Yosemite Valley Charter School

Regular Scheduled Board Meeting

Date and Time
Monday June 14, 2021 at 5:15 PM PDT

Location
3610 E. Ashlan Avenue
Fresno, CA 93726

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			**5:15 PM**
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			5 m
F. Approve Minutes	Approve Minutes		5 m
Approve minutes for Regular Scheduled Board Meeting on May 27, 2021			
G. Executive Director Report		Laurie Goodman	10 m
II. Finance			**5:39 PM**
A. May Financials	Vote	Darlington Ahaiwe	10 m

	Purpose	Presenter	Time
B. 2021-2022 Operating Budget	Vote	Darlington Ahaiwe	5 m
C. Discussion & Potential Action on the Due (To)/Due From Balances for Inspire - Los Angeles, Inspire Charter Services, & Triumph Academy		Darlington Ahaiwe	5 m
D. Certificated Salary Schedules	Vote	Dr. Laurie Goodman	5 m
E. Special Education Assessment Team Salary Schedule	Vote	Dr. Laurie Goodman	5 m
F. Classified Salary Schedule	Vote	Dr. Laurie Goodman	5 m
G. 2021-2022 Classified Management/Confidential Salary Schedule	Vote	Dr. Laurie Goodman	5 m
H. 2021-2022 Administrator Salary Schedule	Vote	Dr. Laurie Goodman	5 m
To begin July 1, 2021			
I. Part Time Teacher Hourly Table	Vote	Steph Johnson	5 m
J. 2021-2022 Compensation Policy	Vote	Dr. Laurie Goodman	5 m
III. Academic Excellence			**6:34 PM**
A. Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP)	Vote	Cathy Troxell	5 m
B. Annual Update for LCAP & UCP	Vote	Cathy Troxell	5 m
C. Local Indicator Review	FYI	Cathy Troxell	5 m
D. The English Learner Group Proposal & Contract	Vote	Dr. Laurie Goodman	5 m
IV. Operations			**6:54 PM**
A. 2021-2022 Staff Instructional & Classified Calendar	Vote	Dr. Laurie Goodman	5 m
B. Share Staff Memorandum of Understanding (MOU) for Central & North	Vote	Dr. Laurie Goodman	5 m
C. Special Education Assistant Director 1	Vote	Dr. Steven James	5 m
• New Special Education position			
D. Special Education Services & Assessment Team Coordinator Job Description	Vote	Dr. Steven James	5 m
E. Special Education Administrative Assistant Job Description	Vote	Dr. Steven James	5 m
F. Coordinator of Talent Development Job Description	Vote	Dr. Laurie Goodman	5 m

	Purpose	Presenter	Time
V. Governance			**7:24 PM**
A. Board Nominee Resumes	Discuss	Dr. Laurie Goodman	10 m
VI. Closing Items			**7:34 PM**
A. Board Requests	Discuss		5 m
B. Announcement of the Next Regular Scheduled Board Meeting July 29, 2021 at 5:15 pm	FYI	Larry Jarocki	1 m
C. Adjourn Meeting	Vote		

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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 May 27, 2021

DRAFT

Yosemite Valley Charter School

Minutes

Regular Scheduled Board Meeting

Date and Time
Thursday May 27, 2021 at 5:15 PM

Location
3610 E. Ashlan Avenue
Fresno, CA 93726

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

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

Directors Present
Carla Moore, Debbie De Alba, Dr. Larry Jarocki, Jonna Durst

Directors Absent
Trina Short

Guests Present
Christopher Williams (remote), Dr. Laurie Goodman (remote), Dr. Steven James, Jennifer McQueen (remote), Jenny Plumb (remote), Jonathan Jose (remote), Kimmi Buzzard (remote), Maria Thoeni (remote), Mariah Jordan (remote), Samantha Myers (remote), Steph Johnson, Steven Lawrence (remote)

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 May 27, 2021 at 5:18 PM.

C. Flag Salute

Dr. Lawrence Jarocki led the flag salute.

D. Approval of the Agenda

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

Roll Call

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

E. Public Comments

A parent of 3 students enrolled in Yosemite Valley Charter School introduced herself to the board.

F. Approve Minutes

Debbie De Alba made a motion to approve the minutes from Regular Scheduled Board Meeting on 04-29-21.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

G. Executive Director Report

Dr. Laurie Goodman briefly brought awareness to AB1316. Steph Johnson discussed the graduation that took place for Yosemite Valley Charter. Dr. Jarocki asked what students had planned after graduation. Steph Johnson stated many colleges were mentioned such as UCSB, CSU, and BYU.

II. Finance

A. April Financials

Debbie De Alba made a motion to approve.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Updated Fiscal Policies & Procedures

Jonna Durst made a motion to approve.
Carla Moore 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	Absent
Carla Moore	Aye

C. Employee Benefits Presentation & Quote - Keenan & Associates

Debbie De Alba made a motion to table the Employee Benefits Presentation & Quote - Keenan & Associates.
Carla Moore seconded the motion.
Bring this item back to the September board meeting. The board **VOTED** to approve the motion.

Roll Call

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

D. Employee Benefits Presentation & Quote - Gallagher

Brandon Cole presented the Employee Benefits Presentation & Quote - Gallagher.

E. Employee Benefits for 2021-2022

Jonna Durst made a motion to approve.
Debbie De Alba seconded the motion.
The board has approved the Employee Benefits for 2021-2022 as presented by Gallagher. The board **VOTED** to approve the motion.

Roll Call

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

F. Expanded Learning Opportunities Grant Plan

Debbie De Alba made a motion to approve.
Carla Moore seconded the motion.
Dr. Lawrence Jarocki excused himself from this action item. The board **VOTED** to approve the motion.

Roll Call

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

G. 2021-2022 Classified Salary Schedule

Jonna Durst made a motion to approve.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jonna Durst	Aye
Dr. Larry Jarocki	Aye
Debbie De Alba	Aye

Roll Call

Trina Short	Absent
Carla Moore	Aye

H. 2021-2022 Admin Salary Schedule

Carla Moore made a motion to table the 2021-2022 Admin Salary Schedule.
Debbie De Alba seconded the motion.
The board would like to bring this item back to the June board meeting. The board **VOTED** to approve the motion.

Roll Call

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

I. January 1, 2022 HST, HQT and SPED Salary Schedule

Jonna Durst made a motion to approve.
Carla Moore seconded the motion.
Dr. Lawrence Jarocki pointed out that the salary schedule does not incentivize Professional Development. The board would like to approve this item and bring an updated schedule to show a Master's Degree stipend to the June board meeting.
The board **VOTED** to approve the motion.

Roll Call

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

J. January 1, 2022 SPED Assessment Team Salary Schedules

Debbie De Alba made a motion to approve.
Carla Moore seconded the motion.
The board would like to approve this item and bring back an updated salary schedule to show a Master's degree stipend. The board **VOTED** to approve the motion.

Roll Call

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

K. High School Assistant Director Position

Carla Moore made a motion to approve.
Debbie De Alba seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

L. Secondary Education Specialist Position

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

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

M. 2021-2022 Employee Bonus Policy

Jonna Durst made a motion to table.
Debbie De Alba seconded the motion.
The board would like to have language revised to remove any possible favoritism or nepotism and bring a revised policy back to the June board meeting. The board **VOTED** to approve the motion.

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

III. Academic Excellence

A. Local Control and Accountability Plan (LCAP) Goal Metrics Menu

Cathy Troxell explained the LCAP Goal Metrics Menu and explained that we can present on these throughout the year and not just in the annual update. Dr. Lawrence Jarocki would like to move the Pupil Achievement to the January Board Meeting.

B. Math Support Proposals for the Parent Academy

Jonna Durst made a motion to approve.
Debbie De Alba seconded the motion.
Dr. Lawrence Jarocki excused himself from this action item. The board **VOTED** to approve the motion.

Roll Call	
Debbie De Alba	Aye
Jonna Durst	Aye
Dr. Larry Jarocki	Abstain
Carla Moore	Aye
Trina Short	Absent

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

Parent, Jennifer McQueen explained the impact that Yosemite Valley Charter School has had on her family. She specifically shouts out her students' teacher and loves that they hit all of the California standards. She has had great access to resources before COVID and during. Yosemite Valley has allowed her children to make friends even during the pandemic. Jennifer mentions the Lending Library items and how they have helped her family. Jennifer also participates in the Parent Advocacy Meeting and likes that there is an accessible line of communication with staff and other parents. Jennifer noted that her daughter is now ahead of schedule with good grades and loves learning. She feels that Yosemite Valley Charter School has helped sparked a love for learning in her children.

D. 2021-2022 School Calendar

Debbie De Alba made a motion to approve.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Revised Independent Study Policy

Carla Moore made a motion to approve.
Debbie De Alba seconded the motion.
Stephanie Johnson discussed the different course outlines and options to submit different work samples to the board. Maria Thoeni added that there is now a shorter curated list of curriculum options and they are always looking at what is working and will add curriculum if needed. The board **VOTED** to approve the motion.

Roll Call

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

F. High School Graduation Requirements & Graduation Policy

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

Roll Call

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

G. Revised Work Sample Policy

Debbie De Alba made a motion to approve.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Operations

A. Charter Safe Insurance Proposal Renewal

Carla Moore made a motion to approve.
Debbie De Alba seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. 2021-2022 Vendor Agreement

Carla Moore made a motion to approve.
Jonna Durst seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. 2021-2022 Enrichment Ordering Guidelines

Debbie De Alba made a motion to approve.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. 2021-2022 Hourly Employee Contract

Jonna Durst made a motion to approve.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. Axia Service Contract Proposal

Debbie De Alba made a motion to approve.
Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Governance

A. 2021-2022 Board Calendar

Jonna Durst made a motion to approve.

Carla Moore seconded the motion.
The board **VOTED** to approve the motion.

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

VI. Closing Items

A. Board Requests

- The board would like to have High School Graduation data brought back to the June board meeting.
- The board would like to have the Admin Salary Schedule brought back to the June board meeting.
- The board would like to look into professional development incentives and adding a Masters Degree stipend to the Certificated Salary Schedules.
- The board would like video testimonials to be on Yosemite Valley Charter Schools website.
- The board would like bullet points on each cover sheet to highlight changes.
- The board would like two possible board member candidates' to be brought back to the June board meeting.

B. Announcement of the Next Regular Scheduled Board Meeting

The board would like to move the next board meeting to June 14th at 5:15 pm.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:39 PM.

Respectfully Submitted,
Carla Moore

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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

Executive Director Report

Section: I. Opening Items
Item: G. Executive Director Report
Purpose: FYI
Submitted by:

BACKGROUND:

1. LCAP Metrics Item for June - High School Data
2. Intervention Data
3. School Updates
4. Video Testimonial Update
5. Update on AB 1316
6. Governor's Trailer Bill Language

Cover Sheet

May Financials

Section: II. Finance
Item: A. May Financials
Purpose: Vote
Submitted by:
Related Material: Yosemite_Financial Package_May 2021.pdf

CHARTER IMPACT

Yosemite Valley Charter School

Monthly Financial Presentation – May 2021

YOSEMITE - Highlights

- No material change in year-end revenue projections.
- Year-end expense projections increased by <1% ($131K).
- Year-end surplus projected at $2.71MM. (Prior month; $2.83MM)
- Senate Bill 740 Requirements:
  - 40/80 Expense Ratio

Cert.	Instr.
48.7%	77.2%
1,949,195	(647,061)

  - 25:1 Pupil Teacher Ratio

Pupil:Teacher Ratio
21.01 :1

YOSEMITE - Revenue

- Revenue projections increased by $13k due to prior year LCFF adjustment.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 12,920,492	$ 13,358,986	$ (438,494)	$ 20,491,716	$ 20,333,097	$ 158,619
Federal Revenue	141,175	226,116	(84,941)	2,121,498	275,751	1,845,747
Other State Revenue	1,400,771	1,172,104	228,666	2,279,919	1,849,349	430,569
Other Local Revenue	57,161	-	57,161	57,161	-	57,161
Total Revenue	**$ 14,519,598**	**$ 14,757,206**	**$ (237,608)**	**$ 24,950,293**	**$ 22,458,197**	**$ 2,492,096**

YOSEMITE - Expenses

- **Books & Supplies:** Increase in projected spending on *Non-capitalized Equipment* (Instructional).

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 6,589,514	$ 6,982,008	$ 392,494	$ 7,217,739	$ 7,633,555	$ 415,817
Classified Salaries	343,385	265,719	(77,666)	377,412	289,875	(87,537)
Benefits	2,131,085	2,325,461	194,376	2,333,657	2,538,410	204,754
Books and Supplies	3,517,702	2,408,654	(1,109,049)	3,997,359	2,911,762	(1,085,597)
Subagreement Services	5,112,739	4,196,088	(916,651)	5,851,112	4,857,812	(993,300)
Operations	262,018	139,058	(122,960)	285,609	151,700	(133,909)
Facilities	5,743	3,483	(2,259)	5,743	3,800	(1,943)
Professional Services	1,456,873	2,113,592	656,719	1,762,735	2,492,089	729,355
Depreciation	-	-	-	-	-	-
Interest	400,080	459,603	59,523	400,080	459,603	59,523
Total Expenses	**$ 19,819,140**	**$ 18,893,666**	**$ (925,474)**	**$ 22,231,445**	**$ 21,338,606**	**$ (892,838)**

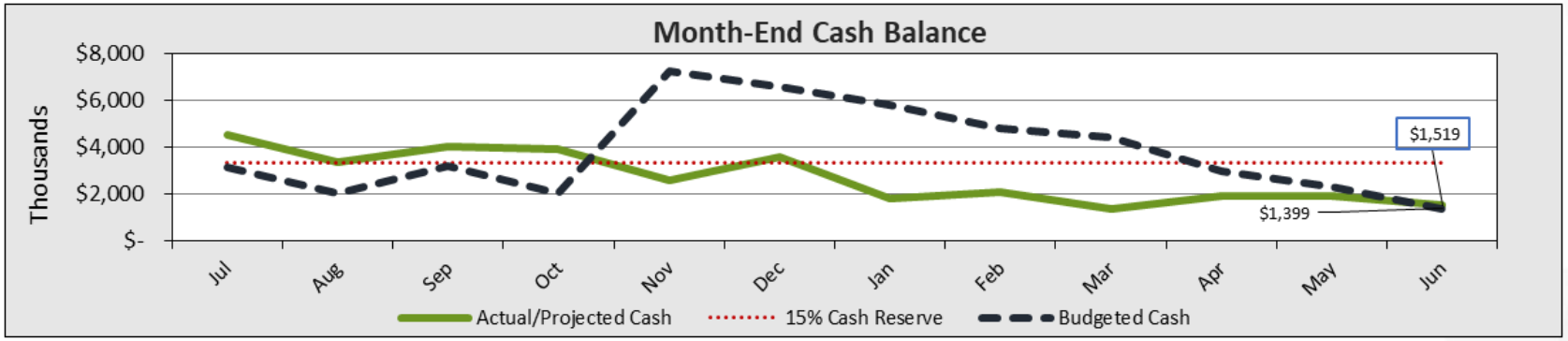
YOSEMITE - Fund Balance

- Year-end surplus projected at 12% of annual expenses.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (5,299,542)**	**$ (4,136,460)**	**$ (1,163,082)**	**$ 2,718,848**	**$ 1,119,591**	**$ 1,599,257**
Beginning Fund Balance	2,032,470	2,032,470		2,032,470	2,032,470	
Ending Fund Balance	**$ (3,267,072)**	**$ (2,103,989)**		**$ 4,751,318**	**$ 3,152,062**	
As a % of Annual Expenses	*-14.7%*	*-9.9%*		*21.4%*	*14.8%*	

YOSEMITE - Cash Balance

- Year-end cash balance projected at $1.5MM.



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 6/09/2021

ADA = 2206.01

CHARTER IMPACT

		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.)
Revenues																ADA = 2206.01	
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	430,644	431,490	6,471,978	**19,327,023**	19,331,492	(4,469)
8012	Education Protection Account	-	-	-	110,301	-	-	110,300	-	-	114,738	-	-	105,863	**441,202**	441,202	-
8019	State Aid - Prior Year	6,076	(6,076)	-	-	-	-	-	-	148,302	6,774	6,522	-	-	**161,598**	-	161,598
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	468,245	93,648	**561,893**	560,402	1,490
		6,076	960,499	966,575	1,850,135	1,739,834	1,739,834	1,850,134	1,739,834	1,061,645	568,760	437,166	899,735	6,671,489	**20,491,716**	**20,333,097**	**158,619**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	55,150	220,601	**275,751**	275,751	-
8296	Other Federal Revenue	-	-	-	314,473	(173,298)	-	-	-	-	-	-	1,704,572	-	**1,845,747**	-	1,845,747
		-	-	-	314,473	(173,298)	-	-	-	-	-	-	1,759,722	220,601	**2,121,498**	**275,751**	**1,845,747**
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	29,214	105,946	334,206	**1,323,606**	1,323,606	-
8550	Mandated Cost	-	-	-	-	-	47,853	-	-	-	-	-	438,996	-	**486,849**	525,743	(38,894)
8560	State Lottery	-	-	-	-	-	-	124,647	-	-	-	-	-		**124,647**	-	124,647
8598	Prior Year Revenue	-	6,076	-	-	-	-	2,149	3,911	-	121,558	4,653	-	-	**138,347**	-	138,347
8599	Other State Revenue	-	2,881	-	-	34,886	138,412	-	30,291	-	-	-	-		**206,470**	-	206,470
		59,213	82,662	119,627	119,627	154,513	305,892	246,423	97,026	30,764	151,157	33,867	544,942	334,206	**2,279,919**	**1,849,349**	**430,569**
Other Local Revenue																	
8660	Interest Revenue	-	-	-	480	207	-	-	2,501	-	-	2,303	-	-	**5,490**	-	5,490
8699	School Fundraising	-	-	-	-	-	-	-	-	138	-	-	-	-	**138**	-	138
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	250	51,282	-	-	-	**51,532**	-	51,532
		-	-	-	480	207	-	-	2,501	388	51,282	2,303	-	-	**57,161**	**-**	**57,161**
Total Revenue		**65,289**	**1,043,161**	**1,086,202**	**2,284,715**	**1,721,256**	**2,045,726**	**2,096,557**	**1,839,361**	**1,092,797**	**771,199**	**473,336**	**3,204,399**	**7,226,296**	**24,950,293**	**22,458,197**	**2,492,096**
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	469,666	472,349	-	**5,686,367**	6,167,091	480,724
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	64,262	85,023	-	**743,243**	925,064	181,820
1200	Pupil Support Salaries	35,792	41,914	34,923	34,923	36,723	40,105	36,727	36,140	36,140	36,140	37,274	34,923	-	**441,722**	327,809	(113,913)
1300	Administrators' Salaries	9,167	9,167	9,167	14,943	20,482	19,683	19,683	19,683	19,683	19,683	19,683	19,683	-	**200,709**	130,740	(69,969)
1900	Other Certificated Salaries	7,019	7,019	7,019	7,019	7,469	11,761	16,452	16,952	16,452	15,837	16,452	16,247	-	**145,698**	82,852	(62,847)
		546,115	575,725	588,036	598,440	641,085	609,081	613,310	606,400	602,428	601,556	607,337	628,225	-	**7,217,739**	**7,633,555**	**415,817**
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	18,148	14,673	-	**187,337**	170,625	(16,712)
2300	Classified Administrators'	11,475	10,792	11,440	14,840	13,985	14,542	12,131	3,141	3,609	3,454	9,209	11,234	-	**119,852**	119,250	(602)
2400	Clerical and Office Staff Salaries	-	-	-	3,812	7,632	8,376	7,679	7,412	8,514	8,162	7,683	8,120	-	**67,391**	-	(67,391)
		30,062	25,386	26,092	33,787	37,057	38,930	36,401	24,783	28,769	27,077	35,040	34,026	-	**377,412**	**289,875**	**(87,537)**
Benefits																	
3101	STRS	86,289	91,143	92,924	74,137	95,390	95,689	98,927	95,103	94,657	96,041	94,622	100,249	-	**1,115,171**	1,404,574	289,403
3301	OASDI	1,829	1,539	1,582	2,060	2,243	2,350	2,194	1,498	1,738	1,631	2,122	1,738	-	**22,523**	17,972	(4,551)
3311	Medicare	8,005	8,321	8,508	8,786	9,422	8,960	8,988	8,726	8,723	8,685	8,880	9,410	-	**105,414**	114,890	9,476
3401	Health and Welfare	49,910	75,371	91,866	77,916	74,987	79,708	78,122	80,821	79,828	77,940	78,125	78,631	-	**923,225**	825,000	(98,225)
3501	State Unemployment	6,501	2,802	569	772	583	114	26,020	1,039	257	927	155	2,646	-	**42,385**	56,350	13,965
3601	Workers' Compensation	8,838	1,268	5,053	5,053	5,053	5,053	5,052	5,052	5,052	5,052	5,053	9,085	-	**64,664**	110,928	46,264
3901	Other Benefits	-	-	-	-	-	-	-	-	-	59,461	-	813	-	**60,275**	8,696	(51,578)
		161,372	180,444	200,504	168,724	187,678	191,874	219,302	192,238	190,255	249,737	188,957	202,572	-	**2,333,657**	**2,538,410**	**204,754**
Books and Supplies				5,201													
4302	School Supplies	150,907	290,268	255,085	243,146	179,712	167,436	223,720	306,223	311,228	351,259	440,001	299,978		**3,218,963**	1,870,819	(1,348,144)
4305	Software	284	21,858	17,009	61,660	28,479	10,141	10,622	11,304	12,717	8,998	9,597	10,563	-	**203,233**	201,100	(2,133)
4310	Office Expense	2,610	5,905	1,327	1,516	694	828	250	304	4,317	4,270	3,324	2,215	-	**27,559**	19,700	(7,859)
4311	Business Meals	-	-	-	-	-	-	28	-	-	-	-	-	-	**28**	1,500	1,472
4400	Noncapitalized Equipment	-	2,057	13,549	63,571	100,061	2,028	8,075	452	43,519	104,765	42,598	65,788	101,112	**547,576**	818,643	271,066
		153,801	320,087	286,970	369,893	308,947	180,433	242,694	318,284	371,781	469,292	495,519	378,544	101,112	**3,997,359**	**2,911,762**	**(1,085,597)**
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	236,065	215,900	-	**1,856,623**	1,026,000	(830,623)
5106	Other Educational Consultants	14,213	48,969	157,331	157,995	132,022	116,355	389,067	22,040	216,650	240,585	272,434	145,012	222,876	**2,135,548**	2,652,757	517,209
5107	Instructional Services	105,229	91,763	98,496	98,496	374,285	154,348	156,178	156,178	156,178	156,178	157,025	154,586	-	**1,858,941**	1,179,055	(679,885)
		121,171	155,248	307,556	526,899	662,957	398,627	651,368	442,162	578,141	603,085	665,524	515,497	222,876	**5,851,112**	**4,857,812**	**(993,300)**
Operations and Housekeeping																	
5201	Auto and Travel	-	173	158	8,435	11,382	5,593	12,724	6,036	7,906	1,531	832	4,076	-	**58,848**	12,600	(46,248)
5300	Dues & Memberships	-	1,070	-	-	-	-	-	227	-	-	-	-	-	**1,297**	8,200	6,903
5400	Insurance	13,289	16,799	15,044	15,044	15,044	15,059	15,059	15,059	15,059	15,060	15,044	15,056	-	**180,616**	130,900	(49,716)
5900	Communications	-	219	389	369	750	4,707	3,348	2,618	4,929	2,697	4,803	4,143	-	**28,973**	-	(28,973)
5901	Postage and Shipping	-	229	1,147	156	5,052	4,047	1,041	2,408	59	794	95	316	-	**15,345**	-	(15,345)
		13,820	18,490	16,738	24,005	32,229	29,406	32,172	26,348	27,953	20,083	20,775	23,591	-	**285,609**	**151,700**	**(133,909)**
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	2,181	1,090	1,090	1,090	1,090	-	-	**6,543**	-	(6,543)
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	1,000	1,000

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 6/09/2021

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)	-	-	-	-	-	-	-	-	-	**(800)**	2,800	3,600
		-	-	-	(800)	-	-	2,181	1,090	1,090	1,090	1,090	-	-	**5,743**	**3,800**	**(1,943)**
Professional/Consulting Services																	
5801	IT	-	158	-	-	-	-	761	-	110	-	-	-	-	**1,029**	700	(329)
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	2,606	3,208	-	**68,817**	38,500	(30,317)
5804	Professional Development	3,100	5,045	6,198	464	883	1,678	3,600	3,780	20,574	273	1,695	2,975	-	**50,264**	35,700	(14,564)
5805	General Consulting	-	3,199	459	-	3,750	-	1,604	-	2,500	-	1,250	5,442	-	**18,205**	65,300	47,095
5806	Special Activities/Field Trips	36	672	3,100	-	-	110	77	410	647	246	5,830	-		**11,128**	133,546	122,418
5807	Bank Charges	1,824	965	33	905	1,165	720	730	931	863	776	885	90	-	**9,887**	1,035	(8,852)
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	537	2,387	-	**20,986**	5,635	(15,351)
5810	Payroll Service Fee	-	2,134	435	1,737	1,624	886	2,520	2,170	3,615	1,287	1,152	1,159	-	**18,718**	14,806	(3,912)
5811	Management Fee	140,305	126,830	133,863	134,313	(144,953)	74,683	75,189	75,643	75,343	75,343	92,621	79,745	-	**938,926**	1,572,074	633,148
5812	District Oversight Fee	-	28,997	28,997	55,504	52,195	52,195	55,504	68,477	31,849	17,063	13,115	26,992	183,863	**614,751**	609,993	(4,759)
5815	Public Relations/Recruitment	15	-	-	-	-	-	-	-	-	-	-	-	-	**15**	8,500	8,485
		148,205	169,389	174,189	207,452	(85,971)	138,104	171,254	156,225	145,299	113,038	119,691	121,998	183,863	**1,762,735**	**2,492,089**	**729,355**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
7438	Interest Expense	284	284	115,482	507	451	73,018	284	62,546	38,636	80,624	27,962	-	-	**400,080**	459,603	59,523
		284	284	115,482	507	451	73,018	284	62,546	38,636	80,624	27,962	-	-	**400,080**	**459,603**	**59,523**
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**	**2,161,896**	**1,904,454**	**507,851**	**22,231,445**	**21,338,606**	**(892,838)**
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)**	**(1,688,560)**	**1,299,945**	**6,718,446**	**2,718,849**	**1,119,591**	**1,599,257**
															12%		
Cash Flow Adjustments																	
	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)	(1,688,560)	1,299,945	6,718,446	**2,718,849**		
	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	121,558	-	(7,226,296)	**(4,038,742)**		
	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)	20,605	-	-	**325,222**		
	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)	(166,343)	-	507,851	**(3,781,118)**		
	Accrued Expenses	(109,632)	78,504	(87,272)	50,194	51,238	69,512	71,009	(550,611)	18,150	45,779	41,012	-	-	**(322,117)**		
	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	1,654,000		-	**13,989,900**		
	Payments on Factoring		-	(709,900)	(1,987,800)	(1,478,800)	(1,478,800)		(2,957,600)	-	(27,887)	(161)		-	**(8,640,948)**		
	Proceeds from Debt	284	284	284	284	284	284	284	9,375	1,420	1,420	1,420	-	-	**15,625**		
	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	(16,468)	(404,627)				
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	1,923,421				
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**	**1,923,421**	**1,518,794**				

Cert.	Instr.
48.7%	77.2%
1,949,195	(647,061)

Pupil:Teacher Ratio
21.01 :1

Yosemite Valley Charter School

Budget vs Actual

For the period ended May 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 430,644	$ 521,950	$ (91,306)	$ 12,423,555	$ 12,546,138	$ (122,583)	$ 19,331,492
Education Protection Account	-	-	-	335,339	330,902	4,438	441,202
State Aid - Prior Year	6,522	-	6,522	161,598	-	161,598	-
In Lieu of Property Taxes	-	39,228	(39,228)	-	481,946	(481,946)	560,402
Total State Aid - Revenue Limit	437,166	561,178	(124,012)	12,920,492	13,358,986	(438,494)	20,333,097
Federal Revenue							
Special Education - Entitlement	-	24,818	(24,818)	-	226,116	(226,116)	275,751
Other Federal Revenue	-	-	-	141,175	-	141,175	-
Total Federal Revenue	-	24,818	(24,818)	141,175	226,116	(84,941)	275,751
Other State Revenue							
State Special Education	29,214	119,125	(89,911)	883,454	1,085,357	(201,903)	1,323,606
Mandated Cost	-	-	-	47,853	86,747	(38,894)	525,743
State Lottery	-	-	-	246,205	-	246,205	-
Prior Year Revenue	4,653	-	4,653	16,788	-	16,788	-
Other State Revenue	-	-	-	206,470	-	206,470	-
Total Other State Revenue	33,867	119,125	(85,258)	1,400,771	1,172,104	228,666	1,849,349
Other Local Revenue							-
Interest Revenue	2,303	-	2,303	5,490	-	5,490	-
School Fundraising	-	-	-	138	-	138	-
Contributions, Unrestricted	-	-	-	51,532	-	51,532	-
Total Other Local Revenue	2,303	-	2,303	57,161	-	57,161	-
Total Revenues	**$ 473,336**	**$ 705,121**	**$ (231,785)**	**$ 14,519,598**	**$ 14,757,206**	**$ (237,608)**	**$ 22,458,197**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 469,666	$ 513,924	$ 44,258	$ 5,214,018	$ 5,653,167	$ 439,149	$ 6,167,091
Teachers' Extra Duty/Stipends	64,262	92,506	28,244	658,220	832,557	174,337	925,064
Pupil Support Salaries	37,274	27,317	(9,956)	406,799	300,491	(106,308)	327,809
Administrators' Salaries	19,683	10,895	(8,788)	181,025	119,845	(61,180)	130,740
Other Certificated Salaries	16,452	6,904	(9,548)	129,451	75,947	(53,504)	82,852
Total Certificated Salaries	607,337	651,547	44,210	6,589,514	6,982,008	392,494	7,633,555
Classified Salaries							
Instructional Salaries	18,148	14,219	(3,929)	172,665	156,406	(16,258)	170,625
Support Salaries	-	-	-	2,831	-	(2,831)	-
Supervisors' and Administrators' Salaries	9,209	9,938	729	108,618	109,313	694	119,250
Clerical and Office Staff Salaries	7,683	-	(7,683)	59,271	-	(59,271)	-
Total Classified Salaries	35,040	24,156	(10,884)	343,385	265,719	(77,666)	289,875
Benefits							
State Teachers' Retirement System, certificated positions	94,622	119,885	25,263	1,014,922	1,284,689	269,767	1,404,574
OASDI/Medicare/Alternative, certificated positions	2,122	1,498	(624)	20,786	16,475	(4,311)	17,972
Medicare/Alternative, certificated positions	8,880	9,798	918	96,004	105,092	9,088	114,890
Health and Welfare Benefits, certificated positions	78,125	68,750	(9,375)	844,594	756,250	(88,344)	825,000
State Unemployment Insurance, certificated positions	155	2,818	2,662	39,739	53,533	13,794	56,350
Workers' Compensation Insurance, certificated positions	5,053	9,460	4,407	55,578	101,468	45,890	110,928
Other Benefits, certificated positions	-	742	742	59,461	7,955	(51,507)	8,696
Total Benefits	188,957	212,949	23,992	2,131,085	2,325,461	194,377	2,538,410
Books & Supplies							
School Supplies	440,001	176,805	(263,196)	2,918,985	1,533,738	(1,385,248)	1,870,819
Software	9,597	16,758	7,161	192,669	184,342	(8,328)	201,100
Office Expense	3,324	1,642	(1,682)	25,343	18,058	(7,285)	19,700
Business Meals	-	125	125	28	1,375	1,347	1,500
Noncapitalized Equipment	42,598	77,367	34,769	380,677	671,141	290,464	818,643
Total Books & Supplies	495,519	272,697	(222,822)	3,517,702	2,408,654	(1,109,049)	2,911,762
Subagreement Services							
Special Education	236,065	85,500	(150,565)	1,640,723	940,500	(700,223)	1,026,000
Other Educational Consultants	272,434	250,703	(21,731)	1,767,661	2,174,787	407,126	2,652,757
Instructional Services	157,025	98,255	(58,770)	1,704,355	1,080,801	(623,554)	1,179,055
Total Subagreement Services	665,524	434,458	(231,066)	5,112,739	4,196,088	(916,651)	4,857,812

Yosemite Valley Charter School

Budget vs Actual

For the period ended May 31, 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	832	1,050	218	54,771	11,550	(43,221)	12,600
Dues & Memberships	-	683	683	1,297	7,517	6,220	8,200
Insurance	15,044	10,908	(4,136)	165,560	119,992	(45,568)	130,900
Miscellaneous Expense	-	-	-	531	-	(531)	-
Communications	4,803	-	(4,803)	24,829	-	(24,829)	-
Postage and Shipping	95	-	(95)	15,029	-	(15,029)	-
Total Operations & Housekeeping	20,775	12,642	(8,133)	262,018	139,058	(122,960)	151,700
Facilities, Repairs & Other Leases							
Rent	1,090	-	(1,090)	6,543	-	(6,543)	-
Additional Rent	-	83	83	-	917	917	1,000
Other Leases	-	233	233	(800)	2,567	3,367	2,800
Total Facilities, Repairs & Other Leases	1,090	317	(774)	5,743	3,483	(2,260)	3,800
Professional/Consulting Services							
IT	-	58	58	1,029	642	(387)	700
Audit & Taxes	-	-	-	7,200	6,300	(900)	6,300
Legal	2,606	3,208	602	71,807	35,292	(36,515)	38,500
Professional Development	1,695	2,975	1,280	41,550	32,725	(8,825)	35,700
General Consulting	1,250	5,442	4,192	15,404	59,858	44,455	65,300
Special Activities/Field Trips	5,830	12,621	6,791	8,061	109,484	101,423	133,546
Bank Charges	885	90	(795)	10,348	945	(9,403)	1,035
Printing	-	-	-	2,225	-	(2,225)	-
Other Taxes and Fees	537	490	(47)	18,599	5,145	(13,454)	5,635
Payroll Service Fee	1,152	1,234	82	17,559	13,572	(3,987)	14,806
Management Fee	92,621	131,006	38,385	859,180	1,441,068	581,887	1,572,074
District Oversight Fee	13,115	16,835	3,720	403,897	400,770	(3,127)	609,993
Public Relations/Recruitment	-	708	708	15	7,792	7,777	8,500
Total Professional/Consulting Services	119,691	174,668	54,977	1,456,873	2,113,592	656,718	2,492,089
Interest							
Interest Expense	27,962	24,644	(3,318)	400,080	459,603	59,523	459,603
Total Interest	27,962	24,644	(3,318)	400,080	459,603	59,523	459,603
Total Expenses	**$ 2,161,896**	**$ 1,808,078**	**$ (353,818)**	**$ 19,819,140**	**$ 18,893,666**	**$ (925,474)**	**$ 21,338,606**
Change in Net Assets	**(1,688,560)**	**(1,102,957)**	**(585,603)**	**(5,299,542)**	**(4,136,459)**	**(1,163,082)**	**1,119,591**
Net Assets, Beginning of Period	(1,578,512)			2,032,470			
Net Assets, End of Period	**$ (3,267,072)**			**$ (3,267,072)**			

Yosemite Valley Charter School

Statement of Financial Position

May 31, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 1,923,421	$ 3,062,014	$ (1,138,592)	-37%
Accounts Receivable	-	19,682	(19,682)	-100%
Public Funding Receivable	26,729	3,214,283	(3,187,554)	-99%
Factored Receivables	(8,046,652)	(2,697,700)	(5,348,952)	198%
Due To/From Related Parties	4,234,197	4,234,197	-	0%
Prepaid Expenses	1,461,507	1,786,730	(325,222)	-18%
Total Current Assets	**(400,798)**	**9,619,206**	**(10,020,003)**	**-104%**
Total Assets	**$ (400,798)**	**$ 9,619,206**	**$ (10,020,003)**	**-104%**
Liabilities				
Current Liabilities				
Accounts Payable	$ 408,170	$ 4,697,138	$ (4,288,968)	-91%
Accrued Liabilties	736,040	1,058,157	(322,117)	-30%
Notes Payable, Current Portion	172,324	172,326	(2)	0%
Total Current Liabilities	**1,316,534**	**5,927,621**	**(4,611,087)**	**-78%**
Long-Term Liabilities				
Notes Payable, Net of Current Portion	1,549,740	1,659,115	(109,375)	-7%
Total Long-Term Liabilities	**1,549,740**	**1,659,115**	**(109,375)**	**-7%**
Total Liabilities	**2,866,274**	**7,586,735**	**(4,720,462)**	**-62%**
Total Net Assets	(3,267,072)	2,032,470	**(5,299,542)**	**-261%**
Total Liabilities and Net Assets	**$ (400,798)**	**$ 9,619,206**	**$ (10,020,003)**	**-104%**

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended May 31, 2021

	Month Ended 05/31/21	YTD Ended 05/31/21
Cash Flows from Operating Activities		
Change in Net Assets	$ (1,688,560)	$ (5,299,542)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	121,558	3,187,554
Grants, Contributions & Pledges Receivable	1,653,839	5,368,634
Prepaid Expenses	20,605	325,222
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(166,343)	(4,288,968)
Accrued Expenses	41,012	(322,117)
Total Cash Flows from Operating Activities	**(17,888)**	**(1,029,216)**
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	1,420	(109,377)
Total Cash Flows from Financing Activities	**1,420**	**(109,377)**
Change in Cash & Cash Equivalents	(16,468)	(1,138,592)
Cash & Cash Equivalents, Beginning of Period	1,939,889	3,062,014
Cash and Cash Equivalents, End of Period	**$ 1,923,421**	**$ 1,923,421**

Yosemite Valley Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13412	Dino Lingo Inc	5/4/2021	$ 95.20
13413	Katie Millikan	5/4/2021	12.19
13414	Margaret Navarro Gupta	5/4/2021	950.00
13415	MEL Science U.S. LLC	5/4/2021	677.10
13416	Minds on Education Inc	5/4/2021	60.50
13417	Bojuka Ryu	5/5/2021	95.00
13418	BookShark	5/5/2021	259.55
13419	BrightThinker	5/5/2021	124.49
13420	Center for Autism and Related Disorders, LLC	5/5/2021	2,327.65
13421	Central Valley Cheer, Inc	5/5/2021	480.00
13422	Charter Impact, Inc.	5/5/2021	48,835.00
13423	Dance Explosion	5/5/2021	310.00
13424	Educational Development Corporation	5/5/2021	774.99
13425	Fresno Fencing Academy	5/5/2021	300.00
13426	Institute for Excellence in Writing	5/5/2021	208.15
13427	Kids Club Spanish School LLC	5/5/2021	360.00
13428	Mary Callagy	5/5/2021	766.87
13429	Mathnasium of North Fresno	5/5/2021	570.00
13430	McColgan & Associates Inc.	5/5/2021	2,956.25
13431	Melissa Bogle	5/5/2021	2,170.82
13432	Monarch River Academy	5/5/2021	154,327.68
13433	Piano Marvel, LLC	5/5/2021	332.97
13434	Procopio, Cory, Hargreaves & Savitch LLP	5/5/2021	5,106.29
13435	Provenance	5/5/2021	200,409.00
13436	San Benito Aquatics	5/5/2021	595.00
13437	Specialized Therapy Services, Inc	5/5/2021	1,197.50
13438	Studies Weekly	5/5/2021	65.44
13439	Timberdoodle.com	5/5/2021	312.81
13440	United Conservatory of Music	5/5/2021	900.00
13441	Valley Center for the Blind	5/5/2021	1,312.50
13442	Zephyr Whitaker-Adams	5/5/2021	468.70
13443	imm3rse.in	5/7/2021	1,200.00
13444	Voya Financial FBO CalSTRS Pension2	5/10/2021	8,834.00
13445	Academy of Creative Education	5/13/2021	3,800.00
13446	Activities for Learning Inc.	5/13/2021	42.50
13447	All About Learning Press, Inc.	5/13/2021	558.25
13448	Allard's Art Inc.	5/13/2021	260.03
13449	America's Kids Inc.	5/13/2021	10,126.07
13450	Arlene Steffen	5/13/2021	750.00
13451	Art of Problem Solving	5/13/2021	96.00
13452	Audiology Solutions LA	5/13/2021	750.00
13453	Beautiful Feet Books, Inc.	5/13/2021	919.70
13454	Bitsbox	5/13/2021	128.85
13455	BookShark	5/13/2021	146.67
13456	Braille Abilities, LLC	5/13/2021	481.36
13457	Break the Barriers, Inc	5/13/2021	5,012.32
13458	Brenda Myers	5/13/2021	1,360.00
13459	Brian Hammons Piano	5/13/2021	360.00
13460	BrightThinker	5/13/2021	373.47
13461	Brittany Guirell	5/13/2021	2,650.00
13462	Bullfrog Swim School	5/13/2021	4,935.00
13463	Bungalow Lane ALC, Inc	5/13/2021	250.00
13464	Cengage Learning	5/13/2021	102.25
13465	Central Coast Language & Learning Center, Inc.	5/13/2021	1,395.00
13466	Charter Impact, Inc.	5/13/2021	478.50
13467	Chelsea Rotunno	5/13/2021	360.00
13468	CMU	5/13/2021	260.00
13469	Coarsgold Kenpo Karate	5/13/2021	675.00

Yosemite Valley Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13470	Crafty School Crates	5/13/2021	1,129.36
13471	Dance Explosion	5/13/2021	330.00
13472	Denise Nicholes	5/13/2021	500.00
13473	Dennis Murphy School of Music	5/13/2021	225.00
13474	Discount School Supply	5/13/2021	93.45
13475	Dustin Arth	5/13/2021	900.00
13476	E-Therapy LLC	5/13/2021	2,343.50
13477	Easy Does It Farms	5/13/2021	9,866.49
13478	Educational Development Corporation	5/13/2021	217.56
13479	Effectual Educational Consulting Services	5/13/2021	18,602.50
13480	Evan-Moor	5/13/2021	99.99
13481	Feather River Charter School	5/13/2021	7,725.69
13482	Frances T Salafia	5/13/2021	660.00
13483	Fresno Music Academy & Arts	5/13/2021	5,868.89
13484	Global Teletherapy	5/13/2021	83,280.00
13485	Guido's Martial Arts Academy	5/13/2021	1,915.00
13486	GW School Supply Inc	5/13/2021	88.52
13487	Hands 4 Building, LLC	5/13/2021	147.99
13488	Haynes Family of Programs	5/13/2021	6,806.25
13489	High School Math Live LLC	5/13/2021	200.00
13490	History Unboxed LLC	5/13/2021	319.46
13491	Home Science Tools	5/13/2021	145.71
13492	Homeschool Planet	5/13/2021	52.95
13493	Honest History Co	5/13/2021	163.57
13494	Institute for Excellence in Writing	5/13/2021	506.69
13495	JoAnn Denney Piano & Flute	5/13/2021	289.51
13496	Joshua Heflebower	5/13/2021	300.00
13497	Keyboard Art School of Music	5/13/2021	320.00
13498	KiwiCo, Inc	5/13/2021	3,100.61
13499	Kumon Center of Clovis	5/13/2021	360.00
13500	Learning Without Tears	5/13/2021	32.42
13501	Little Passports	5/13/2021	530.21
13502	LivFit Training	5/13/2021	1,599.00
13503	Logic of English	5/13/2021	588.81
13504	Lori Boles	5/13/2021	25.93
13505	Lotus Educational Services, Inc.	5/13/2021	584.75
13506	Math Crazy	5/13/2021	200.00
13507	Maureen M. Solomon	5/13/2021	480.00
13508	Melanie Suderman Sweet	5/13/2021	1,125.50
13509	Michael A. Manjarrez	5/13/2021	180.00
13510	Molly C. Oliver	5/13/2021	720.00
13511	Moving Beyond the Page	5/13/2021	475.54
13512	MoxieBox Art	5/13/2021	71.59
13513	Mr. C's Karate School of Shito-Ryu	5/13/2021	300.00
13514	Neil Boyer	5/13/2021	830.00
13515	Northwest Studio for Ballet	5/13/2021	481.00
13516	Pacific Martial Arts	5/13/2021	770.00
13517	Peace Hill Press, Inc. dba Well Trained Mind Press	5/13/2021	69.85
13518	Playground Training Academy, LLC	5/13/2021	3,275.00
13519	Professional Tutors of America Inc.	5/13/2021	400.00
13520	Provenance	5/13/2021	1,090.46
13521	Rachel Kreider	5/13/2021	800.00
13522	Rainbow Resource Center	5/13/2021	1,044.61
13523	Rose Music Studios LLC	5/13/2021	960.00
13524	Roxanne Nichols	5/13/2021	600.00
13525	San Benito Aquatics	5/13/2021	835.00
13526	Sandy Torosian	5/13/2021	180.00
13527	Savvas Learning Company LLC	5/13/2021	77.08

Yosemite Valley Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13528	Sierra Mountain Guides	5/13/2021	495.00
13529	Silver Bell Barn & Equestrain Center	5/13/2021	3,315.00
13530	Singapore Math, Inc.	5/13/2021	65.73
13531	Susan Mason	5/13/2021	7,200.00
13532	TalkBox.Mom	5/13/2021	355.23
13533	Teacher Synergy, LLC	5/13/2021	2,030.86
13534	The Dance Center	5/13/2021	2,238.76
13535	TheraSens, Inc	5/13/2021	480.00
13536	Thimble Sewciety	5/13/2021	180.00
13537	Timberdoodle.com	5/13/2021	1,537.45
13538	Tina M. Carter	5/13/2021	1,580.80
13539	Tutoring Club	5/13/2021	1,560.00
13540	Ultimate Martial Arts Inc	5/13/2021	477.00
13541	United Conservatory of Music	5/13/2021	1,800.00
13542	Ventana Wildlife Society	5/13/2021	178.00
13543	Wendy DeRaud	5/13/2021	840.00
13544	Wilder Smith	5/13/2021	670.00
13545	Will Aylsworth	5/13/2021	1,068.00
13546	Williamsburg Learning	5/13/2021	VOID
13547	Williamsburg Learning	5/13/2021	VOID
13548	Williamsburg Learning	5/13/2021	34,228.47
13549	WM Music Lessons	5/13/2021	240.00
13550	WriteShop	5/13/2021	59.90
13551	America's Kids Inc.	5/19/2021	10,564.97
13552	Amy Spano	5/19/2021	900.00
13553	Art of Problem Solving	5/19/2021	192.00
13554	Big Little Ones, LLC	5/19/2021	184.70
13555	Bitsbox	5/19/2021	86.85
13556	Bon Voyage World Languages Academy	5/19/2021	325.00
13557	BookShark	5/19/2021	VOID
13558	BookShark	5/19/2021	VOID
13559	BookShark	5/19/2021	VOID
13560	BookShark	5/19/2021	VOID
13561	BookShark	5/19/2021	30,132.70
13562	Braille Consultants, Inc.	5/19/2021	3,600.00
13563	Brenda Myers	5/19/2021	195.00
13564	Brian Hammons Piano	5/19/2021	4,677.85
13565	Bullfrog Swim School	5/19/2021	10,799.33
13566	C'est La Vie Arts	5/19/2021	1,992.67
13567	Carla Moore	5/19/2021	250.00
13568	Charter Impact, Inc.	5/19/2021	970.55
13569	Charter's Choice Educational Services	5/19/2021	2,625.00
13570	Crafty School Crates	5/19/2021	261.46
13571	Craig Daniel	5/19/2021	270.00
13572	Dance Explosion	5/19/2021	200.00
13573	Debbie De Alba	5/19/2021	250.00
13574	Dennis Murphy School of Music	5/19/2021	1,260.00
13575	Diana Porter	5/19/2021	324.00
13576	Discount School Supply	5/19/2021	572.44
13577	Educational Development Corporation	5/19/2021	207.55
13578	eDynamic Learning	5/19/2021	85.00
13579	Erilynne Christiansen	5/19/2021	300.00
13580	History Unboxed LLC	5/19/2021	1,183.64
13581	Home Science Tools	5/19/2021	1,116.00
13582	Homeschool Spanish Academy	5/19/2021	1,631.00
13583	imm3rse.in	5/19/2021	1,200.00
13584	Institute for Excellence in Writing	5/19/2021	74.33
13585	IsoRhythms Music Therapy	5/19/2021	560.00

Yosemite Valley Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13586	Jade Davis	5/19/2021	224.00
13587	Jonna Durst	5/19/2021	250.00
13588	Julie Sellin	5/19/2021	105.00
13589	KidsArt - Valencia	5/19/2021	175.00
13590	Kimberly Schapansky	5/19/2021	130.00
13591	KiwiCo, Inc	5/19/2021	3,398.04
13592	Kumon Center of Clovis	5/19/2021	240.00
13593	Lab Rat Academy	5/19/2021	420.00
13594	Larry Jarocki	5/19/2021	250.00
13595	Learning Without Tears	5/19/2021	815.29
13596	LEGO Education	5/19/2021	501.98
13597	Little Passports	5/19/2021	2,154.95
13598	Margaret Navarro Gupta	5/19/2021	2,550.00
13599	Math Crazy	5/19/2021	1,189.00
13600	Math-U-See Inc.	5/19/2021	568.00
13601	Melanie Suderman Sweet	5/19/2021	4,635.00
13602	Melissa Bogle	5/19/2021	4,950.00
13603	Merced Academy of Dance	5/19/2021	120.00
13604	Merrilee McCain	5/19/2021	120.00
13605	Michelle Barnes	5/19/2021	950.00
13606	Molly C. Oliver	5/19/2021	1,440.00
13607	Moving Beyond the Page	5/19/2021	4,401.77
13608	Mystery Science Inc.	5/19/2021	89.00
13609	Naeim Saddavi	5/19/2021	120.00
13610	Nancy Casari Dayton	5/19/2021	2,600.00
13611	Neil Boyer	5/19/2021	507.50
13612	Nicole the Math Lady LLC	5/19/2021	79.00
13613	Old Town Yoga	5/19/2021	218.00
13614	Pride Learning Co	5/19/2021	1,320.00
13615	Provenance	5/19/2021	4,028.00
13616	Rainbow Resource Center	5/19/2021	1,109.87
13617	Rayford Shorin-Ryu	5/19/2021	585.00
13618	Reading with TLC	5/19/2021	192.49
13619	Rich Oliver Racing, Inc.	5/19/2021	3,917.00
13620	Richard Koogler	5/19/2021	531.44
13621	Robert Melendez	5/19/2021	576.00
13622	San Benito Aquatics	5/19/2021	595.00
13623	San Joaquin County Office of Education	5/19/2021	375.00
13624	School Pathways, LLC	5/19/2021	7,760.13
13625	Simin Cruz	5/19/2021	240.00
13626	Sona Atoyan	5/19/2021	800.00
13627	Steinway Piano Gallery of Fresno	5/19/2021	2,840.00
13628	Studio on the Hill	5/19/2021	985.00
13629	Susan Hancock	5/19/2021	255.00
13630	Susan Mason	5/19/2021	2,640.00
13631	Teacher Synergy, LLC	5/19/2021	1,470.50
13632	Teaching Textbooks	5/19/2021	263.77
13633	The Talk Team	5/19/2021	VOID
13634	The Talk Team	5/19/2021	10,958.75
13635	Think Outside, LLC	5/19/2021	307.60
13636	Timberdoodle.com	5/19/2021	13,317.35
13637	Time4Learning	5/19/2021	239.40
13638	Trina Short	5/19/2021	250.00
13639	Tutoring Club	5/19/2021	3,746.00
13640	United Conservatory of Music	5/19/2021	4,993.49
13641	Vera Kotenkov	5/19/2021	1,450.00
13642	Verizon Wireless	5/19/2021	2,204.90
13643	Wendy DeRaud	5/19/2021	1,230.00

Yosemite Valley Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13644	Willis Kempo Kung-Fu School	5/19/2021	200.00
13645	Voya Financial FBO CalSTRS Pension2	5/24/2021	8,954.00
13646	Neil Boyer	5/26/2021	665.00
13647	Trevor Reis	5/26/2021	11.14
13648	Tutoring by Cindy	5/26/2021	750.00
13649	Academy of Creative Education	5/26/2021	1,200.00
13650	Activities for Learning Inc.	5/26/2021	430.11
13651	Aldrich Services	5/26/2021	480.00
13652	All About Learning Press, Inc.	5/26/2021	911.15
13653	Allard's Art Inc.	5/26/2021	49.00
13654	America's Kids Inc.	5/26/2021	367.50
13655	Art of Problem Solving	5/26/2021	192.00
13656	Bojuka Ryu	5/26/2021	655.00
13657	Brave Writer LLC	5/26/2021	49.95
13658	Break the Barriers, Inc	5/26/2021	5,230.50
13659	Brenda Myers	5/26/2021	800.00
13660	Brian Hammons Piano	5/26/2021	2,116.27
13661	Bushido Kai Karate-do	5/26/2021	450.00
13662	C'est La Vie Arts	5/26/2021	580.00
13663	Cen Cal Dance Academy	5/26/2021	60.00
13664	Charter Impact, Inc.	5/26/2021	200.00
13665	Chelsea Rotunno	5/26/2021	360.00
13666	Cornerstone Dance	5/26/2021	828.00
13667	Department of Justice	5/26/2021	32.00
13668	Destany Morgan	5/26/2021	648.00
13669	Discount School Supply	5/26/2021	83.58
13670	Drew's Art Box LLC	5/26/2021	105.00
13671	E-Therapy LLC	5/26/2021	3,856.00
13672	Educational Development Corporation	5/26/2021	230.57
13673	Fresno County Superintendent of Schools	5/26/2021	50.00
13674	Fresno Fencing Academy	5/26/2021	740.00
13675	Global Teletherapy	5/26/2021	81,630.30
13676	Goodfellow Occupational Therapy, Inc.	5/26/2021	6,847.50
13677	Guido's Martial Arts Academy	5/26/2021	882.00
13678	GW School Supply Inc	5/26/2021	199.14
13679	Halau Hula I Ka La	5/26/2021	600.00
13680	History Unboxed LLC	5/26/2021	806.03
13681	Home Science Tools	5/26/2021	471.68
13682	Hooked on Phonics	5/26/2021	43.18
13683	Institute for Excellence in Writing	5/26/2021	211.29
13684	Jennifer McQuarrie	5/26/2021	154.00
13685	Jessica V Riggle	5/26/2021	1,827.50
13686	Kevin Freeman	5/26/2021	9,571.02
13687	Kumon of Carmel	5/26/2021	350.00
13688	Lori Pope	5/26/2021	780.00
13689	Marnie Young	5/26/2021	1,045.00
13690	Mathnasium of North Fresno	5/26/2021	935.00
13691	Maureen M. Solomon	5/26/2021	480.00
13692	Melanie Suderman Sweet	5/26/2021	1,755.00
13693	Melinda Buletti	5/26/2021	107.69
13694	Melissa Bogle	5/26/2021	4,005.00
13695	Merced Academy of Dance	5/26/2021	800.00
13696	Monterey Bay Social Language Center	5/26/2021	1,575.00

Yosemite Valley Charter School

Check Register

For the period ended May 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13697	Monterey Bay Taekwondo Academy	5/26/2021	150.00
13698	Moving Beyond the Page	5/26/2021	972.54
13699	Oak Meadow Inc.	5/26/2021	540.00
13700	Outside the Box Creation	5/26/2021	152.85
13701	Pacific Martial Arts	5/26/2021	2,347.39
13702	Paul Grether	5/26/2021	360.00
13703	Peace Hill Press, Inc. dba Well Trained Mind Press	5/26/2021	97.75
13704	Playground Training Academy, LLC	5/26/2021	4,784.00
13705	PresenceLearning, Inc.	5/26/2021	450.00
13706	PresenceLearning, Inc.	5/26/2021	15,714.99
13707	Provenance	5/26/2021	110,403.10
13708	Rachel Premo - Piano Lessons	5/26/2021	2,800.00
13709	Rainbow Resource Center	5/26/2021	327.79
13710	Rich Oliver Racing, Inc.	5/26/2021	1,844.00
13711	Silicon Valley High School Inc.	5/26/2021	VOID
13712	Silicon Valley High School Inc.	5/26/2021	4,750.00
13713	Silver Bell Barn & Equestrain Center	5/26/2021	260.00
13714	Simin Cruz	5/26/2021	360.00
13715	Sondra White	5/26/2021	1,270.00
13716	Steinway Piano Gallery of Fresno	5/26/2021	2,120.00
13717	Studies Weekly	5/26/2021	32.27
13718	Susan Hancock	5/26/2021	910.00
13719	Susan Mason	5/26/2021	4,500.00
13720	Teacher Synergy, LLC	5/26/2021	382.90
13721	Teaching Textbooks	5/26/2021	1,574.29
13722	The Dance Company	5/26/2021	457.00
13723	TheraSens, Inc	5/26/2021	480.00
13724	Timberdoodle.com	5/26/2021	71.00
13725	Tutoring Club	5/26/2021	2,080.00
13726	United Conservatory of Music	5/26/2021	VOID
13727	United Conservatory of Music	5/26/2021	8,418.63
13728	West Martial Arts	5/26/2021	610.00
13729	Time4Learning	5/26/2021	84.85
13730	Fresno County Office of Education	5/28/2021	VOID
13731	Fresno County Office of Education	5/28/2021	VOID
13732	Fresno County Office of Education	5/28/2021	154,774.93
13733	Fresno County Office of Education	5/28/2021	505.00
	Total Disbursements Issued in May		**$ 1,349,473.90**

Yosemite Valley Charter School

Accounts Payable Aging

May 31, 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
Silver Bell Barn & Equestrain Center	3059	3/23/2021	4/22/2021	-	-	65	-	-	65
Santa Cruz Learning Center	8563	4/1/2021	5/1/2021	-	600	-	-	-	600
The Owl Initiative	LW001	4/1/2021	5/1/2021	-	113	-	-	-	113
Melissa Bogle	INV0249	5/3/2021	5/3/2021	-	450	-	-	-	450
Melissa Bogle	INV0255	5/4/2021	5/4/2021	-	450	-	-	-	450
Melissa Bogle	INV0281	5/10/2021	5/10/2021	-	450	-	-	-	450
Melissa Bogle	INV0283	5/10/2021	5/10/2021	-	450	-	-	-	450
McColgan & Associates Inc.	4165	5/11/2021	5/11/2021	-	5,646	-	-	-	5,646
Clarksville Charter School	329	5/11/2021	5/11/2021	-	5,669	-	-	-	5,669
Melissa Bogle	INV0288	5/12/2021	5/12/2021	-	450	-	-	-	450
Procopio, Cory, Hargreaves & Savitch LI	754922	5/12/2021	5/12/2021	-	1,080	-	-	-	1,080
Kids Club Spanish School LLC	2021F0004175	5/13/2021	5/13/2021	-	180	-	-	-	180
CLM Farms	100	5/13/2021	5/13/2021	-	700	-	-	-	700
Melissa Bogle	INV0290	5/14/2021	5/14/2021	-	450	-	-	-	450
Melissa Bogle	INV0291	5/14/2021	5/14/2021	-	450	-	-	-	450
Dennis Murphy School of Music	81	5/15/2021	5/15/2021	-	495	-	-	-	495
Bojuka Ryu	2021130	5/15/2021	5/15/2021	-	190	-	-	-	190
Bojuka Ryu	2021131	5/15/2021	5/15/2021	-	190	-	-	-	190
Bojuka Ryu	2021132	5/15/2021	5/15/2021	-	190	-	-	-	190
Bojuka Ryu	2021133	5/15/2021	5/15/2021	-	95	-	-	-	95
Bojuka Ryu	2021134	5/15/2021	5/15/2021	-	320	-	-	-	320
Bojuka Ryu	2021135	5/15/2021	5/15/2021	-	320	-	-	-	320
Bojuka Ryu	2021136	5/15/2021	5/15/2021	-	320	-	-	-	320
Bojuka Ryu	2021137	5/15/2021	5/15/2021	-	320	-	-	-	320
Bojuka Ryu	2021138	5/15/2021	5/15/2021	-	320	-	-	-	320
Bojuka Ryu	2021139	5/15/2021	5/15/2021	-	85	-	-	-	85
WriteShop	21-0516	5/18/2021	5/18/2021	-	60	-	-	-	60
Melissa Bogle	INV0292	5/19/2021	5/19/2021	-	450	-	-	-	450
Melissa Bogle	INV0293	5/19/2021	5/19/2021	-	450	-	-	-	450
Melissa Bogle	INV0294	5/19/2021	5/19/2021	-	450	-	-	-	450
Melissa Bogle	INV0295	5/20/2021	5/20/2021	-	315	-	-	-	315
Melody Piano Lessons	28	5/20/2021	5/20/2021	-	500	-	-	-	500
Live Online Math	IS2 (YVS) 2021	5/20/2021	5/20/2021	-	950	-	-	-	950
Ground Up Climbing Guides, LLC	0641	5/20/2021	5/20/2021	-	1,240	-	-	-	1,240
Bojuka Ryu	2021140	5/20/2021	5/20/2021	-	90	-	-	-	90
Bojuka Ryu	2021141	5/20/2021	5/20/2021	-	90	-	-	-	90
Bojuka Ryu	2021142	5/20/2021	5/20/2021	-	90	-	-	-	90
Classical Learning Resource Center	3296	5/21/2021	5/21/2021	-	40	-	-	-	40
STAR of CA	3497685	5/11/2021	5/25/2021	-	110	-	-	-	110
Susan Hancock	140	4/26/2021	5/26/2021	-	480	-	-	-	480
The Critical Thinking Co.	171981A	4/29/2021	5/29/2021	-	79	-	-	-	79
Rayford Shorin-Ryu	24	5/14/2021	5/29/2021	-	260	-	-	-	260

Yosemite Valley Charter School

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Rayford Shorin-Ryu	25	5/14/2021	5/29/2021	-	130	-	-	-	130
Rayford Shorin-Ryu	26	5/14/2021	5/29/2021	-	130	-	-	-	130
Simba School of Music	124	4/29/2021	5/29/2021	-	140	-	-	-	140
Aspire Speech & Learning Center	043021BrNic	4/30/2021	5/30/2021	-	600	-	-	-	600
Aspire Speech & Learning Center	043021GrOca	4/30/2021	5/30/2021	-	300	-	-	-	300
Central Coast Language & Learning Cen	95487	4/30/2021	5/30/2021	-	1,245	-	-	-	1,245
Effectual Educational Consulting Servic	5706	4/30/2021	5/30/2021	-	39,258	-	-	-	39,258
Home Science Tools	1118282	4/30/2021	5/30/2021	-	78	-	-	-	78
Merced Academy of Dance	4145	5/17/2021	5/31/2021	150	-	-	-	-	150
Merced Academy of Dance	4146	5/17/2021	5/31/2021	70	-	-	-	-	70
Merced Academy of Dance	4147	5/17/2021	5/31/2021	70	-	-	-	-	70
Merced Academy of Dance	4148	5/17/2021	5/31/2021	70	-	-	-	-	70
The Owl Initiative	LW002	5/1/2021	5/31/2021	140	-	-	-	-	140
Don Johnston Inc	00454689	5/3/2021	6/2/2021	65	-	-	-	-	65
Simba School of Music	125	5/4/2021	6/3/2021	165	-	-	-	-	165
Merced Academy of Dance	4150	5/17/2021	6/5/2021	150	-	-	-	-	150
Braille Abilities, LLC	17019	5/7/2021	6/6/2021	482	-	-	-	-	482
Guido's Martial Arts Academy	CSMITH0621	5/10/2021	6/9/2021	195	-	-	-	-	195
Guido's Martial Arts Academy	DSMITH0621	5/10/2021	6/9/2021	144	-	-	-	-	144
Guido's Martial Arts Academy	EHochberg0621	5/10/2021	6/9/2021	199	-	-	-	-	199
Guido's Martial Arts Academy	JSILVA0621	5/10/2021	6/9/2021	150	-	-	-	-	150
Guido's Martial Arts Academy	KDillingham0621	5/10/2021	6/9/2021	195	-	-	-	-	195
Lotus Educational Services, Inc.	1866	5/10/2021	6/9/2021	700	-	-	-	-	700
Maureen M. Solomon	ESK-001	5/10/2021	6/9/2021	150	-	-	-	-	150
Specialized Therapy Services, Inc	YVCS01-0421	4/30/2021	6/9/2021	1,496	-	-	-	-	1,496
United Conservatory of Music	11860064	5/10/2021	6/9/2021	188	-	-	-	-	188
Singapore Math, Inc.	416273	5/11/2021	6/10/2021	40	-	-	-	-	40
Teacher Synergy, LLC	155600777	5/20/2021	6/10/2021	8	-	-	-	-	8
Teacher Synergy, LLC	155601086	5/20/2021	6/10/2021	7	-	-	-	-	7
Musick, Peeler & Garrett LLP	368982	5/11/2021	6/10/2021	1,372	-	-	-	-	1,372
Monarch River Academy	640	5/11/2021	6/10/2021	10,545	-	-	-	-	10,545
Merced Academy of Dance	4149	5/17/2021	6/10/2021	150	-	-	-	-	150
Brian Hammons Piano	648	5/11/2021	6/10/2021	150	-	-	-	-	150
Brittany Guirell	A4	5/12/2021	6/11/2021	2,575	-	-	-	-	2,575
Teacher Synergy, LLC	155704213	5/21/2021	6/11/2021	160	-	-	-	-	160
Teacher Synergy, LLC	155708921	5/21/2021	6/11/2021	77	-	-	-	-	77
Teacher Synergy, LLC	155751168	5/21/2021	6/11/2021	167	-	-	-	-	167
Singapore Math, Inc.	416417	5/12/2021	6/11/2021	89	-	-	-	-	89
Timberdoodle.com	361981	5/12/2021	6/11/2021	100	-	-	-	-	100
Suzanne Anderson	4	5/13/2021	6/12/2021	840	-	-	-	-	840
Steinway Piano Gallery of Fresno	126	5/13/2021	6/12/2021	360	-	-	-	-	360
Teaching Textbooks	34641	5/13/2021	6/12/2021	143	-	-	-	-	143
Teaching Textbooks	34642	5/13/2021	6/12/2021	111	-	-	-	-	111
Teaching Textbooks	34645	5/13/2021	6/12/2021	200	-	-	-	-	200

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Tina M. Carter	060	5/13/2021	6/12/2021	1,213	-	-	-	-	1,213
America's Kids Inc.	211-YVS	5/13/2021	6/12/2021	2,545	-	-	-	-	2,545
America's Kids Inc.	212-YVS	5/13/2021	6/12/2021	2,883	-	-	-	-	2,883
America's Kids Inc.	213-YVS	5/13/2021	6/12/2021	3,130	-	-	-	-	3,130
Michael A. Manjarrez	1051321	5/13/2021	6/12/2021	45	-	-	-	-	45
Michael A. Manjarrez	2051321	5/13/2021	6/12/2021	45	-	-	-	-	45
Michael A. Manjarrez	3051321	5/13/2021	6/12/2021	45	-	-	-	-	45
Michael A. Manjarrez	4051321	5/13/2021	6/12/2021	45	-	-	-	-	45
Michael A. Manjarrez	5051321	5/13/2021	6/12/2021	125	-	-	-	-	125
Molly C. Oliver	015	5/13/2021	6/12/2021	1,440	-	-	-	-	1,440
Provenance	5030	5/13/2021	6/12/2021	2,599	-	-	-	-	2,599
Peace Hill Press, Inc. dba Well Trained I	53939	5/13/2021	6/12/2021	21	-	-	-	-	21
Peace Hill Press, Inc. dba Well Trained I	53945	5/13/2021	6/12/2021	58	-	-	-	-	58
Cen Cal Dance Academy	3	5/13/2021	6/12/2021	168	-	-	-	-	168
Cen Cal Dance Academy	46	5/13/2021	6/12/2021	80	-	-	-	-	80
Brian Hammons Piano	641	5/13/2021	6/12/2021	404	-	-	-	-	404
Brian Hammons Piano	643	5/13/2021	6/12/2021	425	-	-	-	-	425
Brian Hammons Piano	650	5/13/2021	6/12/2021	300	-	-	-	-	300
Brian Hammons Piano	651	5/13/2021	6/12/2021	300	-	-	-	-	300
Chamber Music Unbound	002	5/13/2021	6/12/2021	520	-	-	-	-	520
HBCO LLC	1194079	5/13/2021	6/12/2021	160	-	-	-	-	160
HBCO LLC	1194082	5/13/2021	6/12/2021	59	-	-	-	-	59
HBCO LLC	1194087	5/13/2021	6/12/2021	59	-	-	-	-	59
Educational Development Corporation	DIR9372740	5/13/2021	6/12/2021	39	-	-	-	-	39
Evan-Moor	INV313923	5/13/2021	6/12/2021	47	-	-	-	-	47
History Unboxed LLC	WC-10633HU	5/13/2021	6/12/2021	291	-	-	-	-	291
History Unboxed LLC	wc-10644HU	5/13/2021	6/12/2021	375	-	-	-	-	375
History Unboxed LLC	wc-10875HU	5/13/2021	6/12/2021	349	-	-	-	-	349
Institute for Excellence in Writing	780166	5/12/2021	6/12/2021	69	-	-	-	-	69
Institute for Excellence in Writing	780177	5/12/2021	6/12/2021	37	-	-	-	-	37
Home Science Tools	1120999A	5/13/2021	6/12/2021	91	-	-	-	-	91
Hooked on Phonics	HOP1248	5/13/2021	6/12/2021	292	-	-	-	-	292
Moving Beyond the Page	253565	5/13/2021	6/12/2021	750	-	-	-	-	750
Home Science Tools	1120999B	5/14/2021	6/13/2021	52	-	-	-	-	52
Learning Without Tears	INV108788	5/14/2021	6/13/2021	16	-	-	-	-	16
Learning Without Tears	INV108826	5/14/2021	6/13/2021	593	-	-	-	-	593
Home Science Tools	1120244A	5/14/2021	6/13/2021	313	-	-	-	-	313
Educational Development Corporation	DIR9372757	5/14/2021	6/13/2021	59	-	-	-	-	59
Educational Development Corporation	DIR9372758	5/14/2021	6/13/2021	59	-	-	-	-	59
Educational Development Corporation	DIR9372759	5/14/2021	6/13/2021	52	-	-	-	-	52
Educational Development Corporation	DIR9372761	5/14/2021	6/13/2021	55	-	-	-	-	55
Educational Development Corporation	DIR9372762	5/14/2021	6/13/2021	139	-	-	-	-	139
HBCO LLC	1195163	5/14/2021	6/13/2021	80	-	-	-	-	80
Crafty School Crates	19451	5/14/2021	6/13/2021	275	-	-	-	-	275

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Crafty School Crates	19454	5/14/2021	6/13/2021	380	-	-	-	-	380
Singapore Math Live, LLC	514211	5/14/2021	6/13/2021	40	-	-	-	-	40
San Benito Dance Academy	413	5/14/2021	6/13/2021	120	-	-	-	-	120
Youth Movement	10092027	5/14/2021	6/13/2021	560	-	-	-	-	560
Academics in a Box Incorporated	14061	5/14/2021	6/13/2021	87	-	-	-	-	87
Alison Weidenheimer	10	5/14/2021	6/13/2021	2,520	-	-	-	-	2,520
Steinway Piano Gallery of Fresno	127	5/14/2021	6/13/2021	120	-	-	-	-	120
Susan Hancock	148	5/14/2021	6/13/2021	523	-	-	-	-	523
Timberdoodle.com	362125	5/14/2021	6/13/2021	185	-	-	-	-	185
Timberdoodle.com	362129	5/14/2021	6/13/2021	111	-	-	-	-	111
Timberdoodle.com	362131	5/14/2021	6/13/2021	60	-	-	-	-	60
Sona Atoyan	87	5/15/2021	6/14/2021	250	-	-	-	-	250
Nicole the Math Lady LLC	3146	5/15/2021	6/14/2021	129	-	-	-	-	129
Fresno Music Academy & Arts	05152021YVSFMAA	5/15/2021	6/14/2021	9,345	-	-	-	-	9,345
E-Therapy LLC	19159	5/15/2021	6/14/2021	5,394	-	-	-	-	5,394
Little Passports	116110692	5/15/2021	6/14/2021	163	-	-	-	-	163
Little Passports	116113074	5/15/2021	6/14/2021	168	-	-	-	-	168
Little Passports	116224330	5/15/2021	6/14/2021	213	-	-	-	-	213
Little Passports	116224337	5/15/2021	6/14/2021	116	-	-	-	-	116
Math Crazy	26141	5/17/2021	6/16/2021	480	-	-	-	-	480
Juli Jones	228	5/17/2021	6/16/2021	550	-	-	-	-	550
Juli Jones	229	5/17/2021	6/16/2021	550	-	-	-	-	550
Juli Jones	230	5/17/2021	6/16/2021	550	-	-	-	-	550
Home Science Tools	1121188A	5/17/2021	6/16/2021	111	-	-	-	-	111
Home Science Tools	1121189A	5/17/2021	6/16/2021	190	-	-	-	-	190
Home Science Tools	1121190A	5/17/2021	6/16/2021	183	-	-	-	-	183
Fresno School of Music	515	5/17/2021	6/16/2021	1,706	-	-	-	-	1,706
History Unboxed LLC	wc-10632HU	5/17/2021	6/16/2021	168	-	-	-	-	168
Rich Oliver Racing, Inc.	2021-005-005	5/17/2021	6/16/2021	3,343	-	-	-	-	3,343
Peace Hill Press, Inc. dba Well Trained I	53967	5/17/2021	6/16/2021	58	-	-	-	-	58
Peace Hill Press, Inc. dba Well Trained I	53968	5/17/2021	6/16/2021	80	-	-	-	-	80
Peace Hill Press, Inc. dba Well Trained I	53976	5/18/2021	6/17/2021	109	-	-	-	-	109
Provenance	5039	5/18/2021	6/17/2021	1,380	-	-	-	-	1,380
Rachel Robbins	1917	5/18/2021	6/17/2021	1,440	-	-	-	-	1,440
Northwest Studio for Ballet	38	5/18/2021	6/17/2021	481	-	-	-	-	481
Nicole the Math Lady LLC	3147	5/18/2021	6/17/2021	79	-	-	-	-	79
Mystery Science Inc.	130790	5/18/2021	6/17/2021	69	-	-	-	-	69
MoxieBox Art	7634	5/18/2021	6/17/2021	107	-	-	-	-	107
Beautiful Feet Books, Inc.	14409	5/18/2021	6/17/2021	238	-	-	-	-	238
Teaching Textbooks	34656	5/18/2021	6/17/2021	55	-	-	-	-	55
Timberdoodle.com	362311	5/18/2021	6/17/2021	1,254	-	-	-	-	1,254
United Conservatory of Music	11891551	5/18/2021	6/17/2021	563	-	-	-	-	563
United Conservatory of Music	11662018	5/18/2021	6/17/2021	600	-	-	-	-	600
Elemental Science	IN-3218	5/18/2021	6/17/2021	125	-	-	-	-	125

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Crafty School Crates	19482	5/18/2021	6/17/2021	55	-	-	-	-	55
Crafty School Crates	19483	5/18/2021	6/17/2021	168	-	-	-	-	168
Crafty School Crates	19484	5/18/2021	6/17/2021	190	-	-	-	-	190
Crafty School Crates	19485	5/18/2021	6/17/2021	144	-	-	-	-	144
Crafty School Crates	19486	5/18/2021	6/17/2021	144	-	-	-	-	144
Crafty School Crates	19487	5/18/2021	6/17/2021	76	-	-	-	-	76
Crafty School Crates	19488	5/18/2021	6/17/2021	237	-	-	-	-	237
Crafty School Crates	19508	5/18/2021	6/17/2021	102	-	-	-	-	102
Crafty School Crates	19509	5/18/2021	6/17/2021	244	-	-	-	-	244
Crafty School Crates	19510	5/18/2021	6/17/2021	152	-	-	-	-	152
Learning Without Tears	INV108988	5/18/2021	6/17/2021	19	-	-	-	-	19
Learning Without Tears	INV108991	5/18/2021	6/17/2021	29	-	-	-	-	29
Little Surf Co.	1329	5/18/2021	6/17/2021	1,800	-	-	-	-	1,800
Merrilee McCain	2020-375342	5/18/2021	6/18/2021	120	-	-	-	-	120
MEL Science U.S. LLC	JM2021051903	5/19/2021	6/18/2021	209	-	-	-	-	209
MEL Science U.S. LLC	JM2021051904	5/19/2021	6/18/2021	140	-	-	-	-	140
Lighthouse Therapy LLC	406	5/4/2021	6/18/2021	28,340	-	-	-	-	28,340
Institute for Excellence in Writing	779926	5/18/2021	6/18/2021	156	-	-	-	-	156
Institute for Excellence in Writing	781292	5/18/2021	6/18/2021	197	-	-	-	-	197
Joshua Heflebower	79	5/19/2021	6/18/2021	313	-	-	-	-	313
Institute for Excellence in Writing	780330	5/18/2021	6/18/2021	37	-	-	-	-	37
Institute for Excellence in Writing	780344	5/18/2021	6/18/2021	37	-	-	-	-	37
Institute for Excellence in Writing	780680	5/18/2021	6/18/2021	61	-	-	-	-	61
Evan-Moor	INV314380	5/19/2021	6/18/2021	92	-	-	-	-	92
Sona Atoyan	88	5/19/2021	6/18/2021	300	-	-	-	-	300
Singapore Math, Inc.	417078	5/19/2021	6/18/2021	132	-	-	-	-	132
Singapore Math, Inc.	417081	5/19/2021	6/18/2021	79	-	-	-	-	79
Singapore Math, Inc.	417084	5/19/2021	6/18/2021	52	-	-	-	-	52
Timberdoodle.com	362414	5/20/2021	6/19/2021	255	-	-	-	-	255
United Conservatory of Music	11800770	5/20/2021	6/19/2021	338	-	-	-	-	338
United Conservatory of Music	11835681	5/20/2021	6/19/2021	300	-	-	-	-	300
United Conservatory of Music	11835692	5/20/2021	6/19/2021	300	-	-	-	-	300
United Conservatory of Music	11835699	5/20/2021	6/19/2021	300	-	-	-	-	300
United Conservatory of Music	11835709	5/20/2021	6/19/2021	300	-	-	-	-	300
United Conservatory of Music	11835724	5/20/2021	6/19/2021	300	-	-	-	-	300
United Conservatory of Music	11835735	5/20/2021	6/19/2021	300	-	-	-	-	300
United Conservatory of Music	11898108	5/20/2021	6/19/2021	126	-	-	-	-	126
United Conservatory of Music	11901695	5/20/2021	6/19/2021	69	-	-	-	-	69
United Conservatory of Music	11901728	5/20/2021	6/19/2021	82	-	-	-	-	82
Beautiful Feet Books, Inc.	14420	5/20/2021	6/19/2021	117	-	-	-	-	117
Beautiful Feet Books, Inc.	14421	5/20/2021	6/19/2021	257	-	-	-	-	257
Bitsbox	3905	5/20/2021	6/19/2021	57	-	-	-	-	57
Bitsbox	3906	5/20/2021	6/19/2021	87	-	-	-	-	87
Nicole the Math Lady LLC	3154	5/20/2021	6/19/2021	79	-	-	-	-	79

Yosemite Valley Charter School

Accounts Payable Aging

May 31, 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
Nicole the Math Lady LLC	3155	5/20/2021	6/19/2021	49	-	-	-	-	49
Nicole the Math Lady LLC	3160	5/20/2021	6/19/2021	79	-	-	-	-	79
Moving Beyond the Page	253760	5/20/2021	6/19/2021	216	-	-	-	-	216
Moving Beyond the Page	253761	5/20/2021	6/19/2021	285	-	-	-	-	285
Peace Hill Press, Inc. dba Well Trained I	53983	5/20/2021	6/19/2021	124	-	-	-	-	124
Institute for Excellence in Writing	780695	5/19/2021	6/19/2021	151	-	-	-	-	151
Institute for Excellence in Writing	780707	5/19/2021	6/19/2021	195	-	-	-	-	195
Institute for Excellence in Writing	780748	5/19/2021	6/19/2021	61	-	-	-	-	61
Drive Carmel	42105	5/20/2021	6/19/2021	480	-	-	-	-	480
Brenda Myers	70/2021	5/20/2021	6/19/2021	195	-	-	-	-	195
Learning Without Tears	INV109235	5/20/2021	6/19/2021	29	-	-	-	-	29
Moving Beyond the Page	253720	5/20/2021	6/19/2021	638	-	-	-	-	638
Moving Beyond the Page	253721	5/20/2021	6/19/2021	504	-	-	-	-	504
Moving Beyond the Page	253722	5/20/2021	6/19/2021	932	-	-	-	-	932
Moving Beyond the Page	253723	5/20/2021	6/19/2021	351	-	-	-	-	351
Moving Beyond the Page	253727	5/20/2021	6/19/2021	1,142	-	-	-	-	1,142
Moving Beyond the Page	253730	5/20/2021	6/19/2021	948	-	-	-	-	948
Moving Beyond the Page	253731	5/20/2021	6/19/2021	1,071	-	-	-	-	1,071
Moving Beyond the Page	253732	5/20/2021	6/19/2021	253	-	-	-	-	253
Moving Beyond the Page	253733	5/20/2021	6/19/2021	748	-	-	-	-	748
Moving Beyond the Page	253734	5/20/2021	6/19/2021	253	-	-	-	-	253
Moving Beyond the Page	253735	5/20/2021	6/19/2021	377	-	-	-	-	377
Moving Beyond the Page	253736	5/20/2021	6/19/2021	933	-	-	-	-	933
Moving Beyond the Page	253737	5/20/2021	6/19/2021	923	-	-	-	-	923
Moving Beyond the Page	253739	5/20/2021	6/19/2021	1,073	-	-	-	-	1,073
Moving Beyond the Page	253740	5/20/2021	6/19/2021	1,017	-	-	-	-	1,017
Moving Beyond the Page	253743	5/20/2021	6/19/2021	47	-	-	-	-	47
Moving Beyond the Page	253744	5/20/2021	6/19/2021	215	-	-	-	-	215
Moving Beyond the Page	253746	5/20/2021	6/19/2021	285	-	-	-	-	285
Moving Beyond the Page	253750	5/20/2021	6/19/2021	432	-	-	-	-	432
Moving Beyond the Page	253752	5/20/2021	6/19/2021	933	-	-	-	-	933
Moving Beyond the Page	253755	5/20/2021	6/19/2021	996	-	-	-	-	996
Moving Beyond the Page	253756	5/20/2021	6/19/2021	853	-	-	-	-	853
Crafty School Crates	19540	5/21/2021	6/20/2021	939	-	-	-	-	939
Crafty School Crates	19542	5/21/2021	6/20/2021	376	-	-	-	-	376
Crafty School Crates	19543	5/21/2021	6/20/2021	228	-	-	-	-	228
Crafty School Crates	19573	5/21/2021	6/20/2021	299	-	-	-	-	299
Crafty School Crates	19574	5/21/2021	6/20/2021	102	-	-	-	-	102
Crafty School Crates	19575	5/21/2021	6/20/2021	144	-	-	-	-	144
Crafty School Crates	19590	5/21/2021	6/20/2021	135	-	-	-	-	135
Evan-Moor	INV314556	5/21/2021	6/20/2021	29	-	-	-	-	29
Evan-Moor	INV314557	5/21/2021	6/20/2021	29	-	-	-	-	29
Silver Bell Barn & Equestrain Center	3093	5/21/2021	6/20/2021	260	-	-	-	-	260
Silver Bell Barn & Equestrain Center	3094	5/21/2021	6/20/2021	240	-	-	-	-	240

Yosemite Valley Charter School

Accounts Payable Aging

May 31, 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
Silver Bell Barn & Equestrain Center	3095	5/21/2021	6/20/2021	240	-	-	-	-	240
Silver Bell Barn & Equestrain Center	3096	5/21/2021	6/20/2021	260	-	-	-	-	260
Silver Bell Barn & Equestrain Center	3097	5/21/2021	6/20/2021	260	-	-	-	-	260
Silver Bell Barn & Equestrain Center	3098	5/21/2021	6/20/2021	260	-	-	-	-	260
Silver Bell Barn & Equestrain Center	3099	5/21/2021	6/20/2021	65	-	-	-	-	65
Silver Bell Barn & Equestrain Center	3100	5/21/2021	6/20/2021	65	-	-	-	-	65
Silver Bell Barn & Equestrain Center	3101	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3102	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3103	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3104	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3105	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3106	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3107	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3108	5/21/2021	6/20/2021	50	-	-	-	-	50
Silver Bell Barn & Equestrain Center	3109	5/21/2021	6/20/2021	50	-	-	-	-	50
United Conservatory of Music	11860085	6/1/2021	7/1/2021	202	-	-	-	-	202
Cen Cal Dance Academy	48	6/1/2021	7/1/2021	60	-	-	-	-	60
Math-U-See Inc.	0707283-IN	5/11/2021	7/10/2021	119	-	-	-	-	119
Math-U-See Inc.	0707284-IN	5/11/2021	7/10/2021	68	-	-	-	-	68
Math-U-See Inc.	0707285-IN	5/11/2021	7/10/2021	123	-	-	-	-	123
Math-U-See Inc.	0707286-IN	5/11/2021	7/10/2021	58	-	-	-	-	58
Math-U-See Inc.	0707287-IN	5/11/2021	7/10/2021	58	-	-	-	-	58
Math-U-See Inc.	0707670-IN	5/13/2021	7/12/2021	58	-	-	-	-	58
Math-U-See Inc.	0707824-IN	5/17/2021	7/16/2021	126	-	-	-	-	126
Math-U-See Inc.	0708006-IN	5/17/2021	7/16/2021	199	-	-	-	-	199
Math-U-See Inc.	0708712-IN	5/21/2021	7/20/2021	218	-	-	-	-	218
Math-U-See Inc.	0708714-IN	5/21/2021	7/20/2021	109	-	-	-	-	109
Studies Weekly	389727	4/28/2021	9/1/2021	65	-	-	-	-	65
Studies Weekly	389868	4/29/2021	9/1/2021	32	-	-	-	-	32
Studies Weekly	390241	5/5/2021	9/1/2021	32	-	-	-	-	32
Studies Weekly	390246	5/5/2021	9/1/2021	32	-	-	-	-	32
		Total Outstanding Payables in May		**$ 137,143**	**$ 67,518**	**$ 65**	**$ -**	**$ 203,444**	**$ 408,170**

Yosemite Valley Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended May 31, 2021

	Account Balance
Due (to)/from Inspire LA	$ (205,588)
Due (to)/from Inspire Charter Services	4,439,785
Total Due (to)/from Balance	**$ 4,234,197**

Cover Sheet

2021-2022 Operating Budget

Section: II. Finance
Item: B. 2021-2022 Operating Budget
Purpose: Vote
Submitted by:
Related Material: 2021-2022 Budget Presenation - Yosemite Valley.pdf

BACKGROUND:
2021-2022 Budget Presentation

CHARTER IMPACT

Yosemite Valley Charter School

FY21-22 Budget

Attendance and Data Metrics

Enrollment & Per Pupil Data		
	FY21-22 Budget	**FY20-21 Forecast**
Average Enrollment	3095	2251
ADA	3033	2206
Attendance Rate	98.0%	98.0%
Unduplicated %	46.0%	46.1%
Revenue per ADA	$11,148	$11,310
Expenses per ADA	$10,037	$10,078

- **37%** increase in average daily attendance.

Revenue

- **36% increase in budgeted revenue driven by:**
  - **5.07%** increase in LCFF rates**.**
  - Increase in total enrollment.
  - Title I– **$314K**.
  - Elementary and Secondary School Relief Funds II (ESSER)- **$1.058MM**.
  - Expanded Learning Opportunities Grant (ELO) - **$194k**.

	FY21-22 Budget	FY20-21 Forecast	Inc/(Dec)
Revenue			
State Aid-Rev Limit	$ 29,361,332	$ 20,491,716	$ 8,869,616
Federal Revenue	1,740,458	2,121,498	(381,040)
Other State Revenue	2,711,291	2,279,919	431,373
Other Local Revenue	-	57,161	(57,161)
Total Revenue	**$ 33,813,081**	**$ 24,950,293**	**$ 8,862,788**

Expense

- **37% increase in budgeted expenses driven by:**
  - Increase to total Staffing & associated Benefits.
  - Title I expenditures.
  - One-time ESSER and ELO spending.
  - Proportionate increase to Special Education and Business Management expense.

	FY21-22 Budget	FY20-21 Forecast	Inc/(Dec)
Expenses			
Certificated Salaries	$ 10,130,611	$ 7,217,739	$ 2,912,872
Classified Salaries	310,878	377,412	$ (66,533)
Benefits	3,144,431	2,333,657	$ 810,774
Books and Supplies	5,111,115	3,997,359	$ 1,113,757
Subagreement Services	8,821,065	5,851,112	$ 2,969,953
Operations	392,600	285,609	$ 106,991
Facilities	67,900	5,743	$ 62,157
Professional Services	1,811,582	1,762,735	$ 48,848
Depreciation	-	-	$ -
Interest	653,791	400,080	$ 253,711
Total Expenses	**$ 30,443,973**	**$ 22,231,445**	**$ 8,212,529**

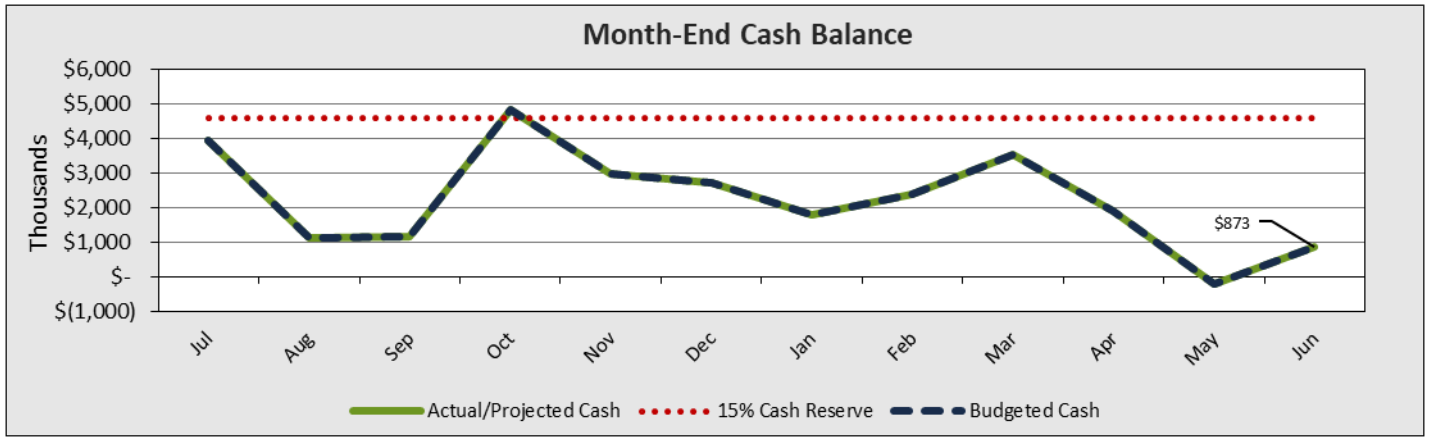
Fund Balance

- Budget surplus represents 11% of Annual Expenses.
- Increase to total Charter Fund Balance projected.

	FY21-22 Budget	FY20-21 Forecast	Inc/(Dec)
Total Surplus(Deficit)	**$ 3,369,108**	**$ 2,718,848**	**$ 650,260**
Beginning Fund Balance	3,731,864	2,032,470	
Ending Fund Balance	**$ 7,100,972**	**$ 4,751,318**	
As a % of Annual Expenses	*23.3%*	*21.4%*	

Cash

- Receivable sales anticipated to sustain positive cash flow.
- Year-end cash balance budgeted at $873k.



Multi-Year Projections

- Multi-year surplus and positive cash balance projected.
- No factoring anticipated beyond FY21-22.

	2020-21	2021-22	2022-23
Total Revenue	$ 33,813,081	$ 34,567,431	$ 35,504,011
Total Expenses	30,443,973	30,779,842	31,224,879
Annual Surplus	**3,369,108**	**3,787,588**	**4,279,131**
Beginning Fund Balance	3,731,864	7,100,972	10,888,560
Ending Fund Balance	**$ 7,100,972**	**$ 10,888,560**	**$ 15,167,691**
As a % of Annual Expenses	*23.3%*	*35.4%*	*48.6%*
Ending Cash Balance	**$ 873,163**	**$ 2,626,549**	**$ 6,823,917**

Appendix

- Monthly Cash Flow / Budget 21-22

Yosemite Valley Charter School

Monthly Cash Flow/Budget FY21-22

Revised 6/10/21

ADA = 3033.10

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 3033.10	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	1,017,861	1,017,861	1,832,151	1,832,151	1,832,151	1,832,151	1,832,151	3,358,641	3,358,641	3,358,641	3,358,641	3,351,111	**27,982,151**	27,982,151	-
8012 Education Protection Account	-	-	-	151,655	-	-	151,655	-	-	151,655	-	-	151,655	**606,620**	606,620	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8096 In Lieu of Property Taxes	-	33,714	67,427	44,951	44,951	44,951	44,951	44,951	148,888	74,444	74,444	74,444	74,444	**772,561**	772,561	-
	-	1,051,575	1,085,289	2,028,757	1,877,102	1,877,102	2,028,757	1,877,102	3,507,528	3,584,740	3,433,085	3,433,085	3,577,210	**29,361,332**	**29,361,332**	**-**
Federal Revenue																
8181 Special Education - Entitlement	-	13,346	13,346	24,023	24,023	24,023	24,023	24,023	44,039	44,039	44,039	44,039	44,039	**367,005**	367,005	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8290 Title I, Part A - Basic Low Income	-	-	78,730	-	-	236,189	-	-	-	-	-	-	-	**314,919**	314,919	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8296 Other Federal Revenue	-	-	-	-	-	1,058,534	-	-	-	-	-	-	-	**1,058,534**	1,058,534	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	-	13,346	92,076	24,023	24,023	1,318,747	24,023	24,023	44,039	44,039	44,039	44,039	44,039	**1,740,458**	**1,740,458**	**-**
Other State Revenue																
8311 State Special Education	-	67,835	67,835	122,103	122,103	122,103	122,103	122,103	223,835	223,835	223,835	223,835	223,835	**1,865,357**	1,865,357	-
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8550 Mandated Cost	-	-	-	-	-	47,853	-	-	-	-	-	-	-	**47,853**	47,853	-
8560 State Lottery	-	-	-	-	-	-	109,749	-	-	109,749	-	-	384,089	**603,587**	603,587	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
8599 Other State Revenue	-	-	-	-	-	194,495	-	-	-	-	-	-	-	**194,495**	194,495	-
	-	67,835	67,835	122,103	122,103	364,451	231,852	122,103	223,835	333,584	223,835	223,835	607,924	**2,711,291**	**2,711,291**	**-**
Total Revenue	**-**	**1,132,756**	**1,245,200**	**2,174,883**	**2,023,228**	**3,560,299**	**2,284,632**	**2,023,228**	**3,775,402**	**3,962,362**	**3,700,958**	**3,700,958**	**4,229,173**	**33,813,081**	**33,813,081**	**-**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	638,999	638,999	638,999	638,999	638,999	638,999	638,999	638,999	638,999	638,999	638,999	638,999	-	**7,667,982**	7,667,982	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
1175 Teachers' Extra Duty/Stipends	-	-	168,696	168,696	168,696	168,696	168,696	168,696	168,696	168,696	168,696	168,696	-	**1,686,956**	1,686,956	-
1200 Pupil Support Salaries	34,923	34,923	34,923	34,923	34,923	34,923	34,923	34,923	34,923	34,923	34,923	34,923	-	**419,074**	419,074	-
1300 Administrators' Salaries	22,698	22,698	22,698	22,698	22,698	22,698	22,698	22,698	22,698	22,698	22,698	22,698	-	**272,371**	272,371	-
1900 Other Certificated Salaries	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	7,019	-	**84,227**	84,227	-
	703,638	703,638	872,333	872,333	872,333	872,333	872,333	872,333	872,333	872,333	872,333	872,333	-	**10,130,611**	**10,130,611**	**-**
Classified Salaries																
2100 Instructional Salaries	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	14,673	-	**176,071**	176,071	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2300 Classified Administrators' Salaries	11,234	11,234	11,234	11,234	11,234	11,234	11,234	11,234	11,234	11,234	11,234	11,234	-	**134,808**	134,808	-
2400 Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	25,907	25,907	25,907	25,907	25,907	25,907	25,907	25,907	25,907	25,907	25,907	25,907	-	**310,878**	**310,878**	**-**
Benefits																
3101 STRS	112,723	112,723	139,748	139,748	139,748	139,748	139,748	139,748	139,748	139,748	139,748	139,748	-	**1,622,924**	1,622,924	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301 OASDI	1,606	1,606	1,606	1,606	1,606	1,606	1,606	1,606	1,606	1,606	1,606	1,606	-	**19,274**	19,274	-
3311 Medicare	10,578	10,578	13,024	13,024	13,024	13,024	13,024	13,024	13,024	13,024	13,024	13,024	-	**151,402**	151,402	-
3401 Health and Welfare	94,875	94,875	94,875	94,875	94,875	94,875	94,875	94,875	94,875	94,875	94,875	94,875	-	**1,138,500**	1,138,500	-
3501 State Unemployment	3,308	3,308	3,308	3,308	3,308	3,308	16,538	13,230	6,615	3,308	3,308	3,308	-	**66,150**	66,150	-
3601 Workers' Compensation	10,214	10,214	12,575	12,575	12,575	12,575	12,575	12,575	12,575	12,575	12,575	12,575	-	**146,181**	146,181	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	233,304	233,304	265,136	265,136	265,136	265,136	278,366	275,059	268,444	265,136	265,136	265,136	-	**3,144,431**	**3,144,431**	**-**
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302 School Supplies	192,065	369,435	324,656	309,461	228,727	213,102	284,736	389,742	396,112	447,061	560,005	381,793	-	**4,096,894**	4,096,894	-
4305 Software	23,283	23,283	23,283	23,283	23,283	23,283	23,283	23,283	23,283	23,283	23,283	23,283	-	**279,400**	279,400	-
4310 Office Expense	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	3,158	-	**37,900**	37,900	-
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400 Noncapitalized Equipment	32,672	62,844	55,227	52,642	38,909	36,251	48,436	66,299	67,382	76,049	95,262	64,947	-	**696,921**	696,921	-
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
	251,179	458,721	406,325	388,545	294,077	275,794	359,615	482,483	489,936	549,552	681,709	473,181	-	**5,111,115**	**5,111,115**	**-**
Subagreement Services																

Yosemite Valley Charter School

Monthly Cash Flow/Budget FY21-22

Revised 6/10/21

ADA = 3033.10

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	212,725	212,725	212,725	212,725	212,725	212,725	212,725	212,725	212,725	212,725	212,725	212,725	-	**2,552,700**	2,552,700	-
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	127,421	245,093	215,386	205,305	151,744	141,377	188,902	258,566	262,791	296,592	371,523	253,292	-	**2,717,992**	2,717,992	-
5107 Instructional Services	295,864	295,864	295,864	295,864	295,864	295,864	295,864	295,864	295,864	295,864	295,864	295,864	-	**3,550,374**	3,550,374	-
	636,011	753,683	723,975	713,894	660,333	649,967	697,491	767,155	771,381	805,182	880,112	761,881	-	**8,821,065**	**8,821,065**	-
Operations and Housekeeping																
5201 Auto and Travel	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	6,742	-	**80,900**	80,900	-
5300 Dues & Memberships	150	150	150	150	150	150	150	150	150	150	150	150	-	**1,800**	1,800	-
5400 Insurance	20,692	20,692	20,692	20,692	20,692	20,692	20,692	20,692	20,692	20,692	20,692	20,692	-	**248,300**	248,300	-
5501 Utilities	58	58	58	58	58	58	58	58	58	58	58	58	-	**700**	700	-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	3,317	-	**39,800**	39,800	-
5901 Postage and Shipping	1,758	1,758	1,758	1,758	1,758	1,758	1,758	1,758	1,758	1,758	1,758	1,758	-	**21,100**	21,100	-
	32,717	32,717	32,717	32,717	32,717	32,717	32,717	32,717	32,717	32,717	32,717	32,717	-	**392,600**	**392,600**	-
Facilities, Repairs and Other Leases																
5601 Rent	750	750	750	750	750	750	750	750	750	750	750	750	-	**9,000**	9,000	-
5602 Additional Rent	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	**60,000**	60,000	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604 Other Leases	(92)	(92)	(92)	(92)	(92)	(92)	(92)	(92)	(92)	(92)	(92)	(92)	-	**(1,100)**	(1,100)	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	5,658	-	**67,900**	**67,900**	-
Professional/Consulting Services																
5801 IT	117	117	117	117	117	117	117	117	117	117	117	117	-	**1,400**	1,400	-
5802 Audit & Taxes	-	-	-	3,300	3,300	3,300	-	-	-	-	-	-	-	**9,900**	9,900	-
5803 Legal	7,883	7,883	7,883	7,883	7,883	7,883	7,883	7,883	7,883	7,883	7,883	7,883	-	**94,600**	94,600	-
5804 Professional Development	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	10,154	-	**121,850**	121,850	-
5805 General Consulting	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	**25,000**	25,000	-
5806 Special Activities/Field Trips	664	1,277	1,122	1,070	791	737	984	1,347	1,369	1,546	1,936	1,320	-	**14,163**	14,163	-
5807 Bank Charges	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	1,133	-	**13,600**	13,600	-
5808 Printing	325	325	325	325	325	325	325	325	325	325	325	325	-	**3,900**	3,900	-
5809 Other taxes and fees	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,083	2,083	2,083	2,083	-	**28,900**	28,900	-
5810 Payroll Service Fee	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	-	**25,700**	25,700	-
5811 Management Fee	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	49,311	-	**591,729**	591,729	-
5812 District Oversight Fee	-	31,547	32,559	60,863	56,313	56,313	60,863	56,313	105,226	107,542	102,993	102,993	107,316	**880,840**	880,840	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	76,221	108,381	109,238	140,789	135,960	135,906	137,404	133,217	182,152	184,644	180,485	179,869	107,316	**1,811,582**	**1,811,582**	-
Depreciation																
6900 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																
7438 Interest Expense	186,879	-	124,586	228,388	-	-	-	113,938	-	-	-	-	-	**653,791**	653,791	-
	186,879	-	124,586	228,388	-	-	-	113,938	-	-	-	-	-	**653,791**	**653,791**	-
Total Expenses	**2,151,513**	**2,322,008**	**2,565,875**	**2,673,367**	**2,292,122**	**2,263,419**	**2,409,491**	**2,708,466**	**2,648,527**	**2,741,129**	**2,944,058**	**2,616,683**	**107,316**	**30,443,973**	**30,443,973**	-
Monthly Surplus (Deficit)	**(2,151,513)**	**(1,189,252)**	**(1,320,675)**	**(498,483)**	**(268,894)**	**1,296,881**	**(124,859)**	**(685,238)**	**1,126,875**	**1,221,233**	**756,901**	**1,084,275**	**4,121,857**	**3,369,108**	**3,369,108**	-
														11%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(2,151,513)	(1,189,252)	(1,320,675)	(498,483)	(268,894)	1,296,881	(124,859)	(685,238)	1,126,875	1,221,233	756,901	1,084,275	4,121,857	**3,369,108**		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	1,552,611	1,360,815	1,355,139	1,338,284	865,129	-	754,318	-	-	-	-	-	(4,229,173)	**2,997,123**		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(507,851)	-	-	-	-	-	-	-	-	-	-	-	107,316	**(400,534)**		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Cert.	Instr.
45.6%	80.4%
1,901,514	125,620

Pupil:Teacher Ratio
24.66 :1

Yosemite Valley Charter School

Monthly Cash Flow/Budget FY21-22

Revised 6/10/21

ADA = 3033.10

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash flows from financing activities																
Proceeds from Factoring	4,671,984	-	3,114,656	5,709,689				2,848,445				-	-	**16,344,774**		
Payments on Factoring	(1,541,400)	(2,120,400)	(2,227,300)	(1,355,300)	(876,000)								-	**(8,120,400)**		
Proceeds(Payments) on Debt	-	(872,000)	(872,000)	(1,557,328)	(1,557,328)	(1,557,328)	(1,557,328)	(1,557,328)	-	(2,854,845)	(2,854,845)	-	-	**(15,240,330)**		
Total Change in Cash	2,023,832	(2,820,837)	49,820	3,636,862	(1,837,093)	(260,447)	(927,869)	605,879	1,126,875	(1,633,612)	(2,097,944)	1,084,275				
Cash, Beginning of Month	1,923,421	3,947,253	1,126,416	1,176,236	4,813,098	2,976,005	2,715,558	1,787,689	2,393,568	3,520,443	1,886,831	(211,113)				
Cash, End of Month	**3,947,253**	**1,126,416**	**1,176,236**	**4,813,098**	**2,976,005**	**2,715,558**	**1,787,689**	**2,393,568**	**3,520,443**	**1,886,831**	**(211,113)**	**873,163**				

Cover Sheet

Certificated Salary Schedules

Section: II. Finance
Item: D. Certificated Salary Schedules
Purpose: Vote
Submitted by:
Related Material: YV HST, HQT, SPED Jan 2022 scale with master stipend.pdf

BACKGROUND:

- Salary schedules were approved at the May 27, 2021 Board Meeting.
- The certificated pay scales are being brought back before the Board with the addition of a Master's Degree stipend.

Yosemite Valley Charter
Effective January 1, 2022
HST Salary Schedule

PAY SCALE GROUP **PAY SCALE LEVEL**

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

Additional Pay Scale Levels

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

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

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

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

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

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

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

Effective January 1, 2022
HQT Salary Schedule

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

Additional Pay Scale Levels

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

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

Master Stipend is $1000 paid in two installments in December and March.
NBC or Doctorate Differential is $3000 paid in two installments in December and March. The $3000 is inclusive of the $1000 Master Stipend.
*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.
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Yosemite Valley Charter

Effective January 1, 2022

SPED Teacher Salary Schedule

PAY SCALE GROUP	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	H15	H20	H25	H30
(continued) H (+ 98 points)	$87,571	$90,377	$93,184	$95,991	$98,798	$101,604	$104,411	$106,657

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

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

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

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

***Annual salary advancements for longevity are not guaranteed and [illegible]ol's operational needs and/or budget approved by the school Board.

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Cover Sheet

Special Education Assessment Team Salary Schedule

Section: II. Finance
Item: E. Special Education Assessment Team Salary Schedule
Purpose: Vote
Submitted by:
Related Material:
Yosemite Jan 2022 SPED Assessment Team Salary Schedule update 6.9.21.pdf

BACKGROUND:

- The salary schedule were approved at the May 27, 2021 Board Meeting.
- The pay scale is being brought back before the Board with the addition of a Master's Degree stipend.

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

Master Stipend is $1000 paid in two installments in December and March.
NBC or Doctorate Differential is $3000 paid in two installments in December and March. The $3000 is inclusive of the $1000 Master Stipend.
* Based on 205 work days of the 12-month calendar. The 205 work days is a minimum number of work days, andteam 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

Classified Salary Schedule

Section: II. Finance
Item: F. Classified Salary Schedule
Purpose: Vote
Submitted by:
Related Material: 21-22 Classified Salary Schedule.docx.pdf

BACKGROUND:

- Salary schedules were approved at the May 27, 2021 Board Meeting
- The classified pay scale is being brought back before the Board with the revision to remove Inspire language as well as add stipends and longevity language
- Addition of degree stipends

2021-22 Classified Staff Salary Schedule

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

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

A. Row (Office Tech 1, 2, 3, or 4) ~~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

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

- Reaching step L ~~12~~ in the Office Tech 1 row ~~column~~
- Maintain satisfactory or better evaluations in the current and previous year
- Participate in professional growth opportunities agreed to by department supervisor
- Based on the above criteria receive approval from the department supervisor or Executive Director

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

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

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

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

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

Cover Sheet

2021-2022 Classified Management/Confidential Salary Schedule

Section: II. Finance
Item: G. 2021-2022 Classified Management/Confidential Salary Schedule
Purpose: Vote
Submitted by:
Related Material:
Classified Management & Confidential Salary Schedule Draft.pdf

RECOMMENDATION:

- Executive Administrative Assistant/Administrative Services Director - Step 5

2021-22 Classified Confidential Management Salary Schedule

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

- New classified team members will be placed on this salary schedule based on:
  - Row (Office Tech 1, 2, 3, or 4)
  - Column (A-L) is determined by the lowest column all other recently added department members started, previous job experience, educational level attained, and demonstrated proficiency or experience in necessary job skills
- Annually on July 1st classified team members may move from one column of the pay scale to the next if they have been in their current cell for a minimum of 3 months and they receive a satisfactory or better end-of-the-year evaluation the previous year. Yearly salary advancements are not guaranteed and are subject to the organization's operational needs and/or approved budget.
  - Department Supervisors may request from the Executive Director, or designee, in writing that a team member is placed into a higher cell on the salary schedule during the fiscal year (July 1 - June 30) based on:
    - New team member exceeding job expectations and performance after a 3 month new hire period
    - Team member taking on new assignments, tasks, or job responsibilities
    - Team member becoming highly proficient in specific skills that allows the employee to train other department members

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

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

Cover Sheet

2021-2022 Administrator Salary Schedule

Section: II. Finance
Item: H. 2021-2022 Administrator Salary Schedule
Purpose: Vote
Submitted by:
Related Material: Admin Salary Schedule DRAFT.docx.pdf

BACKGROUND:

Regional Coordinators - Manages people. Admin credential required as of April 16, 2020.
Assistant Director – Admin credential required. May manage people.
Director 1 - Manages people, Admin credential and/or Masters required.
Director 2 - Manages people, Admin credential and Masters required.
Executive Director - Manages people, Masters and Admin credential required. Admin experience and/or Doctorate required.***Will take up to 5 years prior admin experience.

RECOMMENDATION:

- Special Education Assistant Director - AD-1
- Secondary Education Assistant Director - AD-1
- Special Education Director of Transition & SEL - D1-2
- AD of Assessment and Accountability - AD-2
- Director of Secondary Education - D1-2
- Director of Innovation and Instruction - D1-2
- Director of Curriculum and Engagement - D1-2
- Director of Special Education - D2-5
- Co-Director - D2-4
- Executive Director - D2-5

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

Annual Stipend Additions:

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

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

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

Cover Sheet

Part Time Teacher Hourly Table

Section: II. Finance
Item: I. Part Time Teacher Hourly Table
Purpose: Vote
Submitted by:
Related Material: Part Time Teacher Hourly Table (1).pdf

BACKGROUND:

- Guide for Part-Time Teacher pay

Part Time Teacher Hourly Table

July

New Part-time teachers can utilize 17 hours per two week pay period
Returning Part-time teachers utilize 4 hours per two week pay period

August

New and Returning Part-time teachers can utilize 8.5 hours prior to the beginning of the school year for teacher training activities

School Year

Regularly Enrolled Students

Number students enrolled	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Number of approved weekly hours	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	27	28.5	30	32

Once Part-time teachers have an enrollment of 20 the Senior Director or designee will complete a request to move the teacher to full-time.

Cover Sheet

2021-2022 Compensation Policy

Section: II. Finance
Item: J. 2021-2022 Compensation Policy
Purpose: Vote
Submitted by:
Related Material: Compensation Policy - 2021-2022 - Yosemite Valley.pdf

BACKGROUND:

- Updated to reflect the 2021-2022 school year
- Will be brought back in July to include updated job descriptions and salary schedules

2021-2022 2020-2021 Compensation Policy

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

Important Information

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for 2021-2022 2020-2021 only. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

Compensation Philosophy

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

We offer…

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

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

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

For teachers…

Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:
- exceptional teacher performance that leads to growth and excellence for students
- commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

TEACHER COMPENSATION

Teacher Definition:

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

Salary Placement Guidelines:

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

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

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

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

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

Credential/Certification:

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher salary table (B Basis, C Basis or Special Education) for certificated teachers.

- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher table as certificated teachers.

- A teacher is eligible to advance to the proper Pay Scale level once they meet the requirement for that specific Pay Scale Level and Group based on their creditable years of service and post-BA units, if applicable.

- For any given school year, teachers must submit any successfully completed post-BA units no later than October 1st in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 1st will not result in an adjustment to compensation until the following school year. Teachers will be required to submit a form with their projected increase in units before the start of the school year.

- Any increase in pay resulting from an advancement on the Pay Scale based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher is awarded a degree on January 15 and provides proof of the degree on May 1, any advancement on the Pay Scale and increase in pay will be effective beginning the next school year on July 1st. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).

- If a teacher is awarded a degree on August 15 and provides proof of the degree on October 1, any advancement on the Pay Scale and increase in pay will be effective beginning the first pay period following October 1. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 1.

- All teaching credentials must be reflected on the California Commission on Teacher Credentialing's website.

Advanced Degree/Certificate Stipends:

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

Signing Bonus:

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

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

Supplemental Duty Stipends:

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

the following month of which they are incurred. As an alternative to the mileage reimbursement process, certificated employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of $350.00 per month, subject to approval by the Executive Director.

Stipend Information and Job Descriptions

SST Coordinator

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

Duties and Responsibilities:

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

504 Coordinator

Job Summary:
The 504 Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading 504 meetings. The coordinator works with the HST, parents, students, and any other necessary staff to help support the student by virtual meetings and proper documentation. The Coordinator will follow the laws and regulations associated with 504's and ensure accommodations are

being met. The Coordinator may travel to HST regional team meetings and present/train on 504 processes. The 504 Coordinator will hold a student roster of 28 and be compensated with a stipend of $10,000. The 504 Coordinator can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

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

Intervention Specialist

Job Summary:

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

Duties and Responsibilities:

- Intervention teachers will use STAR 360 results to determine the unit for DOI. They will use STAR 360 benchmarks pre and post the 6 weeks of study to measure success.
- Collaborate within the Department to create academic and socialemotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.

- Facilitate, document Intervention communications and follow up with SST/504 Meetings
- Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.
- Establish, facilitate and maintain a system for providing tier 1, 2 and tier 3 virtual instruction
- Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.
- Participate in professional growth activities.
- May travel to HST regional team meetings and present intervention and contribute in teacher meetings.
- Other duties as assigned.

EL Coordinator

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

Duties and Responsibilities:

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

Lead EDL Coordinator

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

Duties and Responsibilities:

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

Regional Coordinator

Job Summary:
The Regional Coordinator serves as the initial point of contact for their assigned teachers. They will support the teaching staff with training, guidance, and mentoring. Coordinators will be responsible for supporting their team of teachers, communicating effectively with them and other departments, and are responsible for sending out vital information. The Regional Coordinator will oversee the work sample collection each learning period, and then review for completion and accuracy. They will also monitor and ensure that attendance logs have been collected and meet Inspire compliance requirements. Regional

Coordinators will also assist teachers in the YET (Year End Transition) process. Lastly, the Regional Coordinator will support student recruitment within their respective counties of operation. Regional Coordinators will hold a minimum student roster of 15 ~~20~~ and be compensated with a stipend of $20,000. Regional Coordinators can earn an additional stipend per student with a maximum roster of 28. This position will require an administrative credential for all new hires starting 2020.

Duties and Responsibilities:

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

Assistant Director

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

Duties and Responsibilities:

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

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

Director of Community Connections

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

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

Community Connections Coordinator

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

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

High School Counselor

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

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

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

High School Success Coordinator

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

Duties and Responsibilities:

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

High School Director

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

Duties and Responsibilities:

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

Testing Coordinator

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

Duties and Responsibilities:

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

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

Teacher Trainer Coordinator

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

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

Decathlon Coordinator Stipend

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

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

Induction Coach

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

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

Administrative Services Director

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

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

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

Accountability and Compliance Manager

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

Duties and Responsibilities:

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

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

Receptionist

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

Duties and Responsibilities:

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

Summary Statement

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

Desired Qualifications for Credentialed Positions:

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

Voluntary Transfer to Lower Role Placement or Teaching position

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

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

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

Additional Pay Scale Levels

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

H15	H20	H25	H30
$91,250	$93,750	$96,250	$98,250

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.

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

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	$58,240**	$58,240**	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240
B (+ 14 points)	$58,240**	$58,240**	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$60,500
C (+ 28 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$59,860	$63,000
D (+ 42 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$59,100	$62,400	$65,500
E (+ 56 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$58,300	$62,400	$64,600	$68,000
F (+ 70 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$58,240	$60,450	$63,650	$66,975	$70,500
G (+ 84 points)	$58,240	$58,240	$58,240	$58,240	$58,240	$59,475	$62,600	$65,875	$69,350	$73,000
H (+ 98 points)	$58,240	$58,240	$58,240	$58,240	$58,400	$62,400	$64,750	$68,150	$71,750	$75,500

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	$78,000	$80,500	$83,000	$85,500

H15	H20	H25	H30
$88,000	$90,500	$93,000	$95,000

NBC or Doctorate Differential is $3000 paid in two installments in December and March.
*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.
***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.

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

Director approval.

Yosemite Valley Charter School

July 1, 2020 - SPED Teacher Salary Table

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	$58,240	$58,240	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950
B (+ 14 points)	$58,240	$58,860	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$65,945
C (+ 28 points)	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$65,247	$68,670
D (+ 42 points)	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$64,419	$67,853	$71,395
E (+ 56 points)	$59,950	$59,950	$59,950	$59,950	$59,950	$59,950	$63,547	$67,989	$70,414	$74,120
F (+ 70 points)	$59,950	$59,950	$59,950	$59,950	$59,950	$62,566	$65,891	$69,379	$73,003	$76,845
G (+ 84 points)	$59,950	$59,950	$59,950	$59,950	$61,585	$64,828	$68,234	$71,804	$75,592	$79,570
H (+ 98 points)	$59,950	$59,950	$59,950	$60,495	$63,656	$67,035	$70,578	$74,284	$78,208	$82,295

Additional Pay Scale Levels

	11	12	13	14	H15	H20	H25	H30
(continued) H (+ 98 points)	$85,020	$87,745	$90,470	$93,195	$95,920	$98,645	$101,370	$103,550

NBC or Doctorate Differential is $3000 paid in two installments in December and March.
*Annualized salary includes 196 work days. The 196 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
** Staff holding an alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2.
***Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.

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Certificated Support Team
July 1, 2020 Salary Schedule

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

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

SPEECH/LANGUAGE PATHOLOGIST

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

NURSE

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

OCCUPATIONAL THERAPIST

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

NBC or Doctorate Differential is $3000
* Based on 205 work days of the 12-month calendar. The 205 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.
**Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the school Board.

2019-20 & 2020-21 Classified Pay Scale

		A	B	C	D	E	F	G	H	I	J	K	L
Office Tech 1	Hourly	$15.024	$15.385	$15.745	$16.226	$16.707	$17.308	$17.788	$18.269	$19.471	$20.072	$20.673	$21.274
	Annual	$31,250	$32,000	$32,750	$33,750	$34,750	$36,000	$37,000	$38,000	$40,500	$41,750	$43,000	$44,250
Office Tech 2	Hourly	$18.029	$18.510	$19.111	$19.591	$20.072	$20.673	$21.274	$21.875	$22.476	$23.077	$23.798	$24.519
	Annual	$37,500	$38,500	$39,750	$40,750	$41,750	$43,000	$44,250	$45,500	$46,750	$48,000	$49,500	$51,000
Office Tech 3	Hourly	$19.231	$19.832	$20.433	$21.034	$21.635	$22.296	$22.957	$23.678	$24.399	$25.120		
	Annual	$40,000	$41,250	$42,500	$43,750	$45,000	$46,375	$47,750	$49,250	$50,750	$52,250		
Office Tech 4	Hourly	$24.038	$24.760	$25.481	$26.322	$27.043	$27.885	$28.726	$29.567	$30.409	$31.250		
	Annual	$50,000	$51,500	$53,000	$54,750	$56,250	$58,000	$59,750	$61,500	$63,250	$65,000		

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 will move from one column of the pay scale to the next if they have been in their current cell for a minimum of 3 months and they receive a satisfactory or better end of the year evaluation the previous year
4. Deparment 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 expecations 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

Additional Supplement Bonus ("Supplement"):
The Executive Director may recommend a Supplement for teachers as set forth in this section.

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

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

Part-time Teachers:

For all part-time teachers.

- Part-time/Full time Status: Compensation for part-time teachers will be $30.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than up to 17 hours of work per pay period in July and for up to 8.5 hours of training in August.

- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's employee handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.

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

CLASSIFIED COMPENSATION

Experience and Placement

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

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

Role/Salary Placements

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

Advancements on Pay Scale

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

Lateral Transfer

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

Partial Assignments

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

Reassignments

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

Rehires

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

Experience – Nonexempt Employees

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

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

Additional Supplement Bonus ("Supplement"):

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

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

PAYROLL ADVANCE POLICY UPON BOARD APPROVAL

POLICY BRIEF AND PURPOSE

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

SCOPE

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

POLICY ELEMENTS

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

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

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

CONDITIONS FOR REQUESTING A PAYROLL ADVANCE

Employees can ask for a pay advance if they:

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

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

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

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

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

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

PAYROLL ADVANCE TERMS

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

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

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

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

We will not charge any administrative fees or interest.

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

PAYROLL ADVANCE AGREEMENTS

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

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

This procedure must be followed:

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

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

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

NOTICE TO BOARD

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

Cover Sheet

Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP)

Section: III. Academic Excellence
Item: A. Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP)
Purpose: Vote
Submitted by:
Related Material:
2021 Local Control & Accountability Plan - LCP Annual Update -Yosemite Valley.pdf
Yosemite FY20-21 BOP.pdf

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. Our student demographics indicate that 29% are of Hispanic descent, 66% are Caucasian, 5% are Black or African American, 2.8% are Asian, 1.9% are American Indian or Alaska Native, and .3% are Native Hawaiian or Other Pacific Islander. 1.3% of our student population 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 ensure 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

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. YVC consulted with the SELPA Administrator in May of 2021. Recommendations from this consultation included incorporating both formal and informal data collection into our MTSS process and teacher/parent training in order to more effectively drive the selection of appropriate interventions and support. This recommendation was incorporated into Goal 1, Action 13 and Goal 2, Action 3.

Translation services were available as needed. The school made a strong effort to ensure that voices were heard from 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. Feedback included the following: YVC was encouraged to offer a more complete demographic breakdown. This change was made to the final draft. At the public hearing, a parent spoke in support of the school's systems and programs, including individualized learning for families with teacher support. The final draft of the LCAP and budget was approved on June 14th 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 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 Qualified Staff, including appropriately credentialed teachers	Appropriately credentialed and qualified staff will be provided to ensure the academic success of all students.	$9,365,006.38	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	$522,226.92	Yes

Action #	Title	Description	Total Funds	Contributing
		data, progress monitoring on state standard implementation, and student progress. The facilitation of PLCs will provide greater educational access and are key to improving academic outcomes.		
3	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.	$2,222,623.00	No
4	1.4 Texts, instructional materials and supplies	Purchase standards-aligned texts, instructional materials, and supplies.	$4,558,093.00	No
5	1.5 Technology, including devices and equipment for learning	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
6	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	Yes

Action #	Title	Description	Total Funds	Contributing
7	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
8	1.8 Supplemental School Psychologist	Our local needs assessment indicates that mental health is a priority and need for families, a need which was exacerbated by the COVID-19 pandemic. If students are not physically, mentally, and emotionally ready to learn, they may not reach their academic goals. YVC believes that providing additional school psychology support for struggling students will improve mental health and social-emotional outcomes for students, leading to increased achievement. YVC will provide additional school psychology services for students which will result in increased participation and achievement on state and local assessments.	$85,548.00	Yes
9	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.	$2,000,000.00	No
10	1.10 Professional development and training 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	$35,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
11	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
12	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
13	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. YVC believes that by providing coordination and implementation of a comprehensive student study team process, staff will be able to collect and review formal and informal assessment data to drive student supports. To address this need, YVC will expand the current coordination and implementation of the student study team process. Student study teams will work within the greater MTSS to identify students in need and select the appropriate services for intervention and support in an effort to improve student outcomes for unduplicated students. Since its inception, this action has resulted in increases in participation in intervention programs and led to increases on local assessments.	$14,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	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.	$279,182.87	Yes
15	1.15 Academic achievement assessments, management platform, and support	YVC will utilize various educational learning platforms to assess, collect, and help visualize data for parents, students, and teachers as part of the overall efforts to increase academic achievement, including STAR 360.	$46,190.00	No
16	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
17	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.	$75,905.00	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				Provide parent education opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	throughout the 20-21 school year.				

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 and to participate in school programs and supports. YVC will continue to provide multiple methods of parent communication for parents including the school website, letters home, and a weekly electronic newsletter. These platforms will be used to facilitate school-to-parent communication which will lead to increased participation in school programs and supports. YVC believes that increased communication, leading to increased participation will result in increases in 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	$35,645.00	No

Action #	Title	Description	Total Funds	Contributing
		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, utilizing formal and informal data collection and analysis to improve student outcomes, and development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.		

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	76% of students felt a sense of safety and connectedness at school according to the local survey.				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, English Learner students, and students experiencing homelessness have the most opportunity for continued growth in the areas of attendance rates, suspension rates, behavior that affects learning and academic achievement according to the most current state and local data. Implementation and coordination	$139,135.08	Yes

Action #	Title	Description	Total Funds	Contributing
		of the Multi-Tiered System of Support is needed to provide appropriately identified academic, social-emotional, and behavioral support for unduplicated students. YVC will to implement the MTSS program in order to provide appropriate supports and interventions in the areas of academics, social-emotional learning, and behavior for unduplicated students. As a result, student achievement will increase as measured by state and local assessments.		
2	3.2 Enrichment Coordination and Support	Enrichment opportunities will be provided to students and parents through the Enrichment Ordering System.	$142,580.00	No
3	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 believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. YVC will provide coordination of parent engagement in order to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement on local assessments.	$10,693.50	Yes
4	3.4 Supplies and services for Homeless Youth	Supplies and services will be provided to foster youth and students experiencing homelessness.	$3,000.00	No
5	3.5 Increase student participation in clubs, leadership and academic programs	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate increased opportunities for clubs, leadership development, and other academic competitions as a high priority for student success. YVC believes that providing opportunities for students to develop leadership and collaboration skills through clubs, academic competitions, and events, will lead to an increased student engagement and an increase in academic	$15,694.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement. YVC will increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership skills which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement on local assessments.		
6	3.6 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 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.	$279,900.25	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
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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or higher on AP exams was 80%				Increase the AP pass rate from the prior year's data.
College and Career Indicator (CCI) Rate	In 2020 50% of students were prepared or approaching prepared				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	$111,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to improve outcomes for middle and high school students through support and progress monitoring.		
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)
Student Transition Program and Crisis Support (Goal 3, Action 6)

Goal 4:
CTE Pathway Expansion (Goal 4, Action 1)
Secondary Student Success Progress Monitoring and Coordination (Goal 4, Action 2)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our 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 concertation funds on actions or services that help provide equity and access for the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$17,139,650.76	$3,076,915.43		$682,005.00	$20,898,571.19

Totals:	Total Personnel	Total Non-personnel
Totals:	$11,058,460.50	$9,840,110.69

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Qualified Staff, including appropriately credentialed teachers	$6,739,429.77	$2,624,225.18		$1,351.43	$9,365,006.38
1	2	English Learners Foster Youth Low Income	1.2 Regional Coordinators	$522,226.92				$522,226.92
1	3	All	1.3 Electives and Enrichment opportunities	$2,222,623.00				$2,222,623.00
1	4	All	1.4 Texts, instructional materials and supplies	$4,105,402.75	$452,690.25			$4,558,093.00
1	5	English Learners Foster Youth Low Income	1.5 Technology, including devices and equipment for learning	$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	Eligible students, including students eligible for Title I	1.7 Intervention Teachers				$128,322.00	$128,322.00
1	8	English Learners Foster Youth Low Income	1.8 Supplemental School Psychologist	$85,548.00				$85,548.00
1	9	Students with Disabilities	1.9 Special Education Services	$1,634,346.43			$365,653.57	$2,000,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	1.10 Professional development and training for staff	$35,645.00				$35,645.00
1	11	Eligible students, including 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
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	$279,182.87				$279,182.87
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				$75,905.00	$75,905.00
2	1	Eligible students, including Title I eligible students	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	Eligible students, including Title I eligible students	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	$139,135.08				$139,135.08
3	2	All	3.2 Enrichment Coordination and Support	$142,580.00				$142,580.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	3.3 Coordination of school and community events	$10,693.50				$10,693.50
3	4	Foster and Homeless Youth	3.4 Supplies and services for Homeless Youth	$3,000.00				$3,000.00
3	5	English Learners Foster Youth Low Income	3.5 Increase student participation in clubs, leadership and academic programs	$15,694.00				$15,694.00
3	6	All	3.6 Student transition program and supports	$279,900.25				$279,900.25
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
Total:	$1,893,453.06	$1,893,453.06
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,893,453.06	$1,893,453.06

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		$522,226.92	$522,226.92
1	**5**	1.5 Technology, including devices and equipment for learning	Schoolwide	English Learners Foster Youth Low Income		$405,857.41	$405,857.41
1	**6**	1.6 Technology Support	Schoolwide	English Learners Foster Youth Low Income		$166,573.28	$166,573.28
1	**8**	1.8 Supplemental School Psychologist	Schoolwide	English Learners Foster Youth Low Income		$85,548.00	$85,548.00
1	**10**	1.10 Professional development and training for staff	Schoolwide	English Learners Foster Youth Low Income		$35,645.00	$35,645.00
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		$279,182.87	$279,182.87

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	2.2 Communication through multiple methods including website, newsletter	Schoolwide	English Learners Foster Youth Low Income		$70,000.00	$70,000.00
3	1	3.1 MTSS Program implementation and coordination	Schoolwide	English Learners Foster Youth Low Income		$139,135.08	$139,135.08
3	3	3.3 Coordination of school and community events	Schoolwide	English Learners Foster Youth Low Income		$10,693.50	$10,693.50
3	5	3.5 Increase student participation in clubs, leadership and academic programs	Schoolwide	English Learners Foster Youth Low Income		$15,694.00	$15,694.00
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:		

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.

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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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.

LCFF Budget Overview for Parents

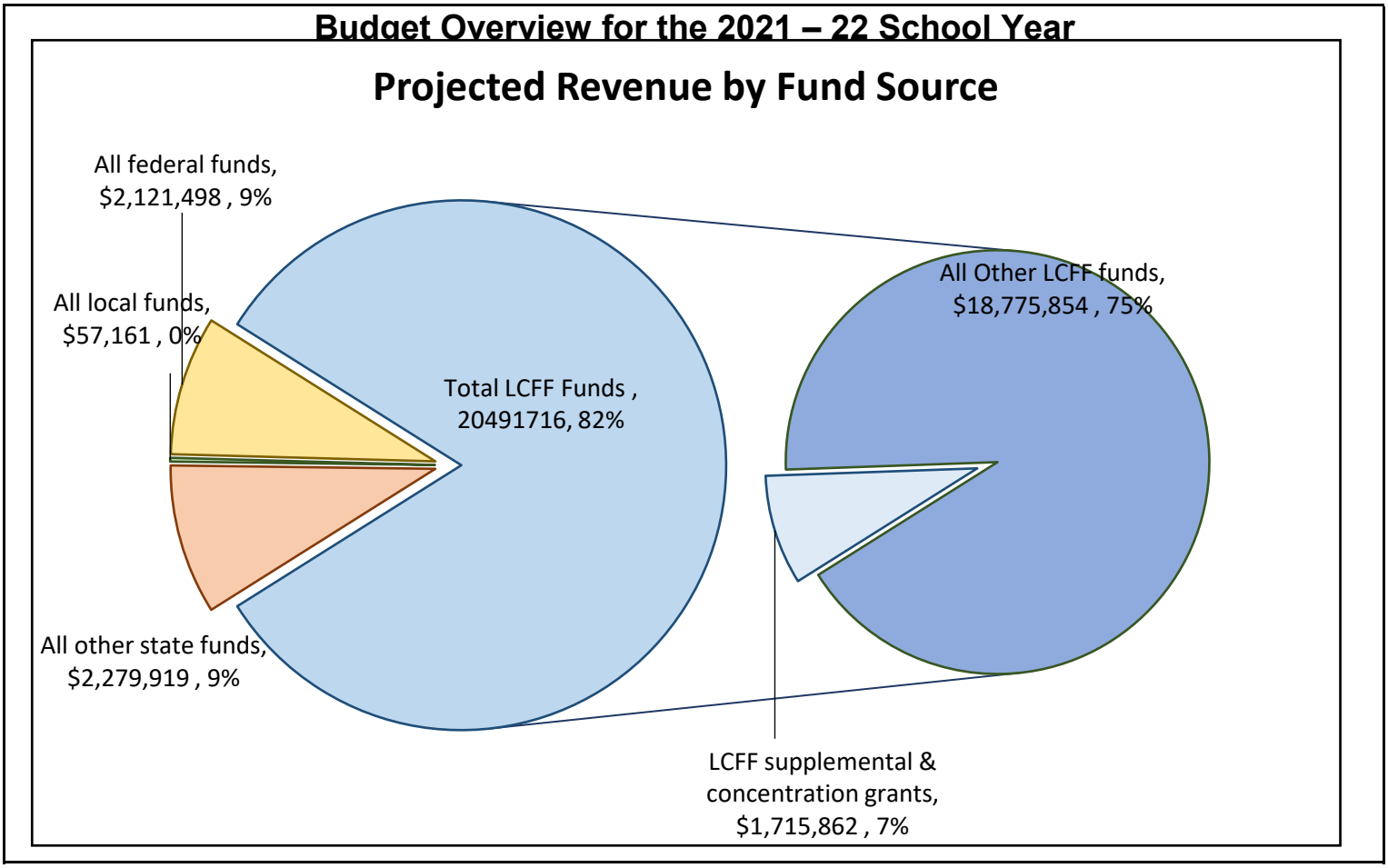
Local Educational Agency (LEA) Name: Yosemite Valley Charter School

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).

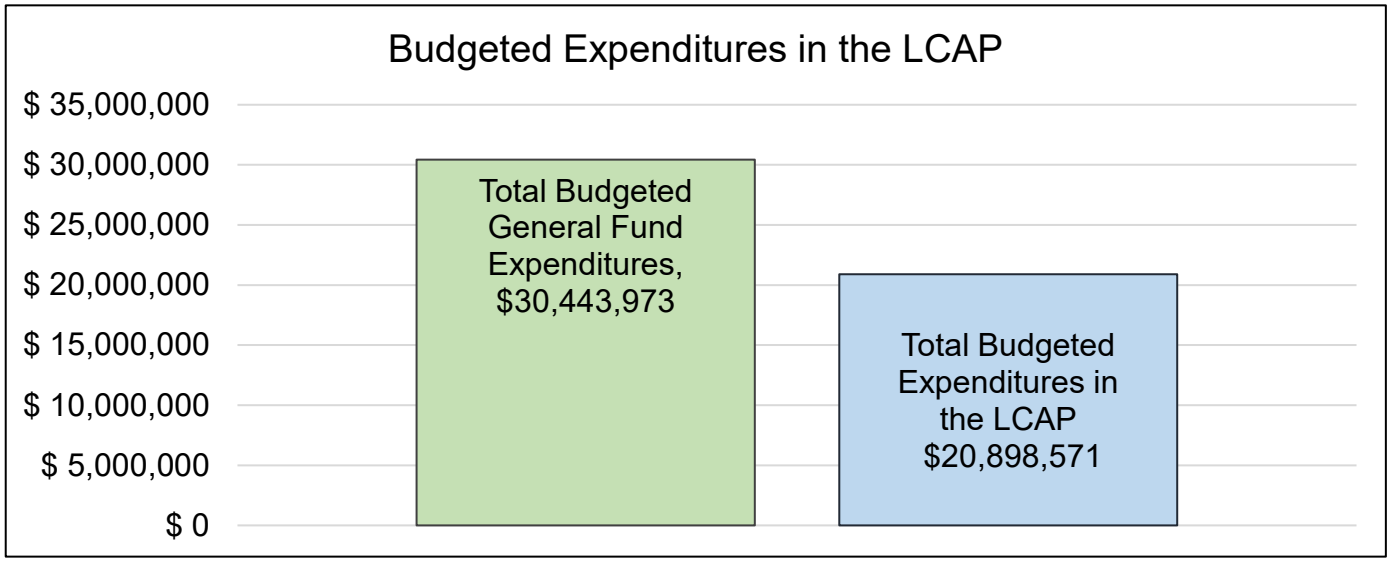


This chart shows the total general purpose revenue Yosemite Valley Charter School expects to receive in the coming year from all sources.

The total revenue projected for Yosemite Valley Charter School is $24,950,294.00, of which $20,491,716.00 is Local Control Funding Formula (LCFF), $2,279,919.00 is other state funds, $57,161.00 is local funds, and $2,121,498.00 is federal funds. Of the $20,491,716.00 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 Yosemite Valley Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Yosemite Valley Charter School plans to spend $30,443,973.00 for the 2021 – 22 school year. Of that amount, $20,898,571.19 is tied to actions/services in the LCAP and $9,545,401.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

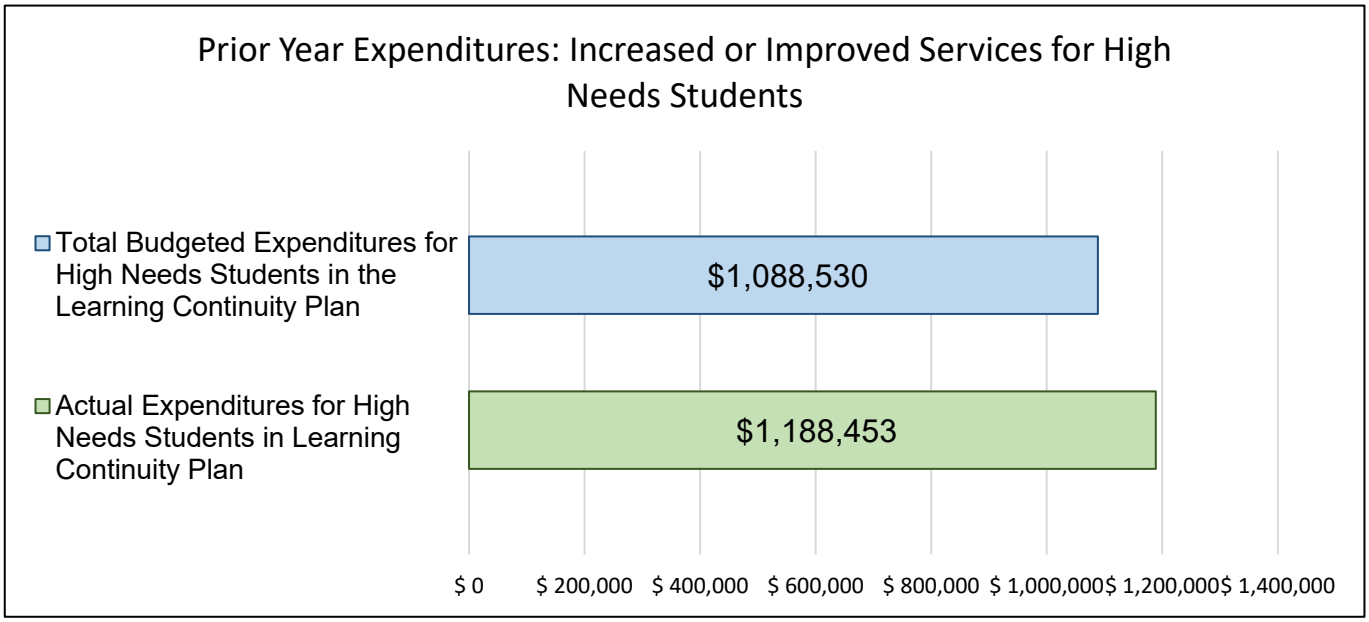
General fund budget expenditures not included in the local control and accountability plan (LCAP) include ongoing operating costs to maintain existing programs and services such as operational expenses and utility costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Yosemite Valley Charter School is projecting it will receive $1,715,862.00 based on the enrollment of foster youth, English learner, and low-income students. Yosemite Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Valley Charter School plans to spend $1,893,453.06 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 Yosemite Valley Charter School 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 Yosemite Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Yosemite Valley Charter School's Learning Continuity Plan budgeted $1,088,530.00 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter School actually spent $1,188,452.80 for actions to increase or improve services for high needs students in 2020 – 21.

Cover Sheet

Annual Update for LCAP & UCP

Section: III. Academic Excellence
Item: B. Annual Update for LCAP & UCP
Purpose: Vote
Submitted by:
Related Material:
2021 Local Control & Accountability Plan - LCP Annual Update -Yosemite Valley.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
Metric/Indicator Percent of teachers appropriately credentialed and assigned. **Baseline** 100%	108 out of 109 teachers are appropriately credentialed and 100% are appropriately assigned.
Metric/Indicator Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report. **Baseline** 100%	N/A. Yosemite Valley is a non-classroom based charter school.
Metric/Indicator Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas. **Baseline** 100%	100% of students had access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.
Metric/Indicator Percent of students who have access to a computer. **Baseline** 100%	100% of students had access to a computer.
Metric/Indicator	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. **Baseline** 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
Metric/Indicator CAASPP participation rate will be at least 95% **Baseline** ELA: 73.1% Math: 72.9%	The CAASPP requirement was suspended for the 19-20 school year due to the COVID-19 pandemic.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups **Baseline** 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.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups **Baseline** 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
Metric/Indicator 10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually **Baseline** 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.
Metric/Indicator At least 10% of EL students will reclassify **Baseline** 16%	7 students were reclassified during the 19-20 school year.
Metric/Indicator 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year **Baseline** 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.
Metric/Indicator 95% of all students will participate in quarterly interim benchmark assessments to showmastery of standards taught **Baseline** 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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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
Metric/Indicator The number of students taking college level courses (concurrent enrollment or within community colleges) **Baseline** 100 students will enroll in college level courses.	According to the 2019 California school dashboard, 41.7% completed college credit coursework. (54 Students)
Metric/Indicator Counselors and HST teachers will meet with each student and family to a create personalized learning plan **Baseline** 100%	100% of high school students met with a Counselor and Home School Teacher (HST) to a create personalized learning plan
Metric/Indicator Increase the number of Career Technical Pathways **Baseline** Establish at least one CTE Pathways	YVC increased the number of Career Technical Pathways through multiple options including Edmentum and EDynamics course offerings.
Metric/Indicator 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.
Metric/Indicator	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 **Baseline** 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
Metric/Indicator Increase number of students participating in Enrichment opportunities as measured by student enrollment **Baseline** New program and Baseline data will be available in 2017-18	100% of students had access to participate in enrichment opportunities.
Metric/Indicator Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in **Baseline** 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.
Metric/Indicator Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics **Baseline** 100%	According to local data, there were 98,369 page views of the school website.

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 ensure 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.

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.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
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.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
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.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	8,104,128.00	6,490,482.47
Goal 2	1,882,397.00	1,044,282.73
Goal 3	0.00	0.00
Goal 4	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

Cover Sheet

Local Indicator Review

Section: III. Academic Excellence
Item: C. Local Indicator Review
Purpose: FYI
Submitted by:
Related Material: YVC_Local Indicator Review.pdf

California Department of Education
February 2021

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

  Yosemite Valley Charter has 0 misassignments or vacancies.

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

  0 students at Yosemite Valley Charter are without access to their own copies of standards-aligned instructional materials.

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

  N/A

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]

With the implementation of the newly revised course outlines in K-8, we will be able to move to 5 (full implementation and sustainability) at the end of next year.

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5

Academic Standards	1	2	3	4	5
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
Health Education Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5

Academic Standards	1	2	3	4	5
Physical Education Model Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5
Visual and Performing Arts	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5
World Language	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Identifying the professional learning needs of individual teachers	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
Providing support for teachers on the standards they have not yet mastered	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA’s current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 – Exploration and Research Phase

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Yosemite Valley Charter School has made great progress in building relationships and creating a welcome environment for families. Parents and students communicate with their teachers regularly and 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 build relationships through a discussion of goals, strengths, challenges and a review of the student's progress towards the academic standards.

A focus area for improvement will be to engage all families, including underrepresented families in learning about each family's strengths, cultures, languages, and goals for their children. While we have begun this work with a focus on academic achievement, we will include more training for staff in the area of social emotional development and supports for families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

Building Partnerships	1	2	3	4	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Yosemite Valley Charter School has implemented school policies and professional development in the area of building partnerships for student outcomes. Teachers and administrators are provided with tools, such as the Learning Period Meeting Agenda, which facilitate a comprehensive discussion of student goals, progress, and ways to improve student outcomes. Staff has received training in building relationships with families, as well as training in ways to support families though targeted instructional strategies and intervention.

A focus area for improvement is in the area of providing families with information and resources to support student learning and development in the home. We have begun this work through implementation of an initial parent university and the facilitation of parent math trainings and will continue to expand towards full implementation and sustainability.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	[Enter 1, if applicable]	[Enter 2, if applicable]	3	[Enter 4, if applicable]	[Enter 5, if applicable]
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	4	[Enter 5, if applicable]

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Yosemite Valley Charter School has made progress towards involving parents and staff in advisory groups and decision making. This past year we offered Parent Advocacy Committee, a District English Learner Advisory Committee, and held our first School Site Council Meeting. We also engaged in a comprehensive Local Control and Accountability Plan Stakeholder engagement process and collected 2 local climate surveys.

A focus area for improvement will be to design, implement and evaluate family engagement activities at school and district levels. Yosemite Valley will work to ensure that families are engaged in a way that promotes learning and academic achievement for students.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In order to capture a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12), Yosemite Valley Charter school administered an LCAP Student Survey to all students in grades 4-12 containing questions about student perception of school safety and connectedness. Results showed that 76.5% of students feel safe and connected to their school; however, we did not receive a large number of responses.

In an effort to find out the best ways to engage students in this analysis, we attended a virtual meeting of the student leaders of the National Honors Society (grades 9-12), and asked them about why they felt we were not obtaining enough responses to our survey. They provided valuable feedback stating that the school's reliance on parent email addresses and contact information was not effective in reaching middle and high school students. They recommended utilizing student email addresses to send the surveys directly to students. We also asked our staff for ideas to increase participation and decided to make the student survey a part of an LP meeting conversation, adding it as an agenda item, in the Fall to ensure wide participation, especially from underrepresented student groups. Another idea was to push out the survey into the virtual academy classes, garnering more widespread participation from elementary through high school students. We believe that by implementing these collection measures next year, we will have a more accurate picture of strengths, weaknesses, challenges, and barriers.

We will implement one of more of these options in the Fall so that we can have disaggregated and actionable data to report in November.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

   Yosemite Valley Charter school will use Educational Plans (TK-8th) and Individual Graduation Plans (9th-12th) to track the extent to which students have access to and are enrolled in a broad course of study. Teachers will meet individually with students and their families to discuss educational options for courses, content, curriculum, and supplemental enrichment and support. Yosemite Valley will also use the LCAP survey to measure parent and staff satisfaction access to a broad course of study for all students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

   100% of students have an Educational Plan or Individual Graduation Plan which allows school staff, including teachers and counselors, to ensure all students have access and enrollment in a broad course of study. IGPs are created and reviewed by the teacher, student, and family and are reviewed separately by a High School Success Coordinator and counselor to ensure that each high school student is making progress towards graduation and/or A-G eligibility.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

   At this time, there are no identified barriers for students that prevent them from accessing a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

   Yosemite Valley Charter will continue to provide for full access to a broad course of study through our free OSP options, individualized Educational Plans and IGPs, and enrichment opportunities.

Cover Sheet

The English Learner Group Proposal & Contract

Section: III. Academic Excellence
Item: D. The English Learner Group Proposal & Contract
Purpose: Vote
Submitted by:
Related Material:
The English Learner Group Proposal for Educational Consulting Services - Yosemite Valley.pdf
Yosemite Valley Charter School Contract 2021-2022.pdf

Sam Nofziger, Ed. D.
Founder/CEO

Donning Day, MA
Nancy Tikkanen, MA
Sheila Wiebe, MA
Lead Educational Consultants

Yosemite Valley Charter School

Proposal for Educational Consulting Services
UPDATED June 1, 2021

Dr. Goodman and the Leadership of *Yosemite Valley Charter School*,

I trust this proposal finds you all well and healthy, as we continue to face challenges due to COVID-19 and the effects on schools, families, and students.

Below is a DRAFT proposal directed to the support of the teachers and families of Yosemite Valley Charter School, a Home School Charter School for the 2021-2022 academic school year. This proposal addresses the needs to accelerate and maintain the academic speaking and writing of students in the unique instructional environment of Yosemite Valley Charter School.

This proposal includes three sections:

- Instructional Program Evaluation
- Professional Learning to Promote Academic Speaking and Writing
    - Designated ELD Instruction
    - Academic Language
- Instructional Coaching for Teachers and Parents

Each of the sections are integral in supporting teachers and parents to promote the ongoing and consistent use of academic English, when addressing the working on grade level standards. This support is to ADD to, not replace, the English, or other language, used at home. Our goal is to build a set of language skills that students can use in academic or formal settings where this more formal language is appropriate. We will also help teachers and parents to support students in WHEN to use such language, and how to discern the appropriate time and place for such usage.

1. The **Instructional Program Evaluation** allows for our team, from *The English Learner Group, Inc.*, to listen to administrators, teachers, and parents, to hear from them regarding their current understanding and knowledge of *academic language,* and the specific services to English Learners. We will plan the professional learning sessions and the instructional coaching efforts based on the specific needs of the school site and families. We do not assume that everyone has the same knowledge and skill in these areas. We want to make this support as meaningful and targeted as possible, in order to make the greatest difference in student achievement.

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2. The **Professional Learning Sessions to Promote Academic Speaking and Writing** will target the specific skills, strategies, and scaffolds teachers and parents can use, to promote more academic speaking and writing in students. These sessions will explain what academic language is, and what can be done on an ongoing basis to promote it in students. Specific resources and routines will be shared to promote such language development. The total cost of these sessions will depend on the number of participants that would be served. Examples:

- *One Series (Three Sessions) of Professional Learning to promote Designated ELD*
- *One Series (Two sessions) of Professional learning to understand the importance of Academic Language*
- *One Series (Two Sessions) of Professional Learning to promote the Writing Process*

At the completion of this series of workshops, teachers/parents will be awarded a certificate: ***Language Development in the Home School Setting***

3. The follow-up sessions with teachers and parents for **Instructional Coaching** will ensure that that the instructional strategies and routines, along with the academic language scaffolds will be maintained and practiced throughout the academic year. These one-on-one or small group sessions, whether implemented virtually or in person, will give the teachers and parents a series of ongoing opportunities to refine their instructional skills as well as have opportunities to ask questions, and get input from a academic language specialist. This particular element of the plan is crucial to maintain the instructional practices and has been proven to increase academic achievement (Lemons-Odell, 2020).

   These monthly follow-up support sessions for HSTs and Parents will allow the coach to encourage and remind the HST's and Parents of their critical role in promoting and maintaining academic speaking and writing in the Home School Setting.

We offer this proposal to serve and inform the students, parents, teachers, and administrators of Yosemite Valley Charter School.

Blessings,

Sam Nofziger, Ed.D.

Founder/CEO
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Updated: June 11,2021.

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Instructional Program Evaluation

Program Evaluation	Title	Content	Time	Cost
	Content for workshops	This is the opportunity for our company to hear from the homeschool teachers to inquire of their background to serve an English Learner. This, also, allows for targeted support in the areas of need. This also allows the coach to learn about the DEGREE of direct instruction that the teacher gives, and to discuss the specific needs of the assigned students and their families.	1 day	$1500

Professional Learning Sessions to Support Academic Speaking and Writing

***Potential* Professional Learning Sessions**	Title	Content	Time	Cost
Designated ELD Instruction	Designated English Language Development (ELD)	***"As a part of the core program provided through general funds, each English Learner receives a program of instruction in English Language Development in order to develop proficiency in English as rapidly and effectively as possible."*** **(CA, FPM, VII-EL19, July 31. 2014)** In these sessions, teachers and parents will learn how to systematically deliver Designated ELD instruction to students are limited in their English Language proficiency.	A Series of 3-Two Hour Sessions	$1750 for each series

DRAFT

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		In this series, the foci will be: 1. A simple FIVE DAY (one hour each day) plan to develop English at the student's current proficiency level. 2. The language proficiency levels of student. 3. The CA ELD Standards 4. The Five-Day plan for Designated ELD Instruction. This instruction will be targeted specifically to English Learner students and the teachers/parents that serve them.		
Developing and Promoting Academic Language	Academic Language (part 1) What is it, really?	In this session, parents will become aware of the five elements of academic language and identify specific academic vocabulary to be aware of and promote in their children.	1- Two hour session	$500 each session
	Promoting Academic Language, Part 2 How do I promote academic language in the home school setting."	In this session, parents will learn about specific strategies and instructional scaffolds to implement that will promote academic speaking and writing in the children.	1- Two hour session	$500 each session

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Developing and Promoting the Writing Process	The Writing Process	In this session parents will learn the five steps of the formal writing process and how to support their children as they brainstorm, draft, edit, revise, and publish their work. Various ways for students to publish (online and offline) their work will be offered.	2- Two hour session	$1000

Instructional Coaching for Teachers and Parents

	Content	Time	Cost
Instructional Coaching Sessions and Structure	Monthly follow-up support for homeschool teachers and parents to reinforce the professional learning delivered, as well as other strategies and supports that promote academic speaking and writing in students. This allows for each teacher to connect with an instructional coach each month (Sept-May). They can discuss planning, co-teaching, delivering model lessons and reflect, and/or have the coach observe and give specific instructional feedback. These one-on-one and small group sessions will also allow for the instructional coach to support the parents in their ongoing direct instruction to their children. In these sessions, the ongoing performance data will be discussed, reviewed, and reflected upon, in ongoing data chat sessions.	1 days of service each month (Sept-May)	$1750 each month $15,750 Total
Job Embedded Professional Learning	These fourteen days will be delivered to the leaders, Home School teachers, and families to develop: Academic Speaking and Writing	14 days	$24, 500

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	These days will be used to at the school's discretion in the already established structures of school improvement and professional learning. A specific plan of support will be discussion and agreed upon, in late July 2021 for the 2021-2022 academic year.		

Total Cost for the above proposal: $45, 500

DRAFT

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Lead Educational Consultants

Agreement Between
The English Learner Group
and
Yosemite Valley Charter School
for
Educational Consulting to Improve Student Achievement

This Agreement is made and entered into by the Yosemite Valley Charter School, based in Fresno, CA, hereinafter referred to as the **DISTRICT,** and The English Learner Group, hereinafter referred to as **The Consultant.**

THEREFORE, the DISTRICT AND CONSULTANT mutually agree as follows:

1. Contract Terms and Conditions

A. The Term of Contract shall be from July 1, 2021 to June 30, 2022.

B. The Contract Fee shall be a total of $45, 500 that includes 26 days of educational consulting services

C. The Contract Fee includes the following:

1. **One day -** Program Evaluation
2. **Seven, Two- Hour Session of Professional Learning** for Home School Teachers, Parents and Administrators:
   a. Designated English Language Development (3- Two hour sessions)
   b. Developing and Promoting Academic Language (2-Two hour session)
   c. Developing and Promoting the Writing Process (2-Two Hour Sessions)
3. **Nine Days of Follow-Up Instructional Coaching** (One day per month (September 2021 through May 2022)
4. **Fourteen Days of Job Embedded Professional Development** to be used at the discretion of the leadership of Yosemite Valley Charter School, to increase student academic achievement.

i. Total number of consulting days, for the 2021-2022 school year, is 26.

ii. Total contract cost of $45,000. Four payments of $11,375.00 will be submitted, by the first day of September 2021, November 2021, February 2022, and April 2022.

The English Learner Group, Inc.
114 East Shaw Avenue, Suite 102
Fresno, CA 93710

2. In receiving services, the DISTRICT agrees to specific activities as outlined:

A. The DISTRICT will adhere to an agreed upon process and timeline of events for all selected activities.

B. The District will provide data requested by *The English Learner Group* team, for analysis.

C. The District will administer or facilitate collection of outcome, process, and perception data, which may include teacher, student, and/or parent surveys, and collection of student work samples.

DRAFT

Sandra Alonzo, MA, Ed. Elizabeth Andrade-Stiffler, MS, Ed. Joey Campbell, MA Ed. Barbara Cole, MA Ed. Elizabeth Conkle, MA Ed. Kelli Duckworth, MA Ed. Patricia Faragia, BA, Carla Hartunian, MA Ed. Larry Jarocki, Ed. D. Nailya Jaorcki Ed.D. Scott Lamm, MA Ed. Wendy McCormick, MA Ed. Nydia Mendoza, MA Ed. Tina Nakashian, MA, Ed. Karen Perkins, MA Ed. Margie Salinas, MA Ed. Rosario Sanchez, MA Ed. Sandra Santos-Alvarez, MA Ed., and Efrain Tovar, MA Ed.

Sam Nofziger, Ed. D.
Founder/CEO

Donning Day, MA
Nancy Tikkanen, MA
Sheila Wiebe, MA
Lead Educational Consultants

3. Cancellation of Agreement

This agreement may be cancelled by *The English Learner Group* or the District if either party fails to provide agreed upon services, requested information or otherwise prevents The *English Learner Group* or the District from completing contracted work in accordance with state law. All notifications will be done in writing and sent by US Postal Service to the address for each entity listed below.

4. Special Provisions

A. The *English Learner Group* shall comply with all laws, rules and regulations applicable to such work.

B. The *English Learner Group* acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.

C. Agreement may be amended by the mutual written consent of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

The English Learner Group, Inc.	**Yosemite Valley School School**
Signature	Signature
Sam Nofziger, Ed. D. Printed Name	Laurie Goodman, Ed. D. Printed Name
Founder/CEO Title	Executive Director Title
Date	Date
114 East Shaw Suite 102, Fresno, CA 93710 Mailing Address	3610 East Ashlan Fresno, CA 93726 Mailing Address

DRAFT

Sandra Alonzo, MA, Ed. Elizabeth Andrade-Stiffler, MS, Ed. Joey Campbell, MA Ed. Barbara Cole, MA Ed. Elizabeth Conkle, MA Ed. Kelli Duckworth, MA Ed. Patricia Faragia, BA, Carla Hartunian, MA Ed. Larry Jarocki, Ed. D. Nailya Jaorcki Ed.D. Scott Lamm, MA Ed. Wendy McCormick, MA Ed. Nydia Mendoza, MA Ed. Tina Nakashian, MA, Ed. Karen Perkins, MA Ed. Margie Salinas, MA Ed. Rosario Sanchez, MA Ed. Sandra Santos-Alvarez, MA Ed., and Efrain Tovar, MA Ed.

Cover Sheet

2021-2022 Staff Instructional & Classified Calendar

Section: IV. Operations
Item: A. 2021-2022 Staff Instructional & Classified Calendar
Purpose: Vote
Submitted by:
Related Material: 21-22 Certificated Calendar - YV.pdf
21-22 Certificated Calendar - YV.pdf

BACKGROUND:
The Certificated and Classified Staff Calendars for 2021-2022.

2021-2022

Certificated Staff 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
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August 2021

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September 2021

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October 2021

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November 2021

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December 2021

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January 2022

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February 2022

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March 2022

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April 2022

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May 2022

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June 2022

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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

Staff Professional Development
Professional Development & Training
Staff Meetings
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
Every LP	AWR
* Collect & Upload	

Assessment Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Winter, Spring	STAR 360

School Closed

LP

Teacher In-Service Days

Report Cards

Last Day of Semester 1

First & Last Day of School

2021-2022

Classified Staff Calendar

YOSEMITE VALLEY CHARTER SCHOOL

July 2021

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August 2021

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September 2021

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October 2021

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November 2021

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December 2021

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30	31					

February 2022

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20	21	22	23	24	25	26
27	28					

March 2022

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20	21	22	23	24	25	26
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April 2022

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17	18	19	20	21	22	23
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May 2022

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June 2022

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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

Staff Professional Development
Classified Staff Meetings
Classified Staff Trainings
Teaching Staff In-Service
8/2-8/13 & 5/27-6/10

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference
Every LP	AWR

Assessment Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Winter, Spring	STAR 360

School Closed

LP

Teacher In-Service Days

Report Cards

Last Day of Semester 1

First & Last Day of School

Cover Sheet

Share Staff Memorandum of Understanding (MOU) for Central & North

Section: IV. Operations
Item: B. Share Staff Memorandum of Understanding (MOU) for Central & North
Purpose: Vote
Submitted by:
Related Material:
DOCS-#4503254-v1-Central-North_Shared Services_2021 MOU.DOCX.pdf

BACKGROUND:

- MOU to address shared staff between the six participating schools
- Additional details will be added once the specific staff and costs have been identified

MEMORANDUM OF UNDERSTANDING
FOR SHARED TEACHER SERVICES

This Memorandum of Understanding for Shared Teacher Services and Resources ("***MOU***") is entered into as of July 1, 2021 ("***Effective Date***") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "***Party***" or collectively as the "***Parties***" to this MOU: Monarch River Academy, Yosemite Valley Charter School, Clarksville Charter School, Feather River Charter School, and Lake View Charter School.

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

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

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

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

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

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

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

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term "***Lessor***" refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term "***Lessee***" refers to a School receiving Services from another School's employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this

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

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

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

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

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

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

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

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

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

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

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

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

c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

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

e. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7), sex offense as defined by Education Code § 44010, or a controlled substance offense (as defined by Education Code § 44011); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

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

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

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

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

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

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

a. Comply with all applicable federal, state and local laws and regulations,

including laws prohibiting harassment, discrimination and retaliation.

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

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

d. Provide a safe working environment for Shared Personnel.

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

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

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

8. Term and Termination.

a. Term. The MOU is effective as of July 1, 2021 and shall remain in effect until June 30, 2022 (the "***Term***"). This MOU shall automatically terminate unless renewed in writing by the Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.

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

i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. If termination pursuant to this section is based upon a failure to pay an invoice in a timely fashion as outlined in Section 5(d) then the nonpaid Party may terminate the agreement with the nonpaying Party if that material breach has not been remedied within ten (10) business days of written notification of the material breach.

ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the

winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.

iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for any severance, if any in the Shared Personnel's contract, up to two weeks of salary, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.

iv. Termination of Shared Personnel Arrangements. Any Lessor or Lessee may terminate a Shared Personnel arrangement for teachers or other instructional staff who directly support students at any time, with or without cause or advance notice. If a Lessor or Lessee seeks to terminate a Shared Personnel arrangement for an administrative staff position who does not typically directly serve students, Lessee and Lessor shall provide sixty (60) days' written notice to other Parties before such termination. If there are any disputes concerning termination of Shared Personnel arrangements, the Parties agree to meet and confer to seek a resolution in good faith.

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

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

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

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other

than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 10 shall survive termination of this MOU.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This indemnification shall extend to claims occurring after this MOU is terminated as well as while it is in force. The indemnification and defense obligations set forth in this provision are

separate and independent from the insurance provisions set forth in Section 12 herein; and do not limit, in any way, the applicability, scope, or obligations set forth in those insurance provisions.

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

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

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

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

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

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

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

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

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

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

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

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

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

[Signature Page on Following Page]

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

Monarch River Academy, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021	Yosemite Valley Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021
Feather River Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021	Lake View Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021
Clarksville Charter School, a California nonprofit public benefit corporation By: _____ Name: _____ _____ Its: _____ Date: _____, 2021	

ATTACHMENT A

Effective Date: July 1, 2021

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

DESCRIPTION OF SERVICES

Position	**Virtual Teacher**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Providing direct and indirect instruction to Lessee students. ● Long and short-term planning addressing individual needs of students. ● Evaluating students' progress. ● Teaching an individualized approach per the Lessee's Charter Petition. ● Providing an inviting, exciting, and innovative learning environment to students. ● Serving as advisors to students. ● The Teacher provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. Teachers will use online and textbook resources to deliver content, but will also need to adapt, differentiate, and scaffold curriculum for students with different learning abilities. The teachers will organize and implement an instructional program that results in student academic success in accordance with state policies, standards, and law.

Position	**High School Virtual Programs Administrator**
Description of Services	Duties and responsibilities include, but are not limited, to: ● Implement High School programs: HSVA, Textbook and Edgenuity ● Oversee program development in participating regions ● Develop course descriptions, schedule and catalog ● Observe and evaluate teacher performance ● Respond to parent questions/concerns ● HST education regarding locally-based programs ● Assist HQTs with monitoring student compliance ● Work with student support and language services to create a plan to serve sub-groups & work with the SPED department to create a functioning plan to test SPED students

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

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

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

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

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

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

ATTACHMENT B

SHARED PERSONNEL TRACKING

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

ATTACHMENT C

Total Cost

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

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

CLARKSVILLE CHARTER SCHOOL:

Position	Shared Personnel Costs

FEATHER RIVER CHARTER SCHOOL:

Position	Shared Personnel Costs

LAKE VIEW CHARTER SCHOOL:

Position	Shared Personnel Costs

MONARCH RIVER ACADEMY:

Position	Shared Personnel Costs

YOSEMITE VALLEY CHARTER SCHOOL:

Position	Shared Personnel Costs

Cover Sheet

Special Education Assistant Director 1

Section: IV. Operations
Item: C. Special Education Assistant Director 1
Purpose: Vote
Submitted by:
Related Material: Job Description for SpEd Assistant Director 1.pdf

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

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

Job Title: SPED Assistant Director 1
Category: Certificated
Work Year: 210 Days
Supervisor: Senior Director of Special Education

Role Summary

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

Key Responsibilities

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

Updated 6/8/2021

Knowledge of:

- State and national standards, curriculum, and assessments.
    - IEP timelines
    - Writing a compliant IEP
    - Implementing a BIP
    - RTI structures and practices
    - Use and understanding of SEIS special education software
    - Researched based instructional techniques for implementation of Yosemite Valley & Monarch River Academy curriculum
    - Educational technology applications
    - Data analysis to plan instruction and intervention.

Ability to:

- Work with a variety of instructional groups in student-centered classroom
- Use data and assessment to plan and implement instruction
- Communicate clearly with staff, students and parents
- Work collaboratively with peers, students and parents
- Develop effective conflict resolution strategies
- Provide a positive school climate

Qualifications

- Master's degree from an accredited four-year college or university
- Valid, appropriate California Teaching Credential in Special Education
- Administrative Credential
- Prior Program Specialist experience or equivalent

Updated 6/8/2021

Cover Sheet

Special Education Services & Assessment Team Coordinator Job Description

Section: IV. Operations
Item: D. Special Education Services & Assessment Team Coordinator Job Description
Purpose: Vote
Submitted by:
Related Material: Service & Assessment Coordinator Job Description.pdf

BACKGROUND:

- New Special Education position

MONARCH RIVER ACADEMY

Job Description

YOSEMITE VALLEY CHARTER SCHOOL

Job Title:	SpEd Services & Assessment Team Coordinator
Direct Report:	Senior Special Education Director

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

Services Responsibilities:

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

Assessment Responsibilities:

- Organize and execute assessment contracts
- Maintain tracking of assessment assignments via spreadsheets in Google Drive
- Review and process special education assessment plans within the Special Education Information System (SEIS)
- Communicate via phone and email with internal assessors and contracted agencies to assign and track assessments for all students, maintaining a 24-hour response time

- Communicate via phone and email with special education department staff to inform of assessment status for all students, maintaining a 24-hour response time
- Calculate and adhere to timelines within legal compliance
- Set up and maintain accounts with Pearson, MHS, etc.
- Order all Protocols
- Set up accounts in SEIS for contracted agencies Therapist

Ability to:

- Perform difficult and complex clerical work, involving multi-tasking, independent judgment and
- requiring accuracy and speed
- Analyze situations and develop effective courses of action
- Devise and adapt work procedures and record keeping systems to meet changing organizational or specialized needs
- Effectively and efficiently perform responsible coordinator functions
- Establish and maintain a variety of complex, privileged, and sensitive files and keep difficult records
- Use new equipment/technology as it becomes required to perform this job
- Establish and maintain cooperative working relationships.
- Prepare and present written and oral reports.
- Assemble and analyze data.
- Accurately type at an acceptable rate.
- Maintain confidentiality.
- Work effectively in a team.
- Analyze situations and develop effective courses of action

Knowledge of:

- Principles/ procedures/ methods/ techniques, and operations of a Special Education department
- Modern office practices and equipment, including automated data management, storage, and retrieval systems (Word, Excel, Google Suite)

Education Required:

- High School diploma or equivalent.

Licenses, Certifications, Bonding, and/or Testing Required:

- TB Test clearance
- Criminal Justice Fingerprint clearance upon hiring.

Cover Sheet

Special Education Administrative Assistant Job Description

Section: IV. Operations
Item: E. Special Education Administrative Assistant Job Description
Purpose: Vote
Submitted by:
Related Material: SpEd Administrative Assistant Job Description.pdf

BACKGROUND:

- This is an existing position. The job duties have been revised.

MONARCH RIVER ACADEMY

Job Description

YOSEMITE VALLEY CHARTER SCHOOL

Job Title:	Special Education Administrative Assistant
Direct Report	Senior Special Education Director

Summary of Position: Serves as the administrative assistant to the Senior Special Education Director; participates and assists in the administration of the office, relieving the administrator of a variety of technical and administrative duties; serves frequently as a liaison between the administrator and the public, students, staff, special education vendors and other school officials; promotes and maintains positive staff, student, and community relations; exercises best practices in handling matters of a difficult and sensitive nature and works with the SELPA on reimbursement and compliance issues.

Duties and Responsibilities:

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

Job Responsibilities – Qualifications

- Experience Required: Prior job-related experience with increasing levels of responsibility.
- Clerical or Administrative experience in a school office is highly desirable.
- Excellent written and verbal communication skills
- Attention to detail, time management skills, and problem-solving skills
- Reviews must maintain exceptional performance
- Technical skills
- Excellent understanding of the software used at Yosemite Valley & Monarch River Charter Schools

Education Required: High School diploma or equivalent.
Licenses, Certifications, Bonding, and/or Testing Required:

- TB Test clearance
- Criminal Justice Fingerprint clearance upon hiring.

Cover Sheet

Coordinator of Talent Development Job Description

Section: IV. Operations
Item: F. Coordinator of Talent Development Job Description
Purpose: Vote
Submitted by:
Related Material: Coordinator of Talent Development.pdf

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

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

Yosemite Valley Charter and Monarch River Academy
Job Description

Job Title:	Coordinator of Talent Development
Direct Report:	Co-Director/Executive Director

Summary of Position:
The Coordinator of Talent Development will train and support incoming teaching staff with the Teacher Training Boot Camp and struggling teaching staff with targeting support. The Coordinator of Talent Development will receive a stipend of $15,000.

Duties and Responsibilities:
- Train and support incoming staff with the necessary skills to become an excellent Homeschool Teacher.
- Continue to train veteran teachers as well as support programs
- Plan, implement, and coordinate trainings and professional development.
- Support teachers on an ongoing basis throughout the school year.
- Host online or in-person meetings and trainings as needed.
- Assist with the continued development of the training program and duties as needed.
- Be an active, contributing member of the Leadership Team. This could include participating in pilot groups as needed and provide supportive and constructive feedback.
- Participate in interviewing and selection process of new staff.

Qualifications:
- Be enthusiastic about developing and supporting incoming staff to reach their highest potential.
- Understand the Charters' Core Purpose, Core Values, Mission, Permission-to-Play Values, and Strategic Anchors and support these overarching themes with professional and personal integrity.
- Should understand the Homeschool Teaching Job and demonstrate their own proficiency in the performance of the Homeschool Teaching duties for all grade levels.
- Be organized and demonstrate the ability to meet all deadlines.

- Collaborate and work closely with the leadership team to plan and implement trainings.
- Work collaboratively in a remote environment with classified staff, teaching staff, coordinators, and directors.
- Have excellent written and verbal communication skills.
- Have an understanding of all on-line platforms and systems used in the charter school.
- Understand and have a heart of compassion for incoming and current teaching staff.
- Have completed a minimum of one year of teaching experience (homeschool preferred).
- Meet in person and virtually with the leadership team as needed throughout the school year.

Right to Revise:
This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.
The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties, and skills required of personnel. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Cover Sheet

Board Nominee Resumes

Section: V. Governance
Item: A. Board Nominee Resumes
Purpose: Discuss
Submitted by:
Related Material: Jennifer McQueen Resume.pdf
Angela Tos Resume.pdf

Angela Marie Tos

300 Cherry Lane
Coalinga, CA 92310
(559) 934-2234
angelatos@whccd.edu

2362 20TH Ave
Kingsburg, CA 93231
(559) 917-6926
angietos@sbcglobal.net

Professional Experience

January 2021-Present Vice President of Student Services

West Hills College Coalinga: West Hills College Coalinga (WHCC) is a small, rural community college located on the west side of the valley in central California. Student demographics are diverse: 68% Latino, 16% White, and 5% Black or African American.

Vice President of Student Services: This position plans, organizes, directs, coordinates, and sets standards of direction and service for student services for West Hills College Coalinga. The position also consults with and provides highly responsible and complex support to the campus President.

Responsibilities:

- Plans, organizes, directs, coordinates, and evaluates all areas of Student services for effectiveness and efficiency. Provides direction and leadership in shaping the support environment for students.
- Directs, trains, and evaluates managers, faculty, and staff in Student Services to provide high quality of service to students.
- Provides leadership and inspires the development of policies and procedures relating to current theory, trends, and legislation for all areas of Student Services.
- Develops, prepares, submits, and manages categorical and general fund student service program budgets.
- Develops, directs, and reviews goals and objectives for Student Services and coordinates and renews the master plan for Student Services in order to maintain quality service to students.

Accomplishments

- Developed a plan to reorganize the division which includes increasing student engagement and residence life.
- Facilitated the implementation of a one-stop student services center.
- Planned, pivoted plans rapidly, and successfully executed 5 in-person commencement ceremonies that met Fresno County Public Health Department COVID guidelines.
- Brought TimelyMD medical and mental health telehealth services to the college.
- Led the Student Success Committee which champions the Achieving the Dream and Guided Pathways work. This year the committee has implemented data trainings, pathway maps, one-stop student services redesign, developed a persistence plan, student ambassador program plan for fall 21, and conducted a train the trainer workshop on culturally relevant teaching and learning.

2017-2021 Dean of Enrollment Services and Student Development;
2019-2021 Acting Dean of Counseling and Special Services; San Joaquin Delta

College, Stockton, CA USA

San Joaquin Delta College: San Joaquin Delta College (SJDC) is a large, urban community College located in Stockton. SJDC has approximately 24,000 students, 230 FT faculty, and 1000 employees including administrators, classified professionals and part-time faculty and staff. Student demographics include 46% Hispanic, 20% White, 18% Asian/Pacific Islander, 9% African American, 6% Multiethnic, and 1% Native American. US News and World Report (2020) identified Stockton as the most diverse city in the United States.

Dean of Enrollment Services and Student Development: This position leads and manages half of the student services programs for SJDC. The departments that report directly to this position are Admissions and Records, the Assessment Center/Welcome Center, Associated Students of Delta College/Student Activities, Financial Aid including E-Services Lab and Veteran's Center, Foster Youth, Formerly Incarcerated, Homeless Students, International Students Programs, the Pride Center and Student Conduct.

Acting Dean of Counseling and Special Services: This position leads and managers the other half of the student services programs for SJDC. The departments that report directly to this position are Counseling, Educational Opportunities Programs and Services/Cooperative Agencies Resources for Education, Disabled Student Programs and Services, Puente, AFFIRM (Umoja), and EPIC (APIASA). This is a one-year special assignment at the request of the president in addition to my regular duties as Dean of ESSD.

Responsibilities:

- Provide vision and organizational leadership for Enrollment Services and Student Development and Counseling and Special Services; including managing the daily operations; ensuring quality customer service, and assessing and adjusting services as needed based on external factors; and planning/achieving efficiency without sacrificing customer service.
- Oversee department budgets and resource allocation for assigned programs and services.
- Represent Enrollment Services/Student Development, Counseling and Special Services, and the District to the community.
- Execute 9 specific goals for the Counseling and Special Services Division in accordance with the vision outlined by the president.

Accomplishments

- Implemented division-wide listening tours and data collection to inform strategic planning, streamline practices, and change policies to improve the student experience.
- Evaluated and updated policies and procedures to ensure they are student centric, align with current best practices, and are compliant with state regulations.
- Implemented a thematic staff development program (customer service and communication).
- Implemented Maxient, a student conduct software.
- Led a task force to end student food insecurity that resulted in the identification, design, and implementation of a food pantry that served over 5000 students in the first year.
- Provided leadership on a consequential validity study of Accuplacer Assessment Instrument and led the charge for implementation of AB 705.

Angela Tos

- Co-chaired the pillar two implementation team for Guided Pathways which resulted in the development of a Welcome Center and implementation of CCCMyPath.

2015- 2017 Dean of Student Services, Merced College, Merced, CA, USA

Merced College: Merced College (MC) is a medium sized, suburban community college located in central California. MC has approximately 12,000 students, 171 FT faculty, and 119 other employees including administrators and staff. Student demographics are 59% Hispanic, 22% White, 11% Asian/Filipino, and 3.5% African American.

Dean of Student Services: This position leads and manages half of the student services programs for Merced College. The specific departments that report directly to this position are: Admissions and Records, Articulation, the Assessment Center, Associated Students of Merced College, Career Center, General Counseling, Office of Relations with Schools, Student Success and Support Program, Transfer Center, and the Welcome Center.

Responsibilities:

- Provide leadership, supervision, and administrative direction to all functional areas of responsibility.
- Manage, direct, and evaluate the work of assigned managers, faculty, academic and classified support staff; recommend for employment, direct the assignment of, and direct the evaluation of all assigned student services staff.
- Prepare, monitor, and recommend an annual budget for assigned student services components and monitor fiscal expenditures of assigned programs. Represent Student Services and the District to the community. Accomplishments
- Authored six accreditation standards in the Merced ISER and had a large role in the accreditation visit. The areas I was responsible for received commendation in the report.
- Implemented a division-wide comprehensive educational plan campaign that increased student completions of educational plans by 33%. This led to increased SSSP funding.
- Evaluated and updated policies and procedures to make sure they align with current best practices and in accordance with state regulations.
- Leveraged funds to hire 28 new full time and part time faculty/staff to better serve students.
- Provided oversight of Blue Devil Preview Days to register HS Seniors with a participation rate of 800 students.
- Implemented High School Counselor Adjunct program to provide counseling to students.

01/2015 Dean of Student Services, College of the Sequoias, Visalia, CA, USA

College of the Sequoias: College of the Sequoias (COS) is a medium sized, suburban community college located in central California. COS has approximately 13,000 students, 417 faculty, and 119 other employees including administrators and staff. Student demographics are 62.48% Hispanic, 24.71% White, 4.4% Asian/Filipino, and 2.6% African American. Sequoias' total budget is about 80,000,000.

Dean of Student Services: This position leads and manages half of the student services programs for College of the Sequoias. The specific departments that report directly to this position is: Admissions and Records, Articulation, the Assessment Center, International Students Program, Student Activities/Affairs, Student Success and Support Program, Transfer and Career Services, and the Welcome Center.

Responsibilities:

- Provide leadership, supervision, and administrative direction to all functional areas of responsibility.
- Manage, direct, and evaluate the work of assigned managers, academic and classified support staff; recommend for employment, direct the assignment of, and direct the evaluation of all assigned student services staff.
- Direct student grievances and student discipline.
- Represent Student Services and the District to the community.

Accomplishments

- Reinstituted a formal student discipline process and formalized the student appeals process.
- Evaluated and updated admissions and records policies and procedures to make sure they align with current best practices and in accordance with state regulations.
- Leveraged funds to hire new staff to better serve students.

2004-2015 Lead Counselor, Student Success and Support Program Coordinator, West Hills College Lemoore, Lemoore, California, USA

West Hills College Lemoore: West Hills College Lemoore (WHCL) is a small, rural community college located in central California. Part of the West Hills Community College District, WHCL has 4,500 students, 146 faculty, and 64 other employees including administrators and staff. Student demographics are diverse: 47% Latino, 31% White, 8% African American and 6% Asian/Filipino. The college is the 110th college in the system; receiving full accreditation in 2006. The district 2013-14 total budget is 35,000,000; Lemoore's share is 11,100,000.

Lead Counselor/Student Success and Support Program Coordinator (prior to 2013-14, title was Lead Counselor/Matriculation Coordinator): This position leads the WHCL counseling team. In addition, this position directs all functions relative to the Seymour-Campbell Student Success Act of 2012.

Responsibilities:

- Teach interdisciplinary courses and guidance studies courses.
- Served on college governance committees including President's Executive Cabinet, curriculum, senate, student learning outcomes, basic skills, student success, strategic planning, and planning and governance.
- Responsible for coordinating the advising and counseling services for the college.
- Coordinate SSSP services including outreach/admission, orientation, assessment, counseling and advising, student educational planning, academic follow up, student services and success curriculum, research and evaluation and the program budget.

Angela Tos

Provide personal, career, educational and crisis counseling to students including developing and monitoring student educational plans.

Accomplishments:

- Conceptualized and implemented the Summer Bridge, First Year Experience (FYE), and Service-Learning programs including identifying funding sources, estimating start up budgets, and identifying faculty for the programs.
- Assisted with the development of student services success teams and linked them to instruction to bridge the gap between the divisions and create a team approach to student success.
- Led an initiative that increased Student Educational Planning by 203% in one year (2010) and increased SEP production to 85% or higher from 2010-2015.
- Authored and implemented the college's first matriculation plan and first SSSP plan.

2012-2015 Administrator Intern, WHCL, Lemoore, California, USA

Administrator Intern: This paid internship is a part of the districts' succession planning. Designed to develop district leadership, it is only open to full-time faculty.

Responsibilities:

- Co-chaired the Accreditation Standard II Team.
- Implemented and coordinated the college's Student Learning (SL) and First Year Experience (FYE) Programs.
- Conceptualized and created a student services handbook. Included descriptions of all staff within student services and established minimum competencies of each position.
- Serve on additional governance committees including President's Executive Cabinet.

Accomplishments:

- Implemented Service-Learning and FYE at every level of English to increase retention and success of students transitioning into the college.
- Created a training manual and schedule to ensure staff confidence and accountability.
- First intern ever asked to maintain duties and pay beyond the first year.

2002- 2004 Counselor/Administrator, Reedley High School, Reedley, California Reedley High School: RHS is a large, comprehensive high school in rural Fresno County. RHS is one of two high schools that serve a geographical area of more than 600 square miles. There are approximately 2000 students and 75 full time teachers. The student population is 79% Latino,

17% White and the school receives 100% free and reduced lunch.

Guidance Counselor/Administrator: This is a counselor/administrator position.

Responsibilities:

- Counseled the class of 2005, a caseload of approximately 500 students.
- Completed weekly observation and evaluation of teachers.

2000- 2002 Assistant Director of College Admissions/Transfer Director, Fresno Pacific University, Fresno, California, USA

Fresno Pacific University: FPU is a private university located in central California. With a main campus and four regional centers, FPU has 3,500 students. The university is ranked by the Chronicle of Higher Education as a top 10 Hispanic Serving Institution for graduating students and is ranked in the top tier in their category by *US News & World Report*.

Assistant Director of College Admissions/Transfer Director: This position is responsible for the direction of transfer enrollment and supervision of the transfer admissions staff for FPU.

Responsibilities:

- Directed transfer outreach.
- Provided leadership and management of the transfer admissions department.

Accomplishments:

- Increased transfer enrollment by 40% in four years.
- Developed new, more efficient methods for registration.
- Refined orientation to improve student experience and increased the participation rates.
- Increased the services provided to transfer students.

1998- 2000 Admissions Counselor, Fresno Pacific University, Fresno, California, USA

Admissions Counselor: This position provides counseling and outreach to prospective transfer students.

Responsibilities:

- Provided admission counseling and outreach to prospective community college students.

Accomplishments:

- Increased transfer enrollment by 25% in two years.
- Promoted to Assistant Director of Admission in two years' time.

Education

[2015]	Ed.D.	Brandman University	Organizational Leadership
[2002]	MA	Fresno Pacific University	School Counseling
	Pupil Personnel Services Credential	FPU	School Counseling
[1998]	BA	Fresno Pacific University	English Communication

Faculty/Teaching Experience

[5 years]	West Hills College Lemoore	Career/College Success/Intervention Classes
[5 years]	Fresno Pacific University	Graduate Counseling Classes/FYE
[2 years]	Reedley College	Guidance Classes for Summer Bridge
[Current]	Brandman University	Graduate Counseling Program

Community Activities

Board Member, Fresno Pacific University Alumni Association [3 years]
President of Board, San Joaquin Counselor Association [2 years]

Advisory Board and Impact Team, Stockton Scholars [Current]
San Joaquin County Career Technical Education Committee [Current]
San Joaquin Pride Center Foster Youth Stakeholders Committee [Current]

Member, Brandman Modesto Campus Education Advisory Board [Current]

Selected Professional Activities

Member, Association of California Community College Administrators; Member, NASP Student Affairs Administrators in Higher Education; Member, California Community College Chancellor's Office Assessment Workgroup
California Community College Matriculation Professionals Association; California Association of School Counselors; San Joaquin Counselors Association; Member, Student Services/Categorical Programs Site Visitation Team, 2008.

Selected College Activities

Student Services Accreditation Core Team Member
Guided Pathways Implementation Team- Co-Chair of Pillar Two
ERP Steering Team- implementation of new student information system
Faculty Lead, Achieving the Dream Initiative (Core Leadership Team)
Lead, Achieving the Dream Data Team
Delta Sierra Adult Education Consortium Transition Team
Delta Sierra Adult Education Consortium Steering Committee

Selected Workshops/Convention Presentations

Presenter, National Sociological Association- Topic: Efficacy of Service-Learning [2014]
All Staff Professional Development Training, San Joaquin Valley College [2014]
SSSP Implementation Summit- Panel Presentation on Student Success Programs [2013]
California Community Colleges Chief Student Services Administrators Association
Topics: How Merced College Employed HS Counselors [2017]
California Community Colleges Chief Student Services Administrators Association
Topic: Clarifying and Helping Students Enter the Path: How Two Community Colleges Employed High School Counselors to Improve the High School Transition to Community College. [2019]

JENNIFER MCQUEEN

453 Fawcett Lane, Merced, CA 95348, 805.551.3849, jennifer.mcqueen622@gmail.com

PROFESSIONAL SUMMARY

Reliable candidate ready to take on challenges in a position using problem-solving, organizational and task prioritization skills to help team succeed.

SKILLS

- Relationship building
- Clerical support
- Public speaking
- Community engagement
- Program consultation
- Social media promotion
- Written communication

EXPERIENCE

New Member Committee Lead — March 2020 - May 2021

Los Banos Co-Op | Los Banos, CA

- Conducted New Member Orientation via Zoom with all new Co-Op members which included reviewing rules and regulations, fees and costs, class and club offerings.
- Reviewed, sent and collected signed contracts from each member upon joining as well as at the beginning of the school year.
- Trained new members on Co-Op online registration system
- Remained contact for questions and assistance to all new members

Cooking Club Instructor — August 2020 - June 2021

Los Banos Co-Op | Los Banos, CA

- Developed and planned monthly Cooking Club featuring a new, completely homemade dish for learners aged 5-14 via Zoom.
- Participants received shopping list and recipe beforehand and cooked all aspects of the dish with instruction.

Community Service Volunteer — December 2020 - Current

General community of Merced | Merced, CA

- Planned, coordinated local businesses, fund-raised, cooked and executed the serving of 200 free hot meals on Christmas Eve (2020)
- Planned, coordinated, fund-raised, prepared and executed the distribution of 75 free Valentine's Day goody bags to Merced youth aged 3 months-17 years (2021)
- Planned, coordinated local businesses, fund-raised, cooked and executed the serving of 200 free hot meals on Easter (2021)
- Tabled and participated in various activities with Free Mom Hugs which include but not limited to Pride events, support groups, art shows and college/university campus events.
- Planned, coordinated, executed and led the Merced Free Mom Hugs chapter in the first ever nation wide Pride Ride to celebrate Harvey Milk Day.
- Merced Pride2021 Planning Committee "Flag Distribution" committee member
- Merced Pride 2021 Planning Committee "Community Wellness/Donation Drive" committee member

Director of Operations August 2014 - September 2019

Momentum Academies | Newbury Park, CA

- Drove annual profit and continued company growth by implementing current teaching methods, new content and updated tools.
- Identified and drove improvement opportunities in key areas, including customer service, class and content quality, and instructor training/further education.
- Supported inventory accuracy by enforcing policies and processes surrounding incoming and outgoing equipment orders, disposition of materials, and inventory audits.
- Increased operational performance by establishing, monitoring, and enforcing quality standards.
- Built a strong, resilient team by identifying and onboarding highly qualified candidates for key head instructor positions.
- Directed 22-member instructor staff handling class instruction, customer contact, and recordkeeping.
- Researched, developed, implemented and trained instructors on new curriculum and class protocols.
- Oversaw all community outreach and marketing

After School Program Site Director September 2007 - August 2014

Rancho Simi Recreation and Park District | Simi Valley, CA

- Managed profitable operations by controlling costs and identifying opportunities to bring in new program participants.
- Oversaw faculty and staff serving 160+ students, personally handling hiring decisions and sourcing well-qualified candidates.
- Drove continuous improvements by regularly monitoring student and instructor performance, and offering proactive solutions to diverse problems.
- Reported on institutional data with regular reports, maintaining transparency and using the information to improve decision-making.
- Spearheaded discipline initiatives, enforcing rules fairly and correcting small problems early to prevent larger concerns.
- Enhanced participant experiences with new and improved activity, event, field trip and club choices.
- Protected company and customer data by following information policies.
- Developed solid relationships with staff, customers, and vendors.
- Maintained full compliance with legal, health, and safety regulations.
- Worked effectively with diverse team to accomplish daily objectives and meet long-term goals.

Swim Instructor May 2000 - August 2008

Self | Thousand Oaks, CA

- Owned and operated all daily functions of private swim instruction services business
- Customized instruction strategies based on knowledgeable evaluations of students' abilities.
- Managed instructional program smoothly, keeping all paperwork and schedules in order.
- Improved students' abilities by demonstrating techniques in easily understood manner.
- Educated students on correct form and important safety behaviors.
- Taught children, families, and professionals with flexible class schedule.
- Adjusted coaching techniques, based on strengths and weaknesses of student.

Senior Swim Instructor/Office Manager May 2002 - August 2008

Daland Swim School | Thousand Oaks, CA

- Maximized protection for swimmers and guests by enforcing strict pool rules and facility policies.
- Kept equipment well-maintained with regular care and appropriate storage.

- Customized instruction strategies based on knowledgeable evaluations of students' abilities.
- Managed instructional program smoothly, keeping all paperwork and schedules in order.
- Represented facility professionally in appearance, demeanor, and teaching style.
- Improved students' abilities by demonstrating techniques in easily understood manner.
- Avoided injuries by carefully monitoring students and pool environment.
- Educated students on correct form and important safety behaviors.
- Adjusted teaching techniques, based on strengths and weaknesses of athletes.

EDUCATION

BA
California State University, Northridge, Northridge, CA

AA
Moorpark Community College, Moorpark, CA

California State Univeristy, Long Beach, Long Beach, CA