all data, files, documents, and other information and records necessary or appropriate for Axia Group to provide the Services under this Agreement. School staff, and the governing body of the School as necessary, shall work closely and cooperatively with Axia Group to facilitate Axia Group's effective performance and delivery of the Services.

**9. Conflicts of Interest.** School and Axia Group recognize that it is important that School be assured that Axia Group staff acts at all times with integrity. School has adopted a conflict of interest code under the California Political Reform Act. Axia Group acknowledges that School may require certain Axia Group staff to file annual financial interest disclosures as consultants under that code and abide by the disclosure and disqualification provisions of that Act. Axia Group also agrees to adopt and provide to School copies of conflict of interest policies required by the IRS, as well as an anti-nepotism policy and a policy regarding inconsistent employment for compensation, which policies shall meet Federal requirements for grant and funding program administration.

**10. Non-Exclusive, Non-Transferrable Intellectual Property License.** Axia Group grants School a non-exclusive, non-transferable irrevocable, United States limited license to use, display and print graphic images of the Axia Group IP in connection with the School's operation of the Charter. The Axia Group IP is described in Attachment Band may include copyrights, patents, trademarks, technology, and intellectual property of every kind (the "***Axia Group IP***"). The Parties acknowledge that Axia Group has extensively invested in developing and improving the Axia Group IP and in marketing, refining, advertising, promoting, and publicizing it, all of which have become well and favorably known to the public throughout the United States, and as a result of such efforts, Axia Group has acquired valuable goodwill therein. The non-exclusive, non-transferable license granted to School is subject to the following terms and conditions:

a. **Ownership.** School acknowledges the ownership of the Axia Group IP and shall do nothing inconsistent with such ownership. School acknowledges that all use of the Axia Group IP shall inure to the benefit of and be on behalf of Axia Group. School acknowledges that nothing in this Agreement shall give School any right, title, or interest in and to the Axia Group IP other than the right to use the intellectual property in accordance with the terms of this Agreement.

b. **Quality Standards** School shall not utilize the Axia Group IP in any manner that would diminish their value or harm the reputation of Axia Group or any other Axia Group organization. The nature and quality of all services rendered by School in connection with the Axia Group IP, all goods sold by School under the Axia Group IP, and all related advertising,



promotional and other related uses of the Axia Group IP by School shall conform to standards set by and be under the control of Axia Group.

c. School agrees that School will not frame, copy, or feature any trademarks, logos, content from Axia Group's websites or marketing materials at any website owned or controlled by School without Axia Group's prior express written permission.

d. Neither School nor any entity owned or controlled by them will directly or indirectly file, apply for, prosecute, register, maintain, obtain, and/or acquire any domain names, trademark applications, or trademark registrations, for any mark or name comprised of or containing the Axia Group IP, or for any other confusingly similar marks, names, or terms. Further, neither School nor any entity owned or controlled by School will directly or indirectly challenge, contest, or interfere with Axia Group's ownership, use, registration, or enforcement of its Axia Group IP.

e. School shall not have the right to grant a license, sublicense, or any other rights to the Axia Group IP.

f. The license and rights granted to School herein are subject to any limitations imposed by any applicable government grant or government contract entered into by Axia Group.

g. School shall use the Axia Group IP only in the manner and for the duration expressly permitted in writing by Axia Group.

h. Upon termination or expiration of this Agreement, School shall have no right to make any use whatsoever of the Axia Group IP and must remove all Axia Group IP previously used by School in accordance with section 14, Termination.

i. **Infringement Proceedings.** School shall promptly inform Axia Group of any infringements or other violations of the Axia Group IP. Axia Group shall have the exclusive right at its sole discretion to determine whether to take any action, including litigation, against such infringements or other violations. For any such action Axia Group decides to take: (a) School will reasonably cooperate with and assist Axia Group; (b) Axia Group shall bear all costs, attorney's fees, and expenses; and (c) Axia Group shall receive and retain all monetary awards, judgments, damages, and settlement proceeds. If Axia Group decides not to take any action against an infringement or other violation of the Axia Group IP, Axia Group will notify School of its decision, at which time School may request Axia Group's permission for School to take action, including litigation. If Axia Group permits School to take action: (a) Axia Group will reasonably cooperate with and assist School; (b) School will bear all costs, attorney's fees, and expenses; (c) School will obtain Axia Group's prior approval of any settlement, such approval to not be unreasonably withheld; and (e) School will receive and retain all monetary awards, judgments, damages, and settlements proceeds.

**11. Confidentiality.** Each Party acknowledges that during the term of this Agreement, it will have access to certain Confidential Information of the other Party, as defined below. Each Party shall



maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Party's Confidential Information.

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

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

c. The Parties understand and acknowledge that School's financial, educational, and student records are School property and may be subject to the California Public Records Act. All School records shall be physically or electronically available, upon School's request, at the physical record storage location. Records shall also be made available to School electronically on Axia Group's software platforms, when such platforms exist.

d. The records of the School maintained by Axia Group shall be made available to the School's independent auditor upon request.

e. Upon the termination or expiration of this Agreement, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

**12. Student Information.** Axia Group and School will each comply with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA"), federal Children's Online Privacy and Protection Act (15 U.S.C. §§ 6501--6506) ("COPPA"), and other applicable state and federal laws pertaining to student information and privacy. Axia Group is a "third party" which may receive pupil records under California Education Code Section 49073.1(d)(6).

a. Axia Group shall be designated as having a legitimate educational interest in accessing School's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Axia Group to access personally identifiable information from student education records from School in order to provide its services. For purposes of this Agreement, the term "personally identifiable information" ("PII") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Axia Group shall not use or disclose pupil records, including personally identifiable information, received from or on behalf of School except as necessary to provide the Services, as required by law, or as otherwise authorized in writing by School. Axia Group shall protect the pupil records it receives from or on behalf of School no less rigorously than it protects its own Confidential Information. Axia Group will designate and train responsible individuals to ensure the security and confidentiality of pupil records. Axia Group shall develop, implement, maintain and use reasonable administrative, technical and physical security measures to preserve the confidentiality and availability of all electronically transmitted pupil records received from or

on behalf of School. In the event of an unauthorized disclosure of PD, Axia Group shall notify School as soon as practicable, and shall, upon School's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

c. Within 60 days of the termination or expiration of this Agreement, Axia Group shall certify in writing that protected student information in the possession of Axia Group shall be returned and/or destroyed.

d. Prohibition on Targeted Marketing. Axia Group shall not use PII in pupil records to engage in targeted advertising contrary to California law.

e. Cyber Liability Insurance and Indemnity. Axia Group shall obtain and maintain for the Term of this Agreement Cyber Liability Insurance with limits of not less than Two Million Dollars (\$2,000,000) aggregate including but not limited to coverage for claims involving security and privacy violations, information theft, damage to or destruction of electronic information, intentional and/or unintentional release of information, business interruption, cyberextortion and corruption, and denial of service.

f. Axia Group shall indemnify, defend and hold School (including its officers, directors and employees) from and against all claims, losses, liabilities, damages, expenses or judgments involving a third party, including School's costs and reasonable attorney's fees, which arise as a result of any such unauthorized disclosures or misuse of pupil records through the services provided by Axia Group, excluding those claims, liabilities, damages or judgments arising from the sole active negligence or willful misconduct of School.

### **13. Insurance.**

a. School shall maintain customary and reasonable insurance coverage, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. School shall name Axia Group as an additional insured under all School's policies.

b. Axia Group shall maintain customary and reasonable insurance coverage, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. Axia Group shall name School as an additional insured under all Axia Group's policies.

c. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

d. The Parties' insurance coverages shall take into consideration that staff at the School are employees of the School, and not employees of Axia Group.

#### **14. Termination.**

a. Prior to March 1, 2024 either Party may terminate this Agreement for breach of a material term or condition of this Agreement upon sixty (60) days' written notice to the other Party. Such written notice shall identify the breach and provide thirty (30) days for the other Party to cure.

b. In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the performance of School and Axia Group in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the statutory and/or regulatory changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, then either Party may elect to terminate the Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least ninety (90) days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances.

c. In the event of termination for any reason, the following conditions shall apply:

i. School shall pay Axia Group any due and unpaid portion of the annual fee and costs for Services performed by Axia Group until the effective date of termination.

ii. Axia Group shall provide reasonable assistance to School to transition to another service provider, during which time School shall reimburse Axia Group for all reasonable expenses incurred by Axia Group in providing such transition assistance.

iii. School shall cease all use of the Axia Group IP, as described in Attachment B, upon the termination of Agreement.

iv. As soon as practicable, Axia Group shall return to School and/or destroy, as appropriate, all student-related, fiscal, and other records of School maintained by Axia Group.

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

**16. Indemnification.** The Parties shall defend, indemnify, and hold each other, their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party.

**17. Fiduciary Obligations.** The governing bodies for both Parties have reviewed the scope of Services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the Services contained herein are in the best interests of their respective organizations, and that the compensation to be paid is fair and reasonable.

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

**19. Dispute Resolution.** The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Agreement before resorting to litigation. In the event of a dispute between the Parties, disputing Party must frame the issue in written format ("dispute statement"). School representative and Axia Group Executive Director shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the School representative and Axia Group Executive Director and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the School representative and Axia Group Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the School representative and Axia Group Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the Parties. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Parties.

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

*To Axia Group:*

Email: [steven.lawrence@theaxiagroup.com](mailto:steven.lawrence@theaxiagroup.com)

*To School:*

Email: \_ \_ \_ \_ \_

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

**22. Amendments.** No supplement, modification, or amendment of this Agreement or the Services described in Attachment A shall be binding unless in writing and executed by both Parties. The Parties anticipate additional and/or revised services to be provided through amendments to Attachment A and commensurate adjustment of the annual fee, if necessary. Such amendments may be negotiated directly by staff of School and Axia Group at any time, and shall be brought to the governing bodies of School and Axia Group respectively to approve or ratify.

**23. Entire Agreement.** This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this Agreement. If School seeks to enter into a lease, promissory notes or other negotiable instruments, or to enter into a lease-purchase agreement or other financing relationships with Axia Group, such agreements shall be separate documents and not be incorporated into this Agreement or any amendments thereto. Such agreements shall be consistent with the School's authority to terminate Axia Group and continue operation of the School.

**24. Arm's Length and Independent Counsel** This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Agreement. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this Agreement

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

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

**27. Governing Law.** This Agreement shall be governed by and interpreted under the laws of the State of California.

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

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



# Cover Sheet

## 2021-2022 Board Calendar

<b>Section:</b>	V. Governance
<b>Item:</b>	A. 2021-2022 Board Calendar
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Draft Board Meeting Calendar.pdf

# Yosemite Valley Charter School

## 2021-2022 Board Meeting Calendar

July '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August '21						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21						
Su	M	Tu	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '21						
Su	M	Tu	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '22						
Su	M	Tu	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22						
Su	M	Tu	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					


March '22						
Su	M	Tu	W	Th	F	S
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6	7	8	9	10	11	12
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27	28	29	30	31		

April '22						
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24	25	26	27	28	29	30

May '22						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '22						
Su	M	Tu	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

 - Proposed Board Meeting Dates

 - Important Board Dates



## October

- Unaudited Actuals
- November 1st - Dashboard Indicators due to the state

## December

- Approval of Previous Years Audit
- December 15th - First Interims due to the county

## January

- February 1st - SARC (School Accountability Report Card) due to the state

## February

- March 1st - Comprehensive School Safety Plan

## March

- March 15th - Second Interims due to the county
- March 31st - Auditor Selection Form due to the county

## April

- April 1st - Form 700s due to the County Board of Supervisors
- School Calendars

## May

- Public Hearing of LCAP

## June

- Adopted Budget
- Final Approval of the LCAP
- Board Meeting Calendar

## Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

SPED Assessment Team \$ Change - 1.01.22.xlsx