



Board Meeting @ Mon Jan 23, 2023 5:15pm - 7pm Agenda

Jan 23rd, 2023 5:15pm - 7:00pm PST

I. Opening Items

5:15pm

- A. Record Attendance
- B. Call the Meeting to Order
- C. Flag Salute
- D. Discussion & Potential Action on the Approval of the Agenda
- E. Public Comment
- F. Discussion & Potential Action to Approve Board Meeting Minutes
 - 1. Regular Board Meeting: December 5, 2022
 - [12-5-2022 - Board Meeting Minutes - YV.pdf](#)
 - 2. Special Board Meeting: December 16, 2022
 - [12-16-2022 - Special Board Meeting Minutes - YV.pdf](#)

II. Finance

5:15pm

- A. Discussion & Potential Action on the December 2022 Financial Report

5 minutes

5:15pm

 Jim Surmeian

 [Financial Report - Yosemite Valley.pdf](#)

 [Coversheet - Financial Report.pdf](#)

B. Discussion & Potential Action on the Executive Director & Deputy Director Divvy Expenses

 Steph Johnson

 [YVCS Divvy - December.pdf](#)

 [Coversheet - Divvy December.pdf](#)

III. Academic Excellence

5:20pm

A. Discussion & Potential Action on the School Accountability Report Card (SARC)

5 minutes

5:20pm

 [2022 SARC - Yosemite Valley.pdf](#)

 [Coversheet - SARC.pdf](#)

B. Discussion & Potential Action on Extended School Year (ESY)

5 minutes

5:25pm

 Dr. Steven James

 [Extended School Year \(ESY\) - Yosemite Valley.pdf](#)

 [Coversheet - ESY.pdf](#)

C. Presentation & Potential Discussion of the School Dashboard

5 minutes

5:30pm



Presenter: Dr. Damien Phillips

 [YVCS_CA Dashboard_2022-23.pdf](#)

 [Coversheet - Dashboard.pdf](#)

D. Discussion & Potential Action on the Suicide Prevention Policies Grades TK-7 and 8-12 Grades

Board Policies No. 5141.A & No. 5141.B

-  [Coversheet - Suicide & Prevention Policies.pdf](#)
-  [5141.A - Suicide Prevention Policy Grades TK-7 - YV.pdf](#)
-  [5141.B - Suicide Prevention Policy Grades 8-12 - YV.pdf](#)



IV. Operations

5:35pm

A. Discussion & Potential Action on the Revised Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy 5 minutes

5:35pm



 Steph Johnson
Board Policy No. 4361

-  [4361- Paid Sick Leave \(PSL\), Personal Necessity Leave \(PNL\), & Time Off Balances Policy-YV.pdf](#)
-  [Coversheet - PSL - PNL - Sick Leave Policy.pdf](#)

B. Discussion & Potential Action on the Salary Change to AD-1 & Position Title Change from Virtual Academy Coordinator to Assistant Director of Virtual Elementary Education 5 minutes

5:40pm



 Steph Johnson

-  [AD of Virtual Elementary Education - YV.pdf](#)
-  [Coversheet - AD VA.pdf](#)

C. Discussion & Potential Action on the Salary Change to Director-1 & Position Title Change from Assistant Director of Special Education to Director of Student Support Services 5 minutes

5:45pm

 Steph Johnson

-  [Director of Student Services and Support - YV.pdf](#)
-  [Coversheet - Director of SSS.pdf](#)

D. Discussion & Potential Action on the Enrollment & Staffing Projection Proposal

 [Enrollment & Staffing Proposal - 2023-2024 - YV.pdf](#)

 [Coversheet - Enrollment & Staffing Proposal.pdf](#)

E. Discussion & Potential Action on the 2023-2024 School Calendar

5 minutes

5:50pm

 Steph Johnson

 [2023-2024 School Calendar - Staff & Family Input.pdf](#)

 [Coversheet - School Calendar.pdf](#)

 [2023-2024 School Calendar - DRAFT.pdf](#)

V. Governance

5:55pm

A. Presentation & Potential Discussion of the Board Metrics Report - January

10 minutes

5:55pm

 [Board Metrics Report - January - YV.pdf](#)


 [Coversheet - Board Metrics Report.pdf](#)

B. Discussion & Potential Action on the Board Supervision & Guidance Process and Timeline for the Superintendent

5 minutes

6:05pm

 Steph Johnson

 [Board Supervision & Guidance Process and Timeline for the Superintendent.pdf](#)

 [Coversheet - Board Supervision & Guidance.pdf](#)

C. Presentation & Potential Discussion of the Superintendent & Deputy Director's Mid-Year School Goals Report

10 minutes

6:10pm

 Dr. Laurie Goodman  Steph Johnson

 [2022-2023 Goals and Actions - Mid-Year Report.pdf](#)

 [Coversheet - Mid-Year Report.pdf](#)

D. Presentation & Potential Discussion on the Annual

5 minutes

6:20pm

Form 700

 Dr. Laurie Goodman

 [Coversheet - Form 700.pdf](#)

E. Discussion & Potential Action on the Annual Board Meeting Calendar

5 minutes

6:25pm

 [Proposed Annual Board Schedule.pdf](#)

 [2022-2023 Board Calendar - Revised Draft.pdf](#)

 [Coversheet - Board Meeting Calendar.pdf](#)

F. Discussion & Potential Action on the Board Meeting Teleconferencing Options

5 minutes

6:30pm

 Dr. Laurie Goodman

 [Teleconferencing Options for Board Members.pdf](#)

 [Coversheet - Teleconferencing.pdf](#)

VI. Closing Items

10 minutes

6:35pm

A. Board of Director Comments & Request

B. Announcement of the Next Scheduled Board Meeting

1. Regular: 6:00 PM

C. Adjourn Meeting

VII. Meeting Notes

- A. **Public Comment Rules:** Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or

simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

- B. **Note:** The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 758-0511 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 1213))

- C. **Note:** Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

END
7:00pm

I. Opening Items

A. Record Attendance

Attendance

Members

Present: Dr. Larry Jarocki, Carrie Stumpfhauser, Jonna Durst

Remote: Dr. Angela Tos

Absent: Jennifer McQueen

B. Call the Meeting to Order

Dr. Larry Jarocki called the meeting of the board of directors of Yosemite Valley Charter School to order on Monday, December 5, 2022 at 5:15 PM.

C. Flag Salute

Dr. Larry Jarocki led the Flag Salute.

D. Discussion & Potential Action on the Approval of the Agenda

Jonna Durst made a motion to approve the board meeting agenda.

Carrie Stumpfhauser seconded the motion.

The Board VOTED unanimously to approve the motion.

E. Public Comment

There were no public comments made at this time.

F. Discussion & Potential Action to Approve Board Meeting Minutes

1. September 8, 2022

Jonna Durst made a motion to approve the September 8, 2022 Board Meeting Minutes

Dr. Angela Tos seconded the motion.

The Board VOTED unanimously to approve the motion.

2. October 20, 2022

Dr. Angela Tos made a motion to approve the board meeting meetings with the correction that Jonna Durst was present, in person.

Carrie Stumpfhauser seconded the motion as amended.

The Board VOTED unanimously to approve the motion.

II. Finance

A. Discussion & Potential Action on the October 2022 Financial Report

Jim Surmeian from Charter Impact presented the school's current financial report that includes both September and October activity.

Jonna Durst motioned to approve the October 2022 Financial Report.

Carrie Stumpfhauser seconded the motion.

The Board VOTED to unanimously approve the motion.

B. Discussion & Potential Action on the First Interim Report

Jim Surmeian shared that the numbers in the Financial Report are going to be included in the First Interim Report.

Dr. Angela Tos motioned to approve the First Interim Report.

Carrie Stumpfhauser seconded the motion.

The Board VOTED to unanimously approve the motion.

C. Discussion & Potential Action on the Superintendent & Deputy Director Divvy Expenses

Steph Johnson presented that there were no Divvy transactions for November.

D. Discussion & Potential Action on the 2021-2022 Audit

Dr. Laurie Goodman presented the school's 2021-2022 Audit Report, which overall, reported no findings in any of the tested areas.

Dr. Angela Tos motioned to approve the 2021-2022 Audit Report.

Jonna Durst seconded the motion.

The Board VOTED to unanimously approve the motion.

III. Academic Excellence

A. Discussion & Potential Action on the Updated Homeless Education Policy

Steph Johnson presented the updated Homeless Education Policy.

Jonna Durst motioned to approve the updated Homeless Education Policy.

Carrie Stumpfhauser seconded the motion.

The Board VOTED to unanimously approve the motion.

B. Presentation & Potential Discussion of the November & December Board Metrics Report

Dr. Laurie Goodman presented the November & December Board Metrics Report.

- Carrie Stumpfhauser inquired if the school can bring qualitative and other personal experience data from staff, students, and families of the effectiveness and overall experience of the Virtual Academy program. Dr. Goodman shared that this information will be presented in February. Maria Thoeni shared that teacher and parent surveys have

already been circulated and that student surveys will be sent out soon. Carrie Stumpfhauser emphasized the importance of getting feedback to get a read on the overall health and effectiveness of the program that will also help shape the program.

IV. Operations

A. Discussion & Potential Action on the Co-Director Job Descriptions to Change the Position Titles to Assistant Superintendent Student Services | Assistant Superintendent Educational Services

Steph Johnson shared the reason why the change of titles is important to align with industry standard and with the Superintendent's title change. Work duties and pay will not be changing at this time.

Carrie Stumpfhauser motioned to approve the position titles to Assistant Superintendent Student Services and Assistant Superintendent Educational Services.

Jonna Durst seconded the motion.

The Board VOTED to unanimously approve the motion.

B. Discussion & Potential Action on the Revised Compensation Policy

Dr. Laurie Goodman presented the Revised Compensation Policy.

Jonna Durst motioned to approve the revised Compensation Policy.

Carrie Stumpfhauser seconded the motion.

The Board VOTED to unanimously approve the motion.

C. Presentation and Potential Discussion of the new Ordering System Spend Summary Widget

Maria Thoeni presented an overview of the new Ordering System Widget.

V. Governance

A. Discussion & Potential Action on Teleconferencing Options & Future Board Meeting Format

Steph Johnson shared the changes to meeting format due to new legislation. The Board Members and school leadership discussed scheduling and representation.

Jonna Durst motioned to meet in a hybrid format for the January Board Meeting.

Carrie Stumpfhauser seconded the motion.

The Board VOTED to unanimously approve the motion.

VI. Closing Items

A. Board of Director Comments & Request

The Board Members were asked if they had any comments to share or requests for future meetings.

1. Carrie Stumpfhauser requested Virtual Academy qualitative and survey evidence/data.

B. Announcement of the Next Scheduled Board Meeting

Dr. Larry Jarocki announced the next Board Meeting as noted below:

1. Regular: January 5, 2023 at 5:15 PM

C. Adjourn Meeting

Carrie Stumpfhauser made a motion to adjourn the Board Meeting at 6:06 PM.

Jonna Durst seconded the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:10 PM.

VII. Meeting Notes

A. Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

B. Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 758-0511 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 1213))

C. Note: Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Board President called the meeting to order at 4:40 pm

C. Flag Salute

D. Discussion & Potential Action on the Approval of the Agenda

Carrie Stumpfhauser made a motion to approve the agenda.

Jonna Durst seconded the motion.

The Board VOTED unanimously to approve the motion.

E. Public Comment

No public comments were made.

II. Governance

A. Board of Director Brown Act Training

Jennifer McQuarrie led the Board Members in a Brown Act Training.

B. Discussion & Potential Action on the January Board Meeting Date

Carrie Stumpfhauser made a motion to hold the next Regular Board Meeting on January 23, 2023 at 5:15 pm.

Jonna Durst seconded the motion.

The Board VOTED unanimously to approve the motion.

III. Closing Items

A. Board of Director Comments & Request

B. Announcement of the Next Scheduled Board Meeting

1. Regular: January 23, 2023 at 5:15 PM

C. Adjourn Meeting

Carrie Stumpfhauser made a motion to adjourn the meeting at 5:11 pm

Jonna Durst seconded the motion.

The Board VOTED unanimously to approve the motion.

IV. Meeting Notes

A. Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those

individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

B. Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 758-0511 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12113))

C. Note: Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

Cover Sheet

December 2022 Financial Report

Section:	II. Finance
Item:	A. October 2022 Financial Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	Financial Report - Yosemite Valley

BACKGROUND:

- Charter Impact has prepared the schools financial report through December 2022.

RECOMMENDATION:

- Consider the approval of the December Financials.

Yosemite Valley Charter School

December 2022 Financial Presentation

YOSEMITE VALLEY- Highlights

- Enrollment at 2486 through end of December vs. 2571 Budgeted
- Revenues and Expenses all higher than initially budgeted – Federal Revenue much higher
- Annual Surplus steady at \$3.4 million vs. \$3.1 million budgeted
- Senate Bill 740 Requirements:

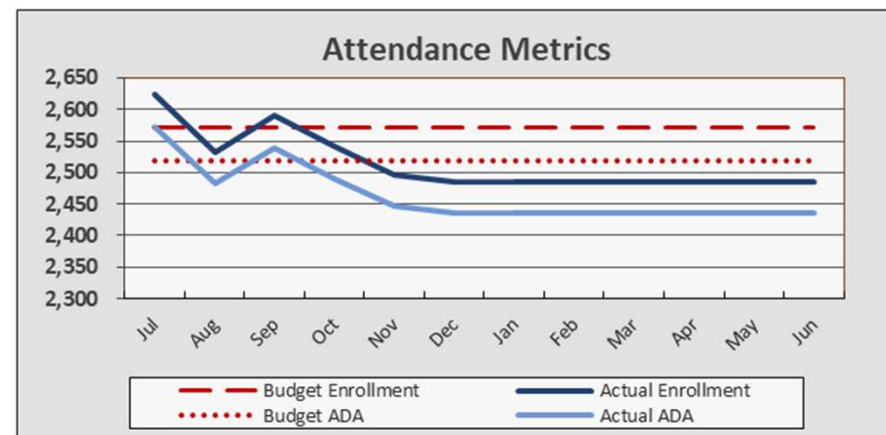
- 40/80 Expense Ratio
- 25:1 Pupil Teacher Ratio

Cert.	Instr.
48.0%	81.1%
2,649,748	361,112

Pupil:Teacher Ratio	
20.13	:1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Average</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	2516	2486	2571
ADA	2465	2436	2520
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	46.0%	46.0%	46.0%
Revenue per ADA		\$13,553	\$12,128
Expenses per ADA		\$12,143	\$10,898



YOSEMITE VALLEY - Revenue

Revenue

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 10,021,359	\$ 9,168,850	\$ 852,509
Federal Revenue	1,861,308	422,723	1,438,585
Other State Revenue	1,411,410	783,207	628,203
Other Local Revenue	4,491	-	4,491
Total Revenue	\$ 13,298,568	\$ 10,374,780	\$ 2,923,788

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 26,940,342	\$ 25,985,498	\$ 954,844
Federal Revenue	2,869,029	1,891,934	977,095
Other State Revenue	3,206,009	2,680,087	525,922
Other Local Revenue	4,491	-	4,491
Total Revenue	\$ 33,019,871	\$ 30,557,519	\$ 2,462,353

YOSEMITE VALLEY - Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 5,421,576	\$ 4,690,505	\$ (731,071)	\$ 11,757,155	\$ 10,526,698	\$ (1,230,457)
Classified Salaries	293,273	250,379	(42,894)	533,893	500,757	(33,136)
Benefits	1,790,328	1,542,310	(248,018)	3,874,542	3,320,759	(553,783)
Books and Supplies	1,733,002	1,280,003	(452,999)	3,257,005	3,212,919	(44,086)
Subagreement Services	3,332,258	3,520,214	187,956	7,787,637	7,706,984	(80,654)
Operations	232,764	155,000	(77,764)	428,418	310,000	(118,418)
Facilities	23,603	23,050	(553)	45,881	46,100	219
Professional Services	792,417	715,135	(77,282)	1,812,057	1,653,083	(158,974)
Depreciation	22,641	22,644	3	45,285	45,288	3
Interest	40,860	136,894	96,034	40,860	136,894	96,034
Total Expenses	\$ 13,682,722	\$ 12,336,134	\$ (1,346,588)	\$ 29,582,733	\$ 27,459,482	\$ (2,123,251)

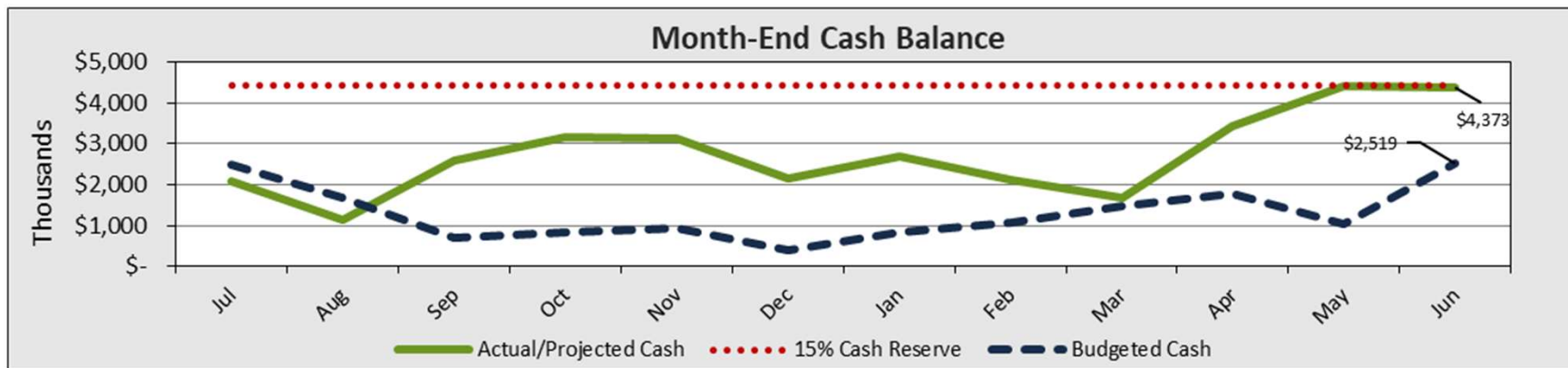
YOSEMITE VALLEY- Fund Balance

- Current Year Surplus is forecasted to be 10.4% of Revenue
- Annual Fund Balance projected to be 15.0% of Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (384,155)	\$ (1,961,354)	\$ 1,577,200	\$ 3,437,138	\$ 3,098,036	\$ 339,102
Beginning Fund Balance	<u>1,007,073</u>	<u>1,007,073</u>		<u>1,007,073</u>	<u>1,007,073</u>	
Ending Fund Balance	<u>\$ 622,918</u>	<u>\$ (954,282)</u>		<u>\$ 4,444,211</u>	<u>\$ 4,105,109</u>	
<i>As a % of Annual Expenses</i>	2.1%	-3.5%		15.0%	14.9%	

YOSEMITE VALLEY - Cash Balance

- Factoring to conclude in FY22-23 (December 2022 projected to end)
- Cash growth in FY22-23 to be just under \$1.5M
- Ending Cash Balance to be \$4.37M



YOSEMITE VALLEY – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jan-18	Mid-Year Expenditure Report due to SELPA (LACOE) - Interim financial reporting for actuals through December 31 are due to LACOE Charter SELPA.	Charter Impact	No	No	https://www.lacountycharterselpa.org/
FINANCE	Jan-13	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-18	Mid-Year Expenditure Report due to SELPA (EDCOE) - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-18	SELPA Pandemic Dispute Prevention & Learning Recovery Funding Reports due (EDCOE) - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-23	SELPA ADA/Enrollment report #2 (EDCOE) - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-13	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2021 - June 30, 2022.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp
FINANCE	Jan-30	ASES Grant Renewal - After School Education and Safety Program applications and renewals due to the CDE for fiscal year 2023/24. Grants are scheduled to be renewed every three years.	Client	No	Yes	https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp
FINANCE	Jan-31	ASES - 2nd Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Client with Charter Impact support	No	No	https://www.irs.gov/forms-pubs/about-form-1095-c
FINANCE	Jan-31	SELPA ADR & Learning Recovery Funding Reports due (LACOE) - Expenditure reports are due to LACOE Charter SELPA.	Charter Impact	No	No	https://www.lacountycharterselpa.org/
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2021/22). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
FINANCE	Feb-10	ASES - New applicants for 2023/24 - These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The application is for new grantees as well as existing grant recipients who wish to increase funding.	Client with Charter Impact support	No	Yes	https://www.cde.ca.gov/fg/fo/r27/ases23rfa.asp
FINANCE	Feb-15	Board of Equalization Property Tax Exemption - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-24	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Set by Authorizer (by Mar 15)	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31.	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/tr/calendar19district.asp

YOSEMITE VALLEY - Appendix

- Monthly Cash Flow / Forecast 22-23
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register – November & December 2022
- AP Aging – November & December 2022
- Compliance Report

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY22-23

Revised 1/12/23

ADA = 2436.28



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
4400 Noncapitalized Equipment	38,340	-	2,556	-	-	1,303	230,370	187	267	491	1,091	439	-	275,044	9,287	(265,758)
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	306,846	588,434	322,370	227,784	117,651	169,916	356,947	93,490	129,572	231,820	504,358	207,817	-	3,257,005	3,212,919	(44,086)

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY22-23

Revised 1/12/23



ADA = 2436.28

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	2,845	26,526	(22,836)	204,590	112,975	246,851	175,000	175,000	175,000	175,000	175,000	175,000	-	1,620,950	1,600,000	(20,950)
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	(56,972)	81,164	40,708	904,235	86,410	208,283	142,330	133,646	190,242	350,618	778,094	312,970	-	3,171,727	2,898,444	(273,283)
5107 Instructional Services	499,160	-	249,580	249,580	249,580	249,580	249,580	249,580	249,580	249,580	249,580	249,580	-	2,994,960	3,208,539	213,579
	445,033	107,690	267,451	1,358,404	448,966	704,714	566,910	558,226	614,822	775,198	1,202,674	737,550	-	7,787,637	7,706,984	(80,654)
Operations and Housekeeping																
5201 Auto and Travel	410	655	3,018	4,715	20,706	5,911	1,333	1,333	1,333	1,333	1,333	1,333	-	43,416	16,600	(26,816)
5300 Dues & Memberships	770	2,140	6,423	1,285	-	-	108	108	108	108	108	108	-	11,267	1,300	(9,967)
5400 Insurance	21,826	21,826	22,199	23,693	20,983	21,826	21,826	21,826	21,826	21,826	21,826	21,826	-	263,306	220,100	(43,206)
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	-	200	200	200	200	200	200	200	200	200	200	200	-	2,200	2,300	100
5516 Miscellaneous Expense	294	(294)	-	-	174	-	-	-	-	-	-	-	-	174	2,600	2,426
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	15,260	8,929	9,303	9,881	2,342	8,900	8,900	8,900	8,900	8,900	8,900	-	99,114	64,100	(35,014)
5901 Postage and Shipping	-	-	242	4,363	1,174	1,713	242	242	242	242	242	242	-	8,941	3,000	(5,941)
	23,299	39,786	41,010	43,559	53,117	31,991	32,609	32,609	32,609	32,609	32,609	32,609	-	428,418	310,000	(118,418)
Facilities, Repairs and Other Leases																
5601 Rent	3,605	3,605	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	-	44,341	45,000	659
5602 Additional Rent	-	-	-	-	-	440	-	-	-	-	-	-	-	440	-	(440)
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604 Other Leases	-	1,100	-	-	-	-	-	-	-	-	-	-	-	1,100	1,100	-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	3,605	4,705	3,713	3,713	3,713	4,153	3,713	3,713	3,713	3,713	3,713	3,713	-	45,881	46,100	219
Professional/Consulting Services																
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5802 Audit & Taxes	-	-	-	3,900	-	-	-	-	-	-	-	-	-	3,900	9,900	6,000
5803 Legal	-	264	48,267	7,369	19,031	23,310	9,392	9,392	9,392	9,392	9,392	9,392	-	154,590	64,800	(89,790)
5804 Professional Development	1,250	11,983	2,661	1,663	6,124	852	9,575	9,575	9,575	9,575	9,575	9,575	-	81,982	178,800	96,818
5805 General Consulting	-	1,500	500	275	750	1,500	1,333	1,333	1,333	1,333	1,333	1,333	-	12,525	16,500	3,975
5806 Special Activities/Field Trips	4,714	1,118	4,243	3,910	3,107	1,755	5,593	5,251	7,475	13,777	30,574	12,297	-	93,814	14,261	(79,553)
5807 Bank Charges	-	325	56	-	-	-	783	783	783	783	783	783	-	5,080	9,800	4,720
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	100
5809 Other taxes and fees	682	655	30,096	2,378	36	1,374	2,017	2,017	2,017	2,017	2,017	2,017	-	47,321	25,000	(22,321)
5810 Payroll Service Fee	746	283	828	1,146	1,109	3,726	1,575	1,575	1,575	1,575	1,575	1,575	-	17,287	19,600	2,313
5811 Management Fee	44,563	44,563	48,720	48,945	64,499	47,133	48,154	48,154	48,154	48,154	48,154	48,154	-	587,347	534,757	(52,590)
5812 District Oversight Fee	-	37,509	42,548	86,542	66,395	67,516	71,170	67,516	72,297	76,041	72,297	72,297	76,082	808,210	779,565	(28,645)
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	51,955	98,199	177,919	156,128	161,050	147,165	149,592	145,596	152,601	162,646	175,700	157,423	76,082	1,812,057	1,653,083	(158,974)
Depreciation																
6900 Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,285	45,288	3
	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,285	45,288	3
Interest																
7438 Interest Expense	-	-	16,726	24,134	-	-	-	-	-	-	-	-	-	40,860	136,894	96,034
	-	-	16,726	24,134	-	-	-	-	-	-	-	-	-	40,860	136,894	96,034
Total Expenses	1,074,500	2,168,775	2,284,550	3,223,210	2,417,550	2,514,136	2,566,550	2,286,813	2,379,293	2,648,360	3,361,428	2,581,487	76,082	29,582,733	27,459,482	(2,123,251)
Monthly Surplus (Deficit)	(979,196)	(658,620)	25,540	(31,876)	58,685	1,201,313	146,113	161,366	539,939	220,291	(760,231)	179,933	3,333,881	3,437,138	3,098,036	339,102

Yosemite Valley Charter School

Monthly Cash Flow/Forecast FY22-23

Revised 1/12/23

ADA = 2436.28



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(979,196)	(658,620)	25,540	(31,876)	58,685	1,201,313	146,113	161,366	539,939	220,291	(760,231)	179,933	3,333,881	3,437,138		
Cash flows from operating activities																
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,285		
Public Funding Receivables	4,239,437	3,371	(2,307,741)	250,396	911,072	791,592	-	-	1,306,189	175,000	-	-	(3,409,962)	1,959,353		
Grants and Contributions Rec.	(1,652,962)	58,448	1,693,833	(279,853)	(42,578)	(1,933,089)	(293,920)	(745,281)	(953,085)	226,966	1,566,633	(228,792)	-	(2,583,680)		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	(302,655)	(369,317)	287,974	214,922	22,451	32,107	-	-	-	-	-	-	-	(114,516)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(235,986)	(327,292)	685,179	312,982	(360,383)	(100,870)	-	-	-	-	-	-	76,082	49,711		
Accrued Expenses	(326,541)	475,114	(654,696)	140,691	348,314	(261,873)	(90,461)	-	-	-	-	-	-	(369,452)		
Other Liabilities	272,165	(140,264)	(176,325)	(32,317)	(82,902)	1,090,465	-	-	-	-	-	-	-	930,821		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	1,912,900	1,912,900	-	-	-	-	-	-	-	-	-	-	3,825,800	
Payments on Factoring	(1,810,900)	-	-	(1,912,900)	-	(1,912,900)	-	-	-	-	-	-	-	(5,636,700)		
Proceeds/(Payments) on Debt	(5,208)	(5,208)	(5,208)	(5,208)	-	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	-	(57,289)		
Total Change in Cash	(798,072)	(959,995)	1,465,229	573,509	(52,638)	(975,210)	551,890	(585,349)	(414,580)	1,752,012	979,968	(50,293)				
Cash, Beginning of Month	2,886,308	2,088,236	1,128,241	2,593,470	3,166,980	3,114,341	2,139,131	2,691,022	2,105,672	1,691,093	3,443,105	4,423,073				
Cash, End of Month	2,088,236	1,128,241	2,593,470	3,166,980	3,114,341	2,139,131	2,691,022	2,105,672	1,691,093	3,443,105	4,423,073	4,372,780				

Cert.	Instr.
48.0%	81.1%
2,649,748	361,112

Pupil:Teacher Ratio
20.13

Yosemite Valley Charter School

Budget vs Actual

For the period ended December 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 2,250,534	\$ 2,133,413	\$ 117,121	\$ 9,252,196	\$ 8,770,699	\$ 481,497	\$ 24,803,512
Education Protection Account	-	-	-	118,844	125,979	(7,135)	503,916
State Aid - Prior Year	-	-	-	4,349	-	4,349	-
In Lieu of Property Taxes	-	51,842	(51,842)	645,970	272,172	373,798	678,070
Total State Aid - Revenue Limit	2,250,534	2,185,255	65,279	10,021,359	9,168,850	852,509	25,985,498
Federal Revenue							
Special Education - Entitlement	-	26,223	(26,223)	-	107,804	(107,804)	304,869
Title I, Part A - Basic Low Income	-	236,189	(236,189)	-	314,919	(314,919)	314,919
Other Federal Revenue	1,128,472	-	1,128,472	1,861,308	-	1,861,308	1,272,146
Total Federal Revenue	1,128,472	262,412	866,060	1,861,308	422,723	1,438,585	1,891,934
Other State Revenue							
State Special Education	169,322	177,707	(8,385)	870,120	730,572	139,548	2,066,056
Mandated Cost	56,316	52,635	3,681	56,316	52,635	3,681	52,635
State Lottery	-	-	-	-	-	-	501,396
Prior Year Revenue	11,028	-	11,028	24,656	-	24,656	-
Other State Revenue	99,776	-	99,776	460,318	-	460,318	60,000
Total Other State Revenue	336,442	230,342	106,101	1,411,410	783,207	628,203	2,680,087
Other Local Revenue							
Interest Revenue	-	-	-	4,491	-	4,491	-
Other Fees and Contracts	-	-	-	-	-	-	-
Total Other Local Revenue	-	-	-	4,491	-	4,491	-
Total Revenues	\$ 3,715,449	\$ 2,678,009	\$ 1,037,440	\$ 13,298,568	\$ 10,374,780	\$ 2,923,788	\$ 30,557,519
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 629,028	\$ 688,192	\$ 59,164	\$ 3,130,445	\$ 3,440,960	\$ 310,515	\$ 7,570,112
Teachers' Substitute Hours	27	-	(27)	968	-	(968)	-
Teachers' Extra Duty/Stipends	103,500	172,989	69,489	631,477	691,955	60,478	1,729,887
Pupil Support Salaries	235,009	74,473	(160,536)	1,156,207	372,363	(783,844)	819,199
Administrators' Salaries	92,378	25,227	(67,151)	502,480	126,136	(376,344)	277,500
Other Certificated Salaries	-	11,818	11,818	-	59,091	59,091	130,000
Total Certificated Salaries	1,059,942	972,699	(87,243)	5,421,576	4,690,505	(731,071)	10,526,698
Classified Salaries							
Instructional Salaries	11,240	6,478	(4,762)	57,831	38,868	(18,963)	77,736
Support Salaries	-	-	-	8,300	-	(8,300)	-
Supervisors' and Administrators' Salaries	4,725	-	(4,725)	29,402	-	(29,402)	-
Clerical and Office Staff Salaries	23,202	30,896	7,694	143,644	185,376	41,732	370,751
Other Classified Salaries	12,753	4,356	(8,397)	54,096	26,135	(27,961)	52,270
Total Classified Salaries	51,920	41,730	(10,190)	293,273	250,379	(42,894)	500,757
Benefits							
State Teachers' Retirement System, certificated positions	198,297	155,826	(42,471)	949,619	751,419	(198,200)	1,686,377
OASDI/Medicare/Alternative, certificated positions	3,071	2,587	(483)	17,551	15,523	(2,028)	31,047
Medicare/Alternative, certificated positions	15,422	14,709	(713)	79,307	71,643	(7,665)	159,898
Health and Welfare Benefits, certificated positions	99,302	106,667	7,365	671,420	640,000	(31,420)	1,280,000
State Unemployment Insurance, certificated positions	19,044	3,210	(15,835)	27,381	19,257	(8,124)	64,190
Workers' Compensation Insurance, certificated positions	5,424	9,130	3,706	45,050	44,468	(582)	99,247
Total Benefits	340,560	292,129	(48,431)	1,790,328	1,542,310	(248,018)	3,320,759
Books & Supplies							
School Supplies	158,248	128,873	(29,375)	1,215,676	1,089,528	(126,148)	2,829,833
Software	5,631	25,000	19,369	406,440	150,000	(256,440)	300,000
Office Expense	4,616	6,150	1,534	68,116	36,900	(31,216)	73,800
Business Meals	119	-	(119)	571	-	(571)	-
Noncapitalized Equipment	1,303	423	(880)	42,199	3,575	(38,624)	9,287
Total Books & Supplies	169,916	160,446	(9,470)	1,733,002	1,280,003	(452,999)	3,212,920
Subagreement Services							
Special Education	246,851	133,333	(113,517)	570,950	800,000	229,050	1,600,000
Other Educational Consultants	208,283	131,997	(76,286)	1,263,828	1,115,944	(147,884)	2,898,444
Instructional Services	249,580	267,378	17,798	1,497,480	1,604,270	106,790	3,208,539
Total Subagreement Services	704,714	532,709	(172,005)	3,332,258	3,520,214	187,956	7,706,984

Yosemite Valley Charter School

Budget vs Actual

For the period ended December 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	5,911	1,383	(4,528)	35,416	8,300	(27,116)	16,600
Dues & Memberships	-	108	108	10,617	650	(9,967)	1,300
Insurance	21,826	18,342	(3,484)	132,352	110,050	(22,302)	220,100
Utilities	-	-	-	-	-	-	-
Janitorial Services	200	192	(8)	1,000	1,150	150	2,300
Miscellaneous Expense	-	217	217	174	1,300	1,126	2,600
Communications	2,342	5,342	3,000	45,714	32,050	(13,664)	64,100
Postage and Shipping	1,713	250	(1,463)	7,491	1,500	(5,991)	3,000
Total Operations & Housekeeping	31,991	25,833	(6,158)	232,764	155,000	(77,764)	310,000
Facilities, Repairs & Other Leases							
Rent	3,713	3,750	37	22,063	22,500	437	45,000
Additional Rent	440	-	(440)	440	-	(440)	-
Other Leases	-	92	92	1,100	550	(550)	1,100
Total Facilities, Repairs & Other Leases	4,153	3,842	(311)	23,603	23,050	(553)	46,100
Professional/Consulting Services							
Audit & Taxes	-	3,300	3,300	3,900	9,900	6,000	9,900
Legal	23,310	5,400	(17,910)	98,240	32,400	(65,840)	64,800
Professional Development	852	14,900	14,048	24,532	89,400	64,868	178,800
General Consulting	1,500	1,375	(125)	4,525	8,250	3,725	16,500
Special Activities/Field Trips	1,755	649	(1,105)	18,847	5,491	(13,357)	14,261
Bank Charges	-	817	817	380	4,900	4,520	9,800
Printing	-	8	8	-	50	50	100
Other Taxes and Fees	1,374	2,083	709	35,221	12,500	(22,721)	25,000
Payroll Service Fee	3,726	1,633	(2,093)	7,837	9,800	1,963	19,600
Management Fee	47,133	44,563	(2,570)	298,423	267,378	(31,045)	534,757
District Oversight Fee	67,516	65,558	(1,958)	300,511	275,065	(25,445)	779,565
Total Professional/Consulting Services	147,165	140,287	(6,878)	792,417	715,134	(77,282)	1,653,083
Depreciation							
Depreciation Expense	3,774	3,774	0	22,641	22,644	3	45,288
Total Depreciation	3,774	3,774	0	22,641	22,644	3	45,288
Interest							
Interest Expense	-	-	-	40,860	136,894	96,034	136,894
Total Interest	-	-	-	40,860	136,894	96,034	136,894
Total Expenses	\$ 2,514,136	\$ 2,173,448	\$ (340,688)	\$ 13,682,722	\$ 12,336,134	\$ (1,346,588)	\$ 27,459,482
Change in Net Assets	1,201,313	504,561	696,752	(384,154)	(1,961,354)	1,577,200	3,098,036
Net Assets, Beginning of Period	(578,394)			1,007,073			
Net Assets, End of Period	\$ 622,919			\$ 622,919			

Yosemite Valley Charter School

Statement of Financial Position

December 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 53,960	\$ 2,886,308	\$ (2,832,349)	-98%
Restricted Cash	2,085,171	-	2,085,171	0%
Total Cash & Cash Equivalents	2,139,131	2,886,308	(747,178)	(1)
Accounts Receivable	578,136	232,835	345,301	148%
Public Funding Receivable	1,730,894	3,016,528	(1,285,635)	-43%
Factored Receivables	-	(1,810,900)	1,810,900	-100%
Due To/From Related Parties	(205,588)	(205,588)	-	0%
Prepaid Expenses	167,561	53,045	114,516	216%
Total Current Assets	4,410,134	4,172,229	237,905	1
Long-Term Assets				
Property & Equipment, Net	158,487	181,128	(22,641)	-13%
Total Long Term Assets	158,487	181,128	(22,641)	-13%
Total Assets	\$ 4,568,621	\$ 4,353,357	\$ 215,264	5%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 897,938	\$ 924,309	\$ (26,371)	-3%
Accrued Liabilities	868,842	1,147,834	(278,991)	-24%
Deferred Revenue	2,085,171	1,154,350	930,821	81%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	3,914,452	3,288,993	625,459	19%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	31,250	57,292	(26,042)	-45%
Total Long-Term Liabilities	31,250	57,292	(26,042)	-45%
Total Liabilities	3,945,702	3,346,284	599,418	18%
Total Net Assets	622,919	1,007,073	(384,154)	-38%
Total Liabilities and Net Assets	\$ 4,568,621	\$ 4,353,357	\$ 215,264	5%

Yosemite Valley Charter School

Statement of Cash Flows

For the period ended December 31, 2022

	Month Ended 12/31/22	YTD Ended 12/31/22
Cash Flows from Operating Activities		
Change in Net Assets	\$ 1,201,313	\$ (384,154)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	22,641
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	(1,001,828)	1,285,635
Grants, Contributions & Pledges Receivable	(1,933,089)	(2,156,201)
Prepaid Expenses	32,107	(114,516)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(100,870)	(26,371)
Accrued Expenses	(261,873)	(278,991)
Deferred Revenue	1,090,465	930,821
Total Cash Flows from Operating Activities	(970,002)	(721,136)
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(5,208)	(26,042)
Total Cash Flows from Financing Activities	(5,208)	(26,042)
Change in Cash & Cash Equivalents	(975,210)	(747,178)
Cash & Cash Equivalents, Beginning of Period	3,114,341	2,886,308
Cash and Cash Equivalents, End of Period	\$ 2,139,131	\$ 2,139,131

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19426	Aldrich Services	12/1/2022	\$ 1,445.00
19428	America's Kids Inc.	12/1/2022	5,283.46
19429	Amy Heinrichs	12/1/2022	191.31
19430	Angelina Dimitrashuk	12/1/2022	160.00
19431	Axia Group	12/1/2022	249,580.00
19432	Big Little Ones, LLC	12/1/2022	39.95
19433	Blue Shield of California	12/1/2022	138,284.98
19434	Braille Abilities, LLC	12/1/2022	3,462.00
19435	Brave Writer LLC	12/1/2022	9.95
19436	Brian Hammons Piano	12/1/2022	390.00
19437	BrightThinker	12/1/2022	124.49
19438	Bungalow Lane ALC, Inc	12/1/2022	1,600.00
19439	California Dental	12/1/2022	306.24
19440	Christianna Adams Fuller	12/1/2022	314.81
19441	Courtney Hernandez	12/1/2022	152.88
19442	Dance Explosion	12/1/2022	95.00
19443	Dayna Hopkins	12/1/2022	503.56
19444	Diana Porter	12/1/2022	260.00
19445	Elizabeth Sanchez	12/1/2022	46.63
19446	Erin Soares	12/1/2022	226.25
19447	Flying Colors Dance	12/1/2022	520.00
19448	Gracie Jiu-Jitsu Clovis	12/1/2022	720.00
19449	Heidi Parkin	12/1/2022	198.04
19450	Home Science Tools	12/1/2022	40.40
19451	Janell Christensen	12/1/2022	146.14
19452	Jennifer Vernon	12/1/2022	109.88
19453	Jillian Johnson	12/1/2022	122.01
19454	Katie Verrue	12/1/2022	300.00
19455	Kimberly Moore	12/1/2022	97.94
19456	Kristen Rhodes	12/1/2022	69.63
19457	Kristin Cirricione	12/1/2022	31.69
19458	Law Offices of Young, Minney, & Corr, LLP	12/1/2022	18,821.50
19459	LEGO Education	12/1/2022	330.97
19460	Lisa Peters	12/1/2022	229.94
19461	Little Passports	12/1/2022	181.07
19462	Lori Boles	12/1/2022	415.63
19463	Lori Pope	12/1/2022	330.00
19464	Maria A. Lazo	12/1/2022	180.00
19465	Math-U-See Inc.	12/1/2022	77.85
19466	McColgan & Associates Inc.	12/1/2022	4,710.95
19467	Michelle Egoroy	12/1/2022	44.27
19468	Michelle Elrod	12/1/2022	32.50
19469	Mutual of Omaha	12/1/2022	2,925.39
19470	Nicole the Math Lady LLC	12/1/2022	386.00
19471	Outschool, Inc.	12/1/2022	132.00
19472	Patrick Ketter	12/1/2022	716.62
19473	Paul Niemand	12/1/2022	210.00
19474	Rachael Jantzen	12/1/2022	41.55
19475	Rainbow Resource Center	12/1/2022	338.31
19476	Rebekah Richardson	12/1/2022	274.88
19477	Rose Music Studios LLC	12/1/2022	90.00
19478	Roxi Slakey	12/1/2022	261.63
19479	Sara Maguire	12/1/2022	93.13
19480	Sarah Michelle Rebecca Russell	12/1/2022	120.00
19481	Sheila Walsh	12/1/2022	216.26
19482	Sherilyn Collins	12/1/2022	18.31
19484	Silicon Valley High School Inc.	12/1/2022	10,125.00
19485	Stacey Munro	12/1/2022	30.75
19486	T-Mobile	12/1/2022	197.40

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19487	Tanell Herbert	12/1/2022	86.13
19488	Teacher Synergy, LLC	12/1/2022	60.80
19489	The Talk Team	12/1/2022	705.00
19490	Traci Brisendine	12/1/2022	187.63
19491	Tutoring Club	12/1/2022	360.00
19492	Vikki Shumaker	12/1/2022	91.50
19493	Westside Elementary School District	12/1/2022	50,000.00
19494	Williamsburg Learning	12/1/2022	1,700.00
19495	Fresno County Office of Education	12/2/2022	331,370.27
19496	Fresno County Office of Education	12/2/2022	655.00
19497	Alison Kelley	12/6/2022	1,140.00
19498	All About Learning Press, Inc.	12/6/2022	775.41
19499	Allard's Art Inc.	12/6/2022	189.00
19501	America's Kids Inc.	12/6/2022	0.00
19502	April Glauner	12/6/2022	202.01
19503	Art of Problem Solving	12/6/2022	96.00
19504	BookShark	12/6/2022	317.44
19505	BrightThinker	12/6/2022	248.98
19506	C'est La Vie Arts	12/6/2022	210.00
19507	Christina Schwarz	12/6/2022	239.06
19509	Christine Beltz	12/6/2022	7,985.00
19510	Denise Nicholes	12/6/2022	200.00
19511	Dethrone MMA	12/6/2022	299.98
19512	Discount School Supply	12/6/2022	385.74
19513	E-Therapy, LLC	12/6/2022	11,731.63
19514	Fidelity Security Life Insurance Co.	12/6/2022	1,591.78
19515	Fresno Jr Hockey Club	12/6/2022	1,250.00
19516	Fresno School of Music	12/6/2022	1,015.00
19517	Generation Genius, Inc.	12/6/2022	300.00
19518	GL Kenpo	12/6/2022	410.00
19519	Gracie Jiu-Jitsu Clovis	12/6/2022	240.00
19520	History Unboxed LLC	12/6/2022	982.10
19521	Hollywood Martial Arts Studio	12/6/2022	280.00
19522	Hooked on Phonics	12/6/2022	314.20
19523	Institute for Excellence in Writing	12/6/2022	26.94
19524	J & D Mind Builder, Inc. dba Bricks 4 Kidz	12/6/2022	384.00
19525	Janet Williams Group LLC	12/6/2022	319.00
19526	Jessica Knutson	12/6/2022	225.00
19527	JoAnn Denney	12/6/2022	200.00
19528	Kaiser Foundation Health Plan	12/6/2022	5,017.67
19529	Kaiser Foundation Health Plan	12/6/2022	47,120.05
19530	Katie Verrue	12/6/2022	2,100.00
19531	Kids Immersion LLC	12/6/2022	119.00
19532	Kimberly Souder	12/6/2022	231.31
19533	KiwiCo, Inc	12/6/2022	3,860.42
19534	Kristine Stevens	12/6/2022	201.25
19535	Kumon Center of Clovis	12/6/2022	600.00
19536	Lanterns Global LLC	12/6/2022	1,575.00
19537	Laura Thiessen	12/6/2022	77.50
19538	LEGO Education	12/6/2022	748.81
19539	Linda Odom	12/6/2022	160.00
19540	Lisa Ornta	12/6/2022	78.94
19541	Lisa Peters	12/6/2022	168.13
19542	Lori Pope	12/6/2022	235.00
19543	Marcia Maunder	12/6/2022	77.00
19544	Margo Sue	12/6/2022	67.63
19545	Math-U-See Inc.	12/6/2022	157.81
19546	Mathnasium of North Fresno	12/6/2022	329.00
19547	Maureen M. Solomon	12/6/2022	949.00

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19548	Melanie Sweet	12/6/2022	240.00
19549	Michele Lafferre	12/6/2022	175.00
19550	Michelle Hill	12/6/2022	82.13
19551	Molly C. Oliver	12/6/2022	790.00
19552	Monarch River Academy	12/6/2022	148,310.18
19553	Moving Beyond the Page	12/6/2022	454.57
19554	Natalie Douty	12/6/2022	96.31
19555	Nessy Learning LLC	12/6/2022	154.00
19556	Outschool, Inc.	12/6/2022	204.00
19557	Pacific Martial Arts	12/6/2022	1,050.00
19558	Playground Training Academy, LLC	12/6/2022	316.50
19559	Principal Life Insurance Company	12/6/2022	11,449.22
19560	PRN Nursing Consultants LLC	12/6/2022	5,640.00
19561	Project Learn	12/6/2022	300.00
19562	Rainbow Resource Center	12/6/2022	220.65
19563	Rich Oliver Racing, Inc.	12/6/2022	2,075.00
19564	Roberta Chatman	12/6/2022	165.00
19565	Rojeski Student Support	12/6/2022	85.00
19566	Silver Bell Barn & Equestrain Center	12/6/2022	1,400.00
19567	Simba School of Music	12/6/2022	500.00
19568	Simin Cruz	12/6/2022	240.00
19569	Snowcreek Athletic Club	12/6/2022	290.00
19570	Starfall Education Foundation	12/6/2022	35.00
19571	Studies Weekly	12/6/2022	486.75
19572	Susan Mason	12/6/2022	240.00
19573	Teacher Synergy, LLC	12/6/2022	66.87
19574	Teaching Textbooks	12/6/2022	86.16
19575	Teresa Jacobsen	12/6/2022	87.50
19576	The Farm	12/6/2022	300.00
19577	Thimble Sewciety	12/6/2022	1,060.00
19578	Timberdoodle.com	12/6/2022	1,160.65
19579	Tina M. Carter	12/6/2022	577.00
19580	Tonia Hemme Fine Art & Creations	12/6/2022	450.00
19581	TouchMath Acquisition LLC	12/6/2022	829.20
19582	United Conservatory of Music	12/6/2022	239.48
19583	Wendy DeRaud	12/6/2022	570.00
19584	Westside Elementary School District	12/6/2022	50,000.00
19585	Wild Hearts Adventure Co LLC	12/6/2022	300.00
19586	Lighthouse Therapy LLC	12/9/2022	53,638.21
19587	Voya Financial FBO CalSTRS Pension2	12/9/2022	15,313.00
19588	Abarca Group	12/14/2022	1,440.00
19589	Academics in a Box Incorporated	12/14/2022	173.70
19590	Alison Kelley	12/14/2022	780.00
19591	All About Learning Press, Inc.	12/14/2022	136.17
19592	Allard's Art Inc.	12/14/2022	588.00
19597	America's Kids Inc.	12/14/2022	15,603.54
19598	Amy Spano	12/14/2022	800.00
19599	Angelina Dimitrashuk	12/14/2022	160.00
19600	Arabic Homeschool LLC	12/14/2022	636.00
19601	Art of Problem Solving	12/14/2022	156.00
19602	Beautiful Feet Books, Inc.	12/14/2022	132.77
19603	Bojuka Ryu	12/14/2022	275.00
19605	BookShark	12/14/2022	7,893.24
19606	Boxing Strong	12/14/2022	350.00
19607	Braille Abilities, LLC	12/14/2022	4,236.40
19608	Brenda Myers	12/14/2022	1,450.00
19610	Brian Hammons Piano	12/14/2022	5,880.00
19611	BrightThinker	12/14/2022	146.14
19612	Brittany Guirell	12/14/2022	90.00

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19613	Bungalow Lane ALC, Inc	12/14/2022	400.00
19614	Bushido Kai Karate-do	12/14/2022	240.00
19615	C'est La Vie Arts	12/14/2022	280.00
19616	California Dental	12/14/2022	350.68
19617	Cen Cal Dance Academy	12/14/2022	292.00
19618	CenCal Youth Sports	12/14/2022	300.00
19619	Central California Gymnastics Institute Inc	12/14/2022	1,119.50
19620	Chamber Music Unbound	12/14/2022	75.00
19621	Cheryl A. Beyer	12/14/2022	440.00
19622	Clear Water Press	12/14/2022	259.63
19623	Coarsgold Kenpo Karate	12/14/2022	1,200.00
19624	Craig Daniel	12/14/2022	480.00
19625	Cullinan Education Center, Inc.	12/14/2022	780.00
19626	Dabble Art Center	12/14/2022	900.00
19627	Denise Nicholes	12/14/2022	925.00
19628	Dennis Murphy School of Music	12/14/2022	885.00
19629	Dethrone MMA	12/14/2022	749.95
19630	Diana Porter	12/14/2022	580.00
19631	Discount School Supply	12/14/2022	15.54
19632	Drivers Ed Direct	12/14/2022	117.00
19633	Dustin Arth	12/14/2022	418.54
19634	E-Therapy, LLC	12/14/2022	13,528.81
19635	Educational Development Corporation	12/14/2022	123.61
19636	Emily Catron	12/14/2022	60.23
19637	Enlightened Minds LLC	12/14/2022	32.50
19638	Erilynn Christiansen	12/14/2022	200.00
19639	Fagen Friedman & Fulfroost LLP	12/14/2022	2,151.50
19640	Fresno Fencing Academy	12/14/2022	260.00
19642	Fresno Music Academy & Arts	12/14/2022	4,276.00
19643	Galindo Kenpo Academy	12/14/2022	200.00
19644	Generation Genius, Inc.	12/14/2022	350.00
19645	GL Kenpo	12/14/2022	410.00
19646	Good Dirt Pottery Studio	12/14/2022	2,656.00
19647	Gymnastics Beat	12/14/2022	1,320.00
19648	Hidden Hills Ranch	12/14/2022	1,400.00
19649	Home Science Tools	12/14/2022	252.83
19650	Hooked on Phonics	12/14/2022	617.00
19651	Institute for Excellence in Writing	12/14/2022	600.17
19652	IXL Learning, Inc.	12/14/2022	529.00
19653	Jazz Fresno	12/14/2022	105.00
19654	Jessica Cromar	12/14/2022	240.00
19655	JMJ 21 Elite Basketball and MJ Soccer Club	12/14/2022	97.50
19656	Juli Jones	12/14/2022	1,205.00
19657	Just Dance	12/14/2022	1,185.00
19658	Kairos Learning Solutions	12/14/2022	960.00
19659	Katherine Talbot	12/14/2022	275.81
19660	Kathleen Scrivner	12/14/2022	42.06
19661	Kevin Freeman	12/14/2022	2,040.00
19662	Kimberly Schapansky	12/14/2022	268.56
19663	Kitchen Stewardship LLC	12/14/2022	149.95
19664	Kumon of Carmel	12/14/2022	1,034.00
19665	Lab Rat Academy	12/14/2022	480.00
19666	Laura Thiessen	12/14/2022	102.26
19667	Learning Without Tears	12/14/2022	58.40
19668	LEGO Education	12/14/2022	705.90
19669	Linda Odom	12/14/2022	140.00
19670	Little Passports	12/14/2022	181.07
19671	Logic of English	12/14/2022	135.44
19672	Lori Pope	12/14/2022	675.00

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19673	Macy Corby	12/14/2022	65.45
19674	Madella Stables LLC	12/14/2022	725.00
19675	Mandie's Cleaning Service	12/14/2022	200.00
19676	Martial Arts Institute	12/14/2022	125.00
19677	Math Crazy	12/14/2022	390.00
19678	Math-U-See Inc.	12/14/2022	565.28
19679	Maureen M. Solomon	12/14/2022	450.00
19680	Megapixels LLC	12/14/2022	1,337.00
19681	Melanie Sweet	12/14/2022	1,975.00
19682	Melissa Ens	12/14/2022	280.00
19683	Miaplaza Inc.	12/14/2022	239.60
19684	Michele Lafferre	12/14/2022	175.00
19685	Michelle Barnes	12/14/2022	400.00
19686	Molly C. Oliver	12/14/2022	2,460.00
19687	Moore's Martial Arts Clovis	12/14/2022	520.00
19688	Moving Beyond the Page	12/14/2022	319.83
19689	MoxieBox Art	12/14/2022	689.88
19690	Neil Boyer	12/14/2022	2,240.00
19691	Nessy Learning LLC	12/14/2022	286.00
19692	Nicole Medeiros	12/14/2022	110.00
19693	Outschool, Inc.	12/14/2022	725.00
19694	Pacific Martial Arts	12/14/2022	2,350.00
19695	Paul Niemand	12/14/2022	770.00
19697	Playground Training Academy, LLC	12/14/2022	3,675.50
19698	PRN Nursing Consultants LLC	12/14/2022	705.00
19699	Professional Tutors of America Inc.	12/14/2022	810.00
19703	Project Learn	12/14/2022	14,250.00
19704	Rainbow Resource Center	12/14/2022	1,725.38
19705	Rayford Shorin-Ryu	12/14/2022	390.00
19706	Reverent School of Movement LLC	12/14/2022	100.00
19707	Rich Oliver Racing, Inc.	12/14/2022	4,521.00
19708	Rob's Music Lessons	12/14/2022	120.00
19711	Roberta Chatman	12/14/2022	4,125.00
19712	Rojeski Student Support	12/14/2022	1,820.00
19713	Rose Music Studios LLC	12/14/2022	780.00
19714	Run Fierce Cencal Kids	12/14/2022	350.00
19715	San Benito Dance Academy	12/14/2022	70.00
19716	San Joaquin River Parkway and Conservation Trust	12/14/2022	30.00
19717	Sandy Torosian	12/14/2022	300.00
19718	Sara Maguire	12/14/2022	120.13
19719	Sarah Michelle Rebecca Russell	12/14/2022	60.00
19720	Schleeter's Academy of Martial Arts	12/14/2022	310.00
19721	Seesaw Learning, Inc	12/14/2022	1,800.00
19722	Shauna Fleuridor	12/14/2022	400.00
19723	Sheri Joyce	12/14/2022	342.34
19724	Sherry Dees	12/14/2022	1,260.00
19725	Shirley Winters Ballet	12/14/2022	191.00
19726	Simba School of Music	12/14/2022	500.00
19727	Simin Cruz	12/14/2022	120.00
19728	Snowcreek Athletic Club	12/14/2022	225.00
19729	Sona Atoyan	12/14/2022	100.00
19730	Starfall Education Foundation	12/14/2022	35.00
19731	Steinway Piano Gallery of Fresno	12/14/2022	2,205.00
19732	Studies Weekly	12/14/2022	129.41
19733	Susan Hancock	12/14/2022	140.00
19734	Talkbox.Mom, Inc.	12/14/2022	332.12
19735	Tanell Herbert	12/14/2022	11.13
19736	Teacher Synergy, LLC	12/14/2022	151.47
19737	The Advantage Group	12/14/2022	5,616.14

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19738	The Dance Center LLC	12/14/2022	4,852.45
19739	The Dance Studio 2	12/14/2022	64.00
19740	The Talk Team	12/14/2022	5,117.50
19741	Thimble Sewciety	12/14/2022	35.00
19742	Think Outside, LLC	12/14/2022	155.00
19743	Timberdoodle.com	12/14/2022	150.06
19744	Time4Learning	12/14/2022	595.00
19745	Transamerica	12/14/2022	1,154.66
19746	Trigger Memory Co.	12/14/2022	48.90
19747	Turnitin LLC	12/14/2022	1,980.00
19748	Ultimate Martial Arts Inc	12/14/2022	1,034.00
19749	United Conservatory of Music	12/14/2022	240.00
19750	Voice Advocacy Center	12/14/2022	1,200.00
19751	Wendy DeRaud	12/14/2022	180.00
19752	Westside Elementary School District	12/14/2022	50,000.00
19753	Wild Hearts Adventure Co LLC	12/14/2022	150.00
19754	WM Music Lessons	12/14/2022	60.00
19755	Wrightwood Education Studio LLC	12/14/2022	400.00
19756	Yuliya Hess	12/14/2022	1,350.00
19757	Zoom Video Communications Inc	12/14/2022	263.44
19758	Old Dominion Capital	12/16/2022	3,713.15
19760	America's Kids Inc.	12/20/2022	3,217.07
19761	CalSTRS	12/21/2022	1,050.21
19762	Abarca Group	12/22/2022	350.00
19763	Age of Learning Inc	12/22/2022	2,500.00
19764	Aldrich Services	12/22/2022	2,310.00
19765	Alison Kelley	12/22/2022	540.00
19766	All About Learning Press, Inc.	12/22/2022	778.43
19767	Amanda Perkins	12/22/2022	132.26
19769	America's Kids Inc.	12/22/2022	5,169.04
19770	Amy Guerrero	12/22/2022	10.32
19771	Anna Wilkinson	12/22/2022	747.26
19772	Ashley Nabavi	12/22/2022	82.50
19773	Beautiful Feet Books, Inc.	12/22/2022	449.12
19774	Bitsbox	12/22/2022	821.10
19775	BookShark	12/22/2022	1,086.44
19776	Boxing Strong	12/22/2022	175.00
19777	Brenda Myers	12/22/2022	100.00
19778	Brian Hammons Piano	12/22/2022	760.00
19779	C'est La Vie Arts	12/22/2022	770.00
19780	CARD - Center for Autism and Related Disorders, LLC	12/22/2022	2,088.45
19781	Carrie Stumpfhauser	12/22/2022	250.00
19782	Christina Schwarz	12/22/2022	91.63
19783	Christine Beltz	12/22/2022	1,000.00
19784	City of Marina	12/22/2022	690.00
19785	Coarsgold Kenpo Karate	12/22/2022	400.00
19786	Denise Nicholes	12/22/2022	300.00
19787	Dennis Murphy School of Music	12/22/2022	405.00
19788	E-Therapy, LLC	12/22/2022	6,471.64
19789	Effectual Educational Consulting Services	12/22/2022	19,536.70
19790	Elemental Science	12/22/2022	184.25
19791	Elizabeth Sanchez	12/22/2022	16.88
19792	Enlightened Minds LLC	12/22/2022	777.50
19793	Evan-Moor	12/22/2022	16.18
19794	Fresno School of Music	12/22/2022	202.00
19795	Generation Genius, Inc.	12/22/2022	125.00
19796	GL Kenpo	12/22/2022	160.00
19797	Guido's Martial Arts Academy	12/22/2022	1,484.50
19798	Gymnastics Beat	12/22/2022	1,721.40

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19799	HBCO LLC	12/22/2022	32.00
19800	Heather Hall	12/22/2022	34.75
19801	Hidden Hills Ranch	12/22/2022	1,200.00
19802	High School Math Live LLC	12/22/2022	390.00
19803	Hollywood Martial Arts Studio	12/22/2022	520.00
19804	Home Science Tools	12/22/2022	179.44
19805	Institute for Excellence in Writing	12/22/2022	1,692.79
19806	JackKris Publishing, LLC	12/22/2022	44.83
19807	Jacky Bertz	12/22/2022	112.39
19808	Janet Williams Group LLC	12/22/2022	319.00
19809	Jennifer Clymer	12/22/2022	112.86
19810	Jennifer Daddino	12/22/2022	92.00
19811	Jessica Knutson	12/22/2022	225.00
19812	Jonna Durst	12/22/2022	250.00
19813	Kathleen Scrivner	12/22/2022	61.69
19814	Katie Verrue	12/22/2022	2,400.00
19815	Kelly Pettitt	12/22/2022	44.75
19816	Kimberly Moore	12/22/2022	75.00
19817	Kimberly Schapansky	12/22/2022	210.00
19818	KiwiCo, Inc	12/22/2022	3,659.80
19819	Kumon of Carmel	12/22/2022	897.00
19820	Larry Jarocki	12/22/2022	250.00
19821	Law Office of Jennifer McQuarrie	12/22/2022	242.00
19822	Law Offices of Young, Minney, & Corr, LLP	12/22/2022	23,067.50
19823	LEGO Education	12/22/2022	146.22
19824	Lindsey Warren-Kaup	12/22/2022	37.27
19825	Lori Pope	12/22/2022	110.00
19826	Madella Stables LLC	12/22/2022	330.00
19827	Margo Sue	12/22/2022	64.50
19828	Maria A. Lazo	12/22/2022	45.00
19829	Math Crazy	12/22/2022	600.00
19830	Math-U-See Inc.	12/22/2022	523.54
19831	Melanie Sweet	12/22/2022	160.00
19832	Michelle Barnes	12/22/2022	380.00
19833	Michelle Egoroy	12/22/2022	21.26
19834	Monarch River Academy	12/22/2022	78,223.36
19835	Monterey Bay Taekwondo Academy	12/22/2022	555.00
19836	Nayoung Ryoo	12/22/2022	140.00
19837	Nessy Learning LLC	12/22/2022	572.00
19838	Northwest Studio for Ballet	12/22/2022	320.00
19839	Oak Meadow Inc.	12/22/2022	386.46
19840	Outschool, Inc.	12/22/2022	870.00
19841	Playground Training Academy, LLC	12/22/2022	140.00
19842	Project Learn	12/22/2022	1,500.00
19843	Rachel Kreider	12/22/2022	450.00
19844	Rainbow Resource Center	12/22/2022	847.17
19845	Rich Oliver Racing, Inc.	12/22/2022	389.00
19846	Richard Koogler	12/22/2022	677.63
19847	Roberta Chatman	12/22/2022	40.00
19848	Sandy Torosian	12/22/2022	30.00
19849	Savvas Learning Company LLC	12/22/2022	613.14
19850	Shiloh Mininger	12/22/2022	1,349.00
19851	Shirley Winters Ballet	12/22/2022	856.00
19852	Sondra White	12/22/2022	86.25
19853	Stacy Burns	12/22/2022	12.10
19854	Steinway Piano Gallery of Fresno	12/22/2022	238.66
19855	Studies Weekly	12/22/2022	97.24
19856	Susan Hancock	12/22/2022	90.00
19857	Susan Mason	12/22/2022	480.00

Yosemite Valley Charter School

Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
19858	T-Mobile	12/22/2022	120.00
19859	Talkbox.Mom, Inc.	12/22/2022	113.37
19860	Teacher Synergy, LLC	12/22/2022	208.96
19861	Terrific Tutors - Michelle Arciniega	12/22/2022	680.00
19862	The Advantage Group	12/22/2022	398.00
19863	The Dance Company	12/22/2022	782.00
19864	The Wahine Project	12/22/2022	250.00
19865	Timberdoodle.com	12/22/2022	84.95
19866	TouchMath Acquisition LLC	12/22/2022	93.26
19867	Ultimate Martial Arts Inc	12/22/2022	169.00
19869	United Conservatory of Music	12/22/2022	6,880.00
19870	Verizon Wireless	12/22/2022	1,892.29
19871	Vikki Shumaker	12/22/2022	87.63
19873	Wendy DeRaud	12/22/2022	2,460.00
19874	Westside Elementary School District	12/22/2022	50,000.00
19875	Will Aylsworth	12/22/2022	704.00
19876	WM Music Lessons	12/22/2022	850.00
19877	Voya Financial FBO CalSTRS Pension2	12/22/2022	8,987.00
19878	Fresno County Office of Education	12/23/2022	306,962.19
19879	Fresno County Office of Education	12/23/2022	655.00
ACH	Divvy Pay	12/7/2022	22,474.95
ACH	Employment Development Department (EDD)	12/12/2022	132.03
ACH	Employment Development Department (EDD)	12/12/2022	28,452.88
ACH	Internal Revenue Service	12/12/2022	57,861.61
ACH	Divvy Pay	12/14/2022	40,702.75
ACH	Divvy Pay	12/21/2022	49,798.30
ACH	Employment Development Department (EDD)	12/27/2022	80.03
ACH	Employment Development Department (EDD)	12/27/2022	29,106.53
ACH	Internal Revenue Service	12/27/2022	59,484.02
ACH	Divvy Pay	12/28/2022	13,610.69
ACH	Charter Impact, Inc.	12/6/2022	47,133.00
ACH	Charter Impact, Inc.	12/6/2022	1,863.00
ACH	Charter Impact, Inc.	12/14/2022	1,863.00
ACH	AATK2, LLC	12/16/2022	5,208.34

Total Disbursements Issued in August \$ 2,380,047.13

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
19024	All About Learning Press, Inc.	11/2/2022	\$ 237.44
19025	Dance Explosion	11/2/2022	45.00
19026	Guido's Martial Arts Academy	11/2/2022	1,212.00
19027	Pacific Martial Arts	11/2/2022	1,799.70
19028	Sondra White	11/2/2022	52.47
19029	Stacey Preach	11/2/2022	251.55
19030	Allyson Huntington	11/3/2022	257.69
19031	Amanda Perkins	11/3/2022	21.04
19032	Amy Heinrichs	11/3/2022	169.31
19033	Axia Group	11/3/2022	249,580.00
19034	Blue Shield of California	11/3/2022	169,828.64
19035	Brittany Christensen	11/3/2022	89.00
19036	Brooke Bell	11/3/2022	21.12
19037	Christianna Adams Fuller	11/3/2022	116.50
19038	Christina Schwarz	11/3/2022	142.18
19039	Courtney Hernandez	11/3/2022	306.81
19040	eDynamic Learning	11/3/2022	85.00
19041	Elise McDonald	11/3/2022	193.62
19042	Emily Catron	11/3/2022	62.13
19043	Erin Soares	11/3/2022	95.00
19044	Gateway Ice Center	11/3/2022	160.00
19045	Jennifer Clymer	11/3/2022	21.99
19046	Kara Smith	11/3/2022	232.38
19047	Karla Suarez	11/3/2022	219.88
19048	Katherine Talbot	11/3/2022	283.88
19049	Kathleen Scrivner	11/3/2022	101.06
19050	Kimberly Moore	11/3/2022	83.37
19051	Kristen Rhodes	11/3/2022	53.24
19052	Kristin Cirricione	11/3/2022	61.75
19053	Megan Dorais	11/3/2022	19.13
19054	Megan Kilgore	11/3/2022	40.36
19055	Megan Liang	11/3/2022	21.12
19056	Michelle Egoroy	11/3/2022	39.86
19057	Michelle Hill	11/3/2022	14.25
19058	Monarch River Academy	11/3/2022	206,866.66
19059	Mr. D Math, LLC	11/3/2022	394.00
19060	Mutual of Omaha	11/3/2022	2,885.23
19061	Principal Life Insurance Company	11/3/2022	11,695.54
19062	Sarah Martinez	11/3/2022	21.20
19063	Sherilyn Collins	11/3/2022	200.88
19064	Sondra White	11/3/2022	186.73
19065	Specialized Therapy Services, Inc	11/3/2022	112.50
19066	SpiritHorse Connections	11/3/2022	540.00
19067	The English Learner Group, Inc.	11/3/2022	11,812.50
19068	Westside Elementary School District	11/3/2022	50,000.00
19069	Wilkinson Hadley King & Co. LLP	11/3/2022	3,900.00
19070	Voya Financial FBO CalSTRS Pension2	11/7/2022	9,299.00
19071	Aldrich Services	11/8/2022	360.00
19072	Anna Wilkinson	11/8/2022	21.04
19073	BookShark	11/8/2022	12.39
19074	Brave Writer LLC	11/8/2022	253.95
19075	BYU Independent Study	11/8/2022	265.00
19076	Carrie Stumpfhauser	11/8/2022	250.00
19077	Discount School Supply	11/8/2022	867.75
19078	Educational Development Corporation	11/8/2022	214.75
19079	Fidelity Security Life Insurance Co.	11/8/2022	1,657.76
19080	Gracie Jiu-Jitsu Clovis	11/8/2022	120.00
19081	High School Math Live LLC	11/8/2022	100.00
19082	Imagine Learning LLC	11/8/2022	6,500.00

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
19083	Institute for Excellence in Writing	11/8/2022	54.13
19084	Janet Williams Group LLC	11/8/2022	319.00
19085	Jennifer Falco	11/8/2022	47.27
19086	Jonna Durst	11/8/2022	250.00
19087	Kaiser Foundation Health Plan	11/8/2022	3,979.53
19088	Katie Millikan	11/8/2022	204.63
19089	Kimberly Souder	11/8/2022	21.20
19090	Kristine Stevens	11/8/2022	101.25
19091	Larry Jarocki	11/8/2022	250.00
19092	Laura Bartram	11/8/2022	234.76
19093	Little Passports	11/8/2022	1,223.04
19094	Marcia Maunder	11/8/2022	240.63
19095	McColgan & Associates Inc.	11/8/2022	3,022.50
19096	Michelene Fitzgerald	11/8/2022	293.73
19097	Monarch River Academy	11/8/2022	280,122.68
19098	Patrick Ketter	11/8/2022	2,087.74
19099	Rainbow Resource Center	11/8/2022	321.88
19100	Richard Koogler	11/8/2022	1,213.44
19101	Sheila Walsh	11/8/2022	297.25
19102	Shiller Learning	11/8/2022	829.25
19103	Studies Weekly	11/8/2022	129.45
19104	Tanell Herbert	11/8/2022	86.50
19105	Teacher Synergy, LLC	11/8/2022	371.10
19106	Time4Learning	11/8/2022	239.40
19107	United Conservatory of Music	11/8/2022	160.00
19108	Westside Elementary School District	11/8/2022	50,000.00
19109	Zoom Video Communications Inc	11/8/2022	36.46
19110	Guido's Martial Arts Academy	11/14/2022	296.00
19111	Karla Bell	11/15/2022	232.95
19112	Shiloh Hellman	11/15/2022	149.29
19113	Bria Ledesma	11/15/2022	446.40
19114	Damien Phillips	11/15/2022	157.23
19115	Shirin Schneider	11/15/2022	328.42
19116	Moncerat Talamante	11/15/2022	23.72
19117	A.C.E.S. Interpreting Services	11/17/2022	120.00
19118	Aldrich Services	11/17/2022	108.00
19119	All About Learning Press, Inc.	11/17/2022	816.62
19120	Allard's Art Inc.	11/17/2022	133.00
19121	Amanda Perkins	11/17/2022	243.00
19122	America's Kids Inc.	11/17/2022	3,452.75
19123	Angelina Dimitrashuk	11/17/2022	160.00
19124	Art of Problem Solving	11/17/2022	359.20
19125	Ashley Nabavi	11/17/2022	290.01
19126	Beautiful Feet Books, Inc.	11/17/2022	259.19
19127	BookShark	11/17/2022	1,323.30
19128	Brave Writer LLC	11/17/2022	357.90
19131	Break the Barriers, Inc	11/17/2022	25,497.50
19132	Brenda Myers	11/17/2022	350.00
19133	Brian Hammons Piano	11/17/2022	280.00
19134	BrightThinker	11/17/2022	373.47
19135	Brittany Guirell	11/17/2022	300.00
19136	C'est La Vie Arts	11/17/2022	140.00
19137	Cen Cal Dance Academy	11/17/2022	224.00
19138	Central California Gymnastics Institute Inc	11/17/2022	1,119.50
19139	Cheryl A. Beyer	11/17/2022	1,480.00
19140	Children's Musical Theaterworks	11/17/2022	300.00
19141	Coastline Automation, Inc.	11/17/2022	439.00
19142	Dance Explosion	11/17/2022	235.00
19143	Denise Nicholes	11/17/2022	340.00

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
19144	Dennis Murphy School of Music	11/17/2022	90.00
19145	Discount School Supply	11/17/2022	50.86
19146	TALA000	11/17/2022	17,040.80
19147	Elite Dance Academy	11/17/2022	125.00
19148	Ereflect Pty Ltd	11/17/2022	201.00
19149	Eriylne Christiansen	11/17/2022	300.00
19150	Evan-Moor	11/17/2022	206.97
19151	Fagen Friedman & Fulfroost LLP	11/17/2022	2,640.50
19152	Flying Colors Dance	11/17/2022	617.50
19153	Fresno Fencing Academy	11/17/2022	730.00
19154	Fresno State	11/17/2022	700.00
19155	Fuel Education c/o K12 Management	11/17/2022	900.00
19156	Gateway Ice Center	11/17/2022	320.00
19157	Generation Genius, Inc.	11/17/2022	550.00
19158	Good Dirt Pottery Studio	11/17/2022	716.00
19160	Hidden Hills Ranch	11/17/2022	15,270.00
19161	History Unboxed LLC	11/17/2022	750.69
19162	Home Science Tools	11/17/2022	247.33
19163	Institute for Excellence in Writing	11/17/2022	203.07
19164	JackKris Publishing, LLC	11/17/2022	23.99
19165	Janell Christensen	11/17/2022	110.63
19166	Janet Williams Group LLC	11/17/2022	638.00
19167	Jennifer Clymer	11/17/2022	270.79
19168	JMJ 21 Elite Basketball and MJ Soccer Club	11/17/2022	392.50
19169	Jonathan Quijas	11/17/2022	1,989.00
19170	Juli Jones	11/17/2022	1,390.00
19171	Just Dance	11/17/2022	1,285.00
19172	Kaiser Foundation Health Plan	11/17/2022	46,543.31
19173	Katherine Talbot	11/17/2022	221.75
19174	Kids Club Spanish School LLC	11/17/2022	815.00
19175	KiwiCo, Inc	11/17/2022	8,586.10
19176	Kumon Center of Clovis	11/17/2022	600.00
19177	Lab Rat Academy	11/17/2022	1,041.25
19178	Laura Thiessen	11/17/2022	187.50
19179	Learning Without Tears	11/17/2022	51.28
19180	Linda Odom	11/17/2022	240.00
19181	Logic of English	11/17/2022	78.84
19182	Lori Pope	11/17/2022	110.00
19183	Madella Stables LLC	11/17/2022	520.00
19184	Mandie's Cleaning Service	11/17/2022	200.00
19185	Martial Arts Institute	11/17/2022	125.00
19186	Mary Callagy	11/17/2022	850.00
19187	Math Crazy	11/17/2022	195.00
19188	Math-U-See Inc.	11/17/2022	1,130.33
19189	McGraw-Hill, LLC	11/17/2022	154.99
19190	McRuffy Press LLC	11/17/2022	997.45
19191	Melissa Ens	11/17/2022	280.00
19192	Mercurius Inc.	11/17/2022	29.23
19193	Michele Lafferre	11/17/2022	140.00
19194	Michelle Buchanan	11/17/2022	360.00
19195	Molly C. Oliver	11/17/2022	540.00
19196	Monarch River Academy	11/17/2022	531.00
19197	Moore's Martial Arts Clovis	11/17/2022	130.00
19198	Moving Beyond the Page	11/17/2022	1,094.57
19199	Mr. D Math, LLC	11/17/2022	197.00
19200	N2Y, LLC	11/17/2022	590.68
19201	Nayoung Ryoo	11/17/2022	140.00
19202	Nessy Learning LLC	11/17/2022	1,033.00
19203	NewPath Learning	11/17/2022	24.95

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
19204	Nicole Medeiros	11/17/2022	165.00
19205	Nicole the Math Lady LLC	11/17/2022	79.00
19206	Notable Inc	11/17/2022	396.00
19207	Oak Meadow Inc.	11/17/2022	994.78
19208	Outschool, Inc.	11/17/2022	558.00
19209	Pacific Martial Arts	11/17/2022	450.00
19212	Patricia Shubeck	11/17/2022	5,670.00
19215	Playground Training Academy, LLC	11/17/2022	4,942.00
19216	Professional Tutors of America Inc.	11/17/2022	720.00
19217	Rachel Robbins	11/17/2022	160.00
19218	Rainbow Resource Center	11/17/2022	1,667.46
19219	Rebecca Bennett	11/17/2022	262.50
19220	Reverent School of Movement LLC	11/17/2022	125.00
19221	Rich Oliver Racing, Inc.	11/17/2022	2,075.00
19222	Richard Koogler	11/17/2022	604.79
19224	Roberta Chatman	11/17/2022	1,785.00
19225	San Benito Dance Academy	11/17/2022	70.00
19226	Sandy Torosian	11/17/2022	180.00
19227	Sarah Michelle Rebecca Russell	11/17/2022	90.00
19228	Schleeter's Academy of Martial Arts	11/17/2022	960.00
19229	Shauna Fleuridor	11/17/2022	700.00
19230	Sherilyn Collins	11/17/2022	43.38
19231	Shiller Learning	11/17/2022	193.39
19232	Shirley Winters Ballet	11/17/2022	244.00
19233	Simin Cruz	11/17/2022	120.00
19234	Singapore Math, Inc.	11/17/2022	69.84
19235	Studies Weekly	11/17/2022	615.16
19236	Susan Hancock	11/17/2022	360.00
19237	T-Mobile	11/17/2022	120.00
19238	Teacher Synergy, LLC	11/17/2022	570.03
19239	Teaching Textbooks	11/17/2022	519.97
19240	Terrific Tutors - Michelle Arciniega	11/17/2022	1,170.00
19241	The Dance Center LLC	11/17/2022	1,458.88
19242	Think Outside, LLC	11/17/2022	417.85
19243	Time4Learning	11/17/2022	600.00
19244	Tina M. Carter	11/17/2022	423.00
19245	Tutoring Club	11/17/2022	270.00
19246	Ultimate Martial Arts Inc	11/17/2022	318.00
19247	Wendy DeRaud	11/17/2022	1,440.00
19248	Westside Elementary School District	11/17/2022	50,000.00
19249	Williamsburg Learning	11/17/2022	1,500.00
19250	Wonder Crate	11/17/2022	201.63
19251	World Languages Institute	11/17/2022	220.00
19252	Wrightwood Education Studio LLC	11/17/2022	400.00
19253	Young Music, LLC	11/17/2022	84.00
19254	Zoom Video Communications Inc	11/17/2022	7,534.95
19255	Voya Financial FBO CalSTRS Pension2	11/22/2022	9,049.00
19256	Abarca Group	11/23/2022	1,930.00
19257	Aldrich Services	11/23/2022	55.00
19258	All About Learning Press, Inc.	11/23/2022	934.38
19259	Allyson Huntington	11/23/2022	295.94
19260	Amanda Perkins	11/23/2022	437.00
19266	America's Kids Inc.	11/23/2022	17,386.63
19267	Amy Guerrero	11/23/2022	70.76
19268	Amy Heinrichs	11/23/2022	176.56
19269	Amy Spano	11/23/2022	800.00
19270	Anna Wilkinson	11/23/2022	29.56
19271	ARIEL Theatrical	11/23/2022	200.00
19272	Barbara Cook	11/23/2022	71.38

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
19273	Beautiful Feet Books, Inc.	11/23/2022	170.40
19274	Bojuka Ryu	11/23/2022	275.00
19275	BookShark	11/23/2022	508.12
19277	Break the Barriers, Inc	11/23/2022	9,890.00
19278	Brenda Myers	11/23/2022	1,250.00
19280	Brian Hammons Piano	11/23/2022	6,420.00
19281	BrightThinker	11/23/2022	589.97
19282	Bushido Kai Karate-do	11/23/2022	240.00
19283	CARD - Center for Autism and Related Disorders, LLC	11/23/2022	3,575.10
19284	Chamber Music Unbound	11/23/2022	262.50
19285	Christianna Adams Fuller	11/23/2022	184.19
19286	CM School Supply Inc	11/23/2022	33.28
19287	Cornerstone Dance	11/23/2022	582.00
19288	Craig Daniel	11/23/2022	200.00
19289	Cullinan Education Center, Inc.	11/23/2022	520.00
19290	Dayna Hopkins	11/23/2022	866.13
19291	Denise Nicholes	11/23/2022	2,150.00
19292	Department of Justice	11/23/2022	64.00
19293	DeRoche LLC	11/23/2022	453.00
19294	Dolce Dance Studio	11/23/2022	730.00
19295	Dustin Arth	11/23/2022	585.00
19296	Edmentum Inc	11/23/2022	295.00
19297	eDynamic Learning	11/23/2022	170.00
19298	Elite Dance Academy	11/23/2022	125.00
19299	Elizabeth Harmlin	11/23/2022	802.82
19300	Emily Catron	11/23/2022	168.38
19301	Enlightened Minds LLC	11/23/2022	390.00
19302	Erin Soares	11/23/2022	226.25
19303	Fresno Fencing Academy	11/23/2022	905.00
19305	Fresno Music Academy & Arts	11/23/2022	4,804.00
19306	Generation Genius, Inc.	11/23/2022	125.00
19307	GL Kenpo	11/23/2022	1,640.00
19308	Goodfellow Occupational Therapy, Inc.	11/23/2022	1,030.00
19309	Guido's Martial Arts Academy	11/23/2022	2,166.00
19310	Heather Hall	11/23/2022	170.50
19311	Heidi Parkin	11/23/2022	183.63
19312	Home Science Tools	11/23/2022	78.34
19313	Hope, Horses & Kids	11/23/2022	70.00
19314	Institute for Excellence in Writing	11/23/2022	216.58
19315	JackKris Publishing, LLC	11/23/2022	43.68
19316	Jazz Fresno	11/23/2022	420.00
19317	Jennifer Clymer	11/23/2022	372.59
19318	Jennifer Daddino	11/23/2022	109.67
19319	Jennifer McQuarrie	11/23/2022	209.00
19320	JMJ 21 Elite Basketball and MJ Soccer Club	11/23/2022	97.50
19321	Juli Jones	11/23/2022	140.00
19322	Just Dance	11/23/2022	1,435.00
19323	Kelly Pettit	11/23/2022	46.50
19324	Kevin Freeman	11/23/2022	260.00
19325	Kim Patterson	11/23/2022	412.38
19326	Kristen Karr	11/23/2022	35.53
19327	Kristen Rhodes	11/23/2022	29.38
19328	Kristin Cirricione	11/23/2022	32.94
19329	Kristina Emig	11/23/2022	279.69
19330	Kumon of Carmel	11/23/2022	945.00
19331	Laura Bartram	11/23/2022	12.00
19332	Learning Without Tears	11/23/2022	51.00
19333	Lighthouse Therapy LLC	11/23/2022	52,035.99
19334	Lincoln Learning Solutions	11/23/2022	300.00

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
19335	Lindsey Warren-Kaup	11/23/2022	217.75
19336	Logic of English	11/23/2022	57.35
19337	Lori Boles	11/23/2022	421.38
19338	Lorie Hochberg	11/23/2022	211.75
19339	Macy Corby	11/23/2022	174.06
19340	Madella Stables LLC	11/23/2022	40.00
19341	Math Crazy	11/23/2022	715.00
19342	Math-U-See Inc.	11/23/2022	416.83
19343	McGraw-Hill, LLC	11/23/2022	746.66
19344	Megan Dorais	11/23/2022	2,510.31
19345	Megan Kilgore	11/23/2022	159.69
19346	Melanie Sweet	11/23/2022	2,570.00
19347	Michele Lafferre	11/23/2022	420.00
19348	Michelle Egoroy	11/23/2022	99.77
19349	Michelle Elrod	11/23/2022	7.26
19350	Molly C. Oliver	11/23/2022	2,475.00
19351	Monarch River Academy	11/23/2022	136.00
19352	Monterey Bay Taekwondo Academy	11/23/2022	555.00
19353	Natalie Douty	11/23/2022	21.58
19354	Nayoung Ryoo	11/23/2022	420.00
19355	Neil Boyer	11/23/2022	2,796.00
19356	Oak Meadow Inc.	11/23/2022	719.21
19357	Outschool, Inc.	11/23/2022	589.00
19358	Pacific Martial Arts	11/23/2022	1,900.00
19359	Paul Niemand	11/23/2022	1,085.00
19360	Phantom Virtual LLC	11/23/2022	134.00
19361	Phonak, LLC	11/23/2022	3,004.95
19364	Playground Training Academy, LLC	11/23/2022	5,905.50
19369	Project Learn	11/23/2022	31,800.00
19370	Rachael Jantzen	11/23/2022	50.63
19371	Rainbow Resource Center	11/23/2022	691.68
19372	Rayford Shorin-Ryu	11/23/2022	65.00
19373	Reading Horizons	11/23/2022	433.40
19374	Rebekah Richardson	11/23/2022	230.75
19375	Richard Merrill	11/23/2022	77.00
19376	Robert Melendez	11/23/2022	120.00
19377	Roberta Chatman	11/23/2022	215.00
19378	Rojeski Student Support	11/23/2022	2,120.00
19379	Rose Music Studios LLC	11/23/2022	900.00
19380	Roxi Slakey	11/23/2022	167.63
19381	San Benito Dance Academy	11/23/2022	70.00
19382	San Joaquin River Parkway and Conservation Trust	11/23/2022	30.00
19383	Sara Maguire	11/23/2022	256.88
19384	Savvas Learning Company LLC	11/23/2022	664.33
19385	Sheila Walsh	11/23/2022	94.13
19386	Sheri Joyce	11/23/2022	60.00
19387	Shiloh Mininger	11/23/2022	1,349.00
19388	Shirley Winters Ballet	11/23/2022	938.00
19389	Signing Online	11/23/2022	150.00
19390	Simin Cruz	11/23/2022	600.00
19391	Sona Atoyan	11/23/2022	100.00
19392	Sondra White	11/23/2022	241.37
19393	Specialized Therapy Services, Inc	11/23/2022	1,222.50
19394	Stacey Munro	11/23/2022	242.88
19395	Steinway Piano Gallery of Fresno	11/23/2022	1,610.00
19396	Susan Hancock	11/23/2022	975.00
19397	Susan Mason	11/23/2022	960.00
19398	Teacher Synergy, LLC	11/23/2022	359.39
19399	Teaching Textbooks	11/23/2022	110.16

Yosemite Valley Charter School

Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
19400	Teresa Jacobsen	11/23/2022	324.44
19401	The Advantage Group	11/23/2022	5,877.28
19403	The Dance Center LLC	11/23/2022	6,491.55
19404	The Dance Company	11/23/2022	120.00
19405	The Dance Studio 2	11/23/2022	64.00
19406	The Talk Team	11/23/2022	6,425.00
19407	Timberdoodle.com	11/23/2022	504.11
19408	Traci Brisendine	11/23/2022	192.91
19409	Transamerica	11/23/2022	1,051.26
19410	Ultimate Martial Arts Inc	11/23/2022	1,412.00
19411	UMass Global	11/23/2022	550.00
19413	United Conservatory of Music	11/23/2022	5,760.00
19414	Verizon Wireless	11/23/2022	1,991.82
19415	Vikki Shumaker	11/23/2022	139.01
19416	Voice Advocacy Center	11/23/2022	400.00
19417	Voyager Sopris Learning	11/23/2022	115.99
19419	Wendy DeRaud	11/23/2022	2,580.00
19420	Westside Elementary School District	11/23/2022	50,000.00
19421	Will Aylsworth	11/23/2022	1,056.00
19422	WM Music Lessons	11/23/2022	1,450.00
19423	World Languages Institute	11/23/2022	220.00
19424	Yessenia Medina	11/23/2022	291.81
19425	Old Dominion Capital	11/28/2022	3,713.15
ACH	Divvy Pay	11/2/2022	25,275.66
ACH	Divvy Pay	11/9/2022	25,566.74
ACH	Employment Development Department (EDD)	11/14/2022	410.10
ACH	Employment Development Department (EDD)	11/14/2022	31,044.01
ACH	Internal Revenue Service	11/14/2022	63,105.94
ACH	Employment Development Department (EDD)	11/15/2022	167.20
ACH	Employment Development Department (EDD)	11/15/2022	3,122.87
ACH	Internal Revenue Service	11/15/2022	12,602.75
ACH	Divvy Pay	11/16/2022	22,335.17
ACH	Divvy Pay	11/23/2022	29,789.39
ACH	Employment Development Department (EDD)	11/25/2022	236.01
ACH	Employment Development Department (EDD)	11/25/2022	29,902.88
ACH	Internal Revenue Service	11/25/2022	60,797.41
ACH	Divvy Pay	11/30/2022	3,973.56
ACH	Charter Impact, Inc.	11/3/2022	184.24
ACH	Charter Impact, Inc.	11/3/2022	150.00
ACH	Charter Impact, Inc.	11/3/2022	64,499.00
ACH	Charter Impact, Inc.	11/8/2022	1,108.75
ACH	AATK2, LLC	11/28/2022	5,208.34

Total Disbursements Issued in August \$ 2,005,417.47

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Triumph Academy	TA-YVCS	6/30/2020	6/30/2020	\$ -	\$ -	\$ -	\$ -	\$ 6,572	\$ 6,572
Granite Mountain Charter School	GMCS-YVCS	6/30/2020	6/30/2020	-	-	-	-	196,872	196,872
Kimberly Souder	SOUND083122	8/31/2022	8/31/2022	231	-	-	-	-	231
Westside Elementary School District	91422	9/14/2022	9/14/2022	290,460	-	-	-	-	290,460
Jennifer Vernon	VERN091522	9/15/2022	9/15/2022	62	-	-	-	-	62
Lisa Peters	PETE093022	9/30/2022	9/30/2022	168	-	-	-	-	168
Lori Boles	BOLE100122-01	10/1/2022	10/1/2022	416	-	-	-	-	416
April Glauner	GLAU101422	10/14/2022	10/14/2022	138	-	-	-	-	138
April Glauner	GLAU101422-01	10/14/2022	10/14/2022	64	-	-	-	-	64
Marcia Maunder	MAUN101422	10/14/2022	10/14/2022	77	-	-	-	-	77
Kristine Stevens	STEV101422	10/14/2022	10/14/2022	201	-	-	-	-	201
Rebekah Richardson	RICH101422	10/14/2022	10/14/2022	90	-	-	-	-	90
Jennifer Vernon	VERN101522	10/15/2022	10/15/2022	28	-	-	-	-	28
Laura Thiessen	THIE101522	10/15/2022	10/15/2022	78	-	-	-	-	78
Lisa Ornta	ORNT101522	10/15/2022	10/15/2022	79	-	-	-	-	79
Margo Sue	SUEX101722-01	10/17/2022	10/17/2022	19	-	-	-	-	19
Margo Sue	SUEX101722	10/17/2022	10/17/2022	49	-	-	-	-	49
Teresa Jacobsen	JACO102022	10/20/2022	10/20/2022	88	-	-	-	-	88
Natalie Douty	DOUT102622	10/26/2022	10/26/2022	96	-	-	-	-	96
Dayna Hopkins	HOPK103122	10/31/2022	10/31/2022	504	-	-	-	-	504
Amy Heinrichs	HEIN103122	10/31/2022	10/31/2022	191	-	-	-	-	191
Kimberly Moore	MOOR103122	10/31/2022	10/31/2022	98	-	-	-	-	98
McGraw-Hill, LLC	125504218001	10/1/2022	10/31/2022	(24)	-	-	-	-	(24)
Elizabeth Sanchez	SANC103122	10/31/2022	10/31/2022	47	-	-	-	-	47
Lisa Peters	PETE103122	10/31/2022	10/31/2022	230	-	-	-	-	230
Michelle Egoroy	EGOR103122	10/31/2022	10/31/2022	44	-	-	-	-	44
Stacey Munro	MUNR103122-01	10/31/2022	10/31/2022	31	-	-	-	-	31
Tanell Herbert	HERB103122	10/31/2022	10/31/2022	86	-	-	-	-	86
Vikki Shumaker	SHUM103122	10/31/2022	10/31/2022	92	-	-	-	-	92
Rachael Jantzen	JANT110422	11/4/2022	11/4/2022	42	-	-	-	-	42
Monarch River Academy	SO010YVC	11/10/2022	11/10/2022	206,867	-	-	-	-	206,867
Monarch River Academy	SP0922YVC	11/10/2022	11/10/2022	78,193	-	-	-	-	78,193
Michelle Elrod	ELRO111022	11/10/2022	11/10/2022	33	-	-	-	-	33
Jillian Johnson	JOHN111022	11/10/2022	11/10/2022	22	-	-	-	-	22
McColgan & Associates Inc.	4769	11/10/2022	11/10/2022	4,711	-	-	-	-	4,711
Monarch River Academy	HQT1022YVC	11/11/2022	11/11/2022	70,051	-	-	-	-	70,051
Sherilyn Collins	COLL111222	11/12/2022	11/12/2022	18	-	-	-	-	18
Silicon Valley High School Inc.	50-7394	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7431	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7397	11/14/2022	11/14/2022	125	-	-	-	-	125
Kristen Rhodes	RHOD111422	11/14/2022	11/14/2022	70	-	-	-	-	70
Silicon Valley High School Inc.	50-7402	11/14/2022	11/14/2022	625	-	-	-	-	625
Silicon Valley High School Inc.	50-7407	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc.	50-7410	11/14/2022	11/14/2022	500	-	-	-	-	500
Silicon Valley High School Inc.	50-7412	11/14/2022	11/14/2022	125	-	-	-	-	125

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Silicon Valley High School Inc.	50-7413	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7415	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7420	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc.	50-7421	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7426	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7427	11/14/2022	11/14/2022	125	-	-	-	-	125
Jennifer Vernon	VERN111422	11/14/2022	11/14/2022	20	-	-	-	-	20
Silicon Valley High School Inc.	50-7391	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7393	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7409	11/14/2022	11/14/2022	125	-	-	-	-	125
Courtney Hernandez	HERN111422	11/14/2022	11/14/2022	153	-	-	-	-	153
Silicon Valley High School Inc.	50-7390	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc.	50-7396	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7399	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc.	50-7400	11/14/2022	11/14/2022	250	-	-	-	-	250
Christina Schwarz	SCHW111422	11/14/2022	11/14/2022	239	-	-	-	-	239
Silicon Valley High School Inc.	50-7401	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc.	50-7404	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc.	50-7406	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7414	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7416	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc.	50-7417	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7419	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7424	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7425	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc.	50-7430	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc.	50-7389	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7398	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc.	50-7403	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7411	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc.	50-7422	11/14/2022	11/14/2022	500	-	-	-	-	500
Silicon Valley High School Inc.	50-7423	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7392	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7395	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7405	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc.	50-7408	11/14/2022	11/14/2022	1,000	-	-	-	-	1,000
Silicon Valley High School Inc.	50-7418	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc.	50-7428	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc.	50-7429	11/14/2022	11/14/2022	125	-	-	-	-	125
Patrick Ketter	PATR111422	11/14/2022	11/14/2022	717	-	-	-	-	717
Kristin Cirricione	CIRR111422	11/14/2022	11/14/2022	32	-	-	-	-	32
Brave Writer LLC	52083-P032	11/14/2022	11/14/2022	10	-	-	-	-	10
Rebekah Richardson	RICH111522	11/15/2022	11/15/2022	185	-	-	-	-	185
Heidi Parkin	PARK111522	11/15/2022	11/15/2022	198	-	-	-	-	198
Christianna Adams Fuller	FULL111522	11/15/2022	11/15/2022	315	-	-	-	-	315

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Roxi Slakey	SLAK111522	11/15/2022	11/15/2022	262	-	-	-	-	262
Erin Soares	SOAR111522	11/15/2022	11/15/2022	226	-	-	-	-	226
Janell Christensen	CHRI111522	11/15/2022	11/15/2022	146	-	-	-	-	146
Sara Maguire	MAGU111522	11/15/2022	11/15/2022	93	-	-	-	-	93
Sheila Walsh	WALS111522	11/15/2022	11/15/2022	216	-	-	-	-	216
Jillian Johnson	JOHN111522	11/15/2022	11/15/2022	100	-	-	-	-	100
Traci Brisendine	BRIS111522	11/15/2022	11/15/2022	188	-	-	-	-	188
Big Little Ones, LLC	00052	11/16/2022	11/16/2022	40	-	-	-	-	40
McGraw-Hill, LLC	125696087001	10/20/2022	11/19/2022	(48)	-	-	-	-	(48)
T-Mobile	TMOB110622-7747	11/6/2022	11/26/2022	197	-	-	-	-	197
Teacher Synergy, LLC	211023158	11/7/2022	11/28/2022	10	-	-	-	-	10
BYU Independent Study	DCE-00012949	11/2/2022	12/2/2022	(145)	-	-	-	-	(145)
The Talk Team	112217	11/3/2022	12/3/2022	705	-	-	-	-	705
Aldrich Services	22-054244-01	11/5/2022	12/5/2022	165	-	-	-	-	165
Aldrich Services	22-051875-01	11/5/2022	12/5/2022	220	-	-	-	-	220
Aldrich Services	22-054242-01	11/5/2022	12/5/2022	180	-	-	-	-	180
Aldrich Services	22-051868-01	11/5/2022	12/5/2022	240	-	-	-	-	240
Aldrich Services	22-051881-01	11/5/2022	12/5/2022	200	-	-	-	-	200
Teacher Synergy, LLC	211868066	11/14/2022	12/5/2022	12	-	-	-	-	12
Teacher Synergy, LLC	211868356	11/14/2022	12/5/2022	8	-	-	-	-	8
Aldrich Services	22-051877-01	11/5/2022	12/5/2022	200	-	-	-	-	200
Aldrich Services	22-050973-01	11/5/2022	12/5/2022	240	-	-	-	-	240
America's Kids Inc.	22-035104-01	11/6/2022	12/6/2022	112	-	-	-	-	112
America's Kids Inc.	22-059846-01	11/6/2022	12/6/2022	81	-	-	-	-	81
America's Kids Inc.	22-059950-02	11/6/2022	12/6/2022	38	-	-	-	-	38
America's Kids Inc.	22-059962-02	11/6/2022	12/6/2022	38	-	-	-	-	38
America's Kids Inc.	22-059956-01	11/6/2022	12/6/2022	86	-	-	-	-	86
America's Kids Inc.	22-059968-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-049459-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-058658-01	11/6/2022	12/6/2022	298	-	-	-	-	298
America's Kids Inc.	22-059548-01	11/6/2022	12/6/2022	114	-	-	-	-	114
America's Kids Inc.	22-059558-01	11/6/2022	12/6/2022	50	-	-	-	-	50
America's Kids Inc.	22-059710-01	11/6/2022	12/6/2022	101	-	-	-	-	101
LEGO Education	1190530057	10/7/2022	12/6/2022	331	-	-	-	-	331
Nicole the Math Lady LLC	5678	11/6/2022	12/6/2022	129	-	-	-	-	129
Maria A. Lazo	22-058197-01	11/6/2022	12/6/2022	180	-	-	-	-	180
Diana Porter	22-046214-01	11/6/2022	12/6/2022	80	-	-	-	-	80
Diana Porter	22-057676-01	11/6/2022	12/6/2022	60	-	-	-	-	60
Dance Explosion	22-056214-04	11/6/2022	12/6/2022	50	-	-	-	-	50
America's Kids Inc.	22-034528-02	11/6/2022	12/6/2022	207	-	-	-	-	207
America's Kids Inc.	22-042785-02	11/6/2022	12/6/2022	114	-	-	-	-	114
America's Kids Inc.	22-058484-01	11/6/2022	12/6/2022	101	-	-	-	-	101
America's Kids Inc.	22-059533-01	11/6/2022	12/6/2022	105	-	-	-	-	105
America's Kids Inc.	22-059910-01	11/6/2022	12/6/2022	112	-	-	-	-	112
America's Kids Inc.	22-059913-01	11/6/2022	12/6/2022	75	-	-	-	-	75

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
America's Kids Inc.	22-060010-01	11/6/2022	12/6/2022	101	-	-	-	-	101
America's Kids Inc.	22-060039-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-050355-01	11/6/2022	12/6/2022	110	-	-	-	-	110
America's Kids Inc.	22-059939-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-059959-01	11/6/2022	12/6/2022	57	-	-	-	-	57
America's Kids Inc.	22-059966-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-060013-01	11/6/2022	12/6/2022	105	-	-	-	-	105
America's Kids Inc.	22-060038-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-058116-02	11/6/2022	12/6/2022	335	-	-	-	-	335
America's Kids Inc.	22-059427-01	11/6/2022	12/6/2022	143	-	-	-	-	143
America's Kids Inc.	22-056765-04	11/6/2022	12/6/2022	42	-	-	-	-	42
America's Kids Inc.	22-059481-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-037149-02	11/6/2022	12/6/2022	37	-	-	-	-	37
America's Kids Inc.	22-038907-02	11/6/2022	12/6/2022	114	-	-	-	-	114
America's Kids Inc.	22-050117-02	11/6/2022	12/6/2022	141	-	-	-	-	141
America's Kids Inc.	22-059845-01	11/6/2022	12/6/2022	81	-	-	-	-	81
America's Kids Inc.	22-059950-01	11/6/2022	12/6/2022	38	-	-	-	-	38
America's Kids Inc.	22-059958-01	11/6/2022	12/6/2022	38	-	-	-	-	38
America's Kids Inc.	22-059962-01	11/6/2022	12/6/2022	38	-	-	-	-	38
Diana Porter	22-051351-01	11/6/2022	12/6/2022	60	-	-	-	-	60
Diana Porter	22-051348-01	11/6/2022	12/6/2022	60	-	-	-	-	60
America's Kids Inc.	22-049436-01	11/6/2022	12/6/2022	93	-	-	-	-	93
America's Kids Inc.	22-058116-01	11/6/2022	12/6/2022	298	-	-	-	-	298
America's Kids Inc.	22-058497-01	11/6/2022	12/6/2022	81	-	-	-	-	81
America's Kids Inc.	22-059383-01	11/6/2022	12/6/2022	75	-	-	-	-	75
America's Kids Inc.	22-059847-01	11/6/2022	12/6/2022	75	-	-	-	-	75
America's Kids Inc.	22-059937-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-059958-02	11/6/2022	12/6/2022	38	-	-	-	-	38
America's Kids Inc.	22-036575-02	11/6/2022	12/6/2022	167	-	-	-	-	167
America's Kids Inc.	22-050729-02	11/6/2022	12/6/2022	81	-	-	-	-	81
America's Kids Inc.	22-051107-03	11/6/2022	12/6/2022	62	-	-	-	-	62
America's Kids Inc.	22-059553-01	11/6/2022	12/6/2022	114	-	-	-	-	114
Nicole the Math Lady LLC	5680	11/6/2022	12/6/2022	79	-	-	-	-	79
Nicole the Math Lady LLC	5679	11/6/2022	12/6/2022	79	-	-	-	-	79
Nicole the Math Lady LLC	5681	11/6/2022	12/6/2022	99	-	-	-	-	99
Math-U-See Inc.	0798994-IN	10/7/2022	12/6/2022	78	-	-	-	-	78
Dance Explosion	22-056214-03	11/6/2022	12/6/2022	45	-	-	-	-	45
Bungalow Lane ALC, Inc	22-055498-01	11/7/2022	12/7/2022	200	-	-	-	-	200
Bungalow Lane ALC, Inc	22-056283-01	11/7/2022	12/7/2022	200	-	-	-	-	200
Bungalow Lane ALC, Inc	22-056284-01	11/7/2022	12/7/2022	200	-	-	-	-	200
Paul Niemand	22-057504-01	11/7/2022	12/7/2022	53	-	-	-	-	53
Paul Niemand	22-057504-02	11/7/2022	12/7/2022	53	-	-	-	-	53
Teacher Synergy, LLC	212201877	11/16/2022	12/7/2022	31	-	-	-	-	31
Bungalow Lane ALC, Inc	22-054037-01	11/7/2022	12/7/2022	250	-	-	-	-	250
Bungalow Lane ALC, Inc	22-054038-01	11/7/2022	12/7/2022	250	-	-	-	-	250

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Tutoring Club	22-054503-01	11/7/2022	12/7/2022	180	-	-	-	-	180
Sarah Michelle Rebecca Russell	22-055263-02	11/7/2022	12/7/2022	120	-	-	-	-	120
Brian Hammons Piano	22-060818-01	11/7/2022	12/7/2022	130	-	-	-	-	130
Brian Hammons Piano	22-060819-01	11/7/2022	12/7/2022	130	-	-	-	-	130
Williamsburg Learning	3616	11/7/2022	12/7/2022	1,700	-	-	-	-	1,700
Rainbow Resource Center	3913029	11/7/2022	12/7/2022	44	-	-	-	-	44
Rainbow Resource Center	3913074	11/7/2022	12/7/2022	191	-	-	-	-	191
Rose Music Studios LLC	22-060189-01	11/7/2022	12/7/2022	90	-	-	-	-	90
Gracie Jiu-Jitsu Clovis	22-057120-01	11/7/2022	12/7/2022	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-059290-01	11/7/2022	12/7/2022	120	-	-	-	-	120
Flying Colors Dance	22-058894-01	11/7/2022	12/7/2022	65	-	-	-	-	65
Flying Colors Dance	22-059075-01	11/7/2022	12/7/2022	65	-	-	-	-	65
Gracie Jiu-Jitsu Clovis	22-059288-01	11/7/2022	12/7/2022	120	-	-	-	-	120
Outschool, Inc.	12345708536	11/7/2022	12/7/2022	60	-	-	-	-	60
Little Passports	IN-0000994286	11/7/2022	12/7/2022	181	-	-	-	-	181
Rainbow Resource Center	3913137	11/7/2022	12/7/2022	104	-	-	-	-	104
Flying Colors Dance	22-049896-03	11/7/2022	12/7/2022	65	-	-	-	-	65
Flying Colors Dance	22-057290-01	11/7/2022	12/7/2022	65	-	-	-	-	65
Gracie Jiu-Jitsu Clovis	22-052236-01	11/7/2022	12/7/2022	120	-	-	-	-	120
Flying Colors Dance	22-057342-01	11/7/2022	12/7/2022	65	-	-	-	-	65
Home Science Tools	000461077	11/7/2022	12/7/2022	40	-	-	-	-	40
Outschool, Inc.	12345708537	11/7/2022	12/7/2022	30	-	-	-	-	30
Outschool, Inc.	12345708538	11/7/2022	12/7/2022	42	-	-	-	-	42
Paul Niemand	22-057505-01	11/7/2022	12/7/2022	53	-	-	-	-	53
Paul Niemand	22-057505-02	11/7/2022	12/7/2022	53	-	-	-	-	53
Bungalow Lane ALC, Inc	22-044804-02	11/7/2022	12/7/2022	250	-	-	-	-	250
Flying Colors Dance	22-055006-02	11/7/2022	12/7/2022	130	-	-	-	-	130
Flying Colors Dance	22-058891-01	11/7/2022	12/7/2022	65	-	-	-	-	65
Gracie Jiu-Jitsu Clovis	22-052239-01	11/7/2022	12/7/2022	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-057170-01	11/7/2022	12/7/2022	120	-	-	-	-	120
Angelina Dimitrashuk	22-058428-01	11/7/2022	12/7/2022	160	-	-	-	-	160
Brian Hammons Piano	22-060820-01	11/7/2022	12/7/2022	130	-	-	-	-	130
BrightThinker	SINV5527	11/7/2022	12/7/2022	124	-	-	-	-	124
Bungalow Lane ALC, Inc	22-044802-02	11/7/2022	12/7/2022	250	-	-	-	-	250
Tutoring Club	22-054500-01	11/7/2022	12/7/2022	180	-	-	-	-	180
Lori Pope	22-057887-01	11/8/2022	12/8/2022	110	-	-	-	-	110
Katie Verrue	22-056237-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-060477-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Law Offices of Young, Minney, & Corr, L	1744	11/8/2022	12/8/2022	18,822	-	-	-	-	18,822
Katie Verrue	22-057672-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-059424-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-056747-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-057377-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Hooked on Phonics	HOP1538	11/8/2022	12/8/2022	314	-	-	-	-	314
Lori Pope	22-058146-01	11/8/2022	12/8/2022	110	-	-	-	-	110

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Dethrone MMA	22-059799-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Lori Pope	22-049574-02	11/8/2022	12/8/2022	110	-	-	-	-	110
Katie Verrue	22-056746-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-057376-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-057673-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-058611-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-059165-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-059421-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Hollywood Martial Arts Studio	22-054861-01	11/8/2022	12/8/2022	140	-	-	-	-	140
Katie Verrue	22-060480-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-056236-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-056748-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-059163-01	11/8/2022	12/8/2022	150	-	-	-	-	150
BookShark	B10015538	11/8/2022	12/8/2022	152	-	-	-	-	152
Braille Abilities, LLC	17043	11/8/2022	12/8/2022	3,462	-	-	-	-	3,462
Hollywood Martial Arts Studio	22-059743-01	11/8/2022	12/8/2022	140	-	-	-	-	140
Dethrone MMA	22-059797-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Lori Pope	22-054416-02	11/8/2022	12/8/2022	125	-	-	-	-	125
Lori Pope	22-058548-01	11/8/2022	12/8/2022	110	-	-	-	-	110
Tonia Hemme Fine Art & Creations	22-037568-02	11/9/2022	12/9/2022	80	-	-	-	-	80
Tonia Hemme Fine Art & Creations	22-050641-02	11/9/2022	12/9/2022	60	-	-	-	-	60
Studies Weekly	466493	11/18/2022	12/9/2022	32	-	-	-	-	32
Studies Weekly	466494	11/18/2022	12/9/2022	32	-	-	-	-	32
Maureen M. Solomon	22-054323-02	11/9/2022	12/9/2022	140	-	-	-	-	140
Maureen M. Solomon	22-054323-01	11/9/2022	12/9/2022	35	-	-	-	-	35
Maureen M. Solomon	22-060079-01	11/9/2022	12/9/2022	70	-	-	-	-	70
Studies Weekly	466495	11/18/2022	12/9/2022	65	-	-	-	-	65
Roberta Chatman	22-060589-01	11/9/2022	12/9/2022	105	-	-	-	-	105
Allard's Art Inc.	22-057424-01	11/9/2022	12/9/2022	35	-	-	-	-	35
Tonia Hemme Fine Art & Creations	22-037568-01	11/9/2022	12/9/2022	60	-	-	-	-	60
Tonia Hemme Fine Art & Creations	22-057597-02	11/9/2022	12/9/2022	75	-	-	-	-	75
Tonia Hemme Fine Art & Creations	22-059759-01	11/9/2022	12/9/2022	60	-	-	-	-	60
Fresno School of Music	22-051110-02	11/9/2022	12/9/2022	99	-	-	-	-	99
Fresno School of Music	22-052481-01	11/9/2022	12/9/2022	112	-	-	-	-	112
Fresno School of Music	22-055639-01	11/9/2022	12/9/2022	99	-	-	-	-	99
Allard's Art Inc.	22-057422-01	11/9/2022	12/9/2022	35	-	-	-	-	35
Allard's Art Inc.	22-056537-02	11/9/2022	12/9/2022	35	-	-	-	-	35
Maureen M. Solomon	22-051625-02	11/9/2022	12/9/2022	48	-	-	-	-	48
Maureen M. Solomon	22-035223-04	11/9/2022	12/9/2022	35	-	-	-	-	35
Moving Beyond the Page	275073	11/9/2022	12/9/2022	293	-	-	-	-	293
Simba School of Music	22-055403-02	11/9/2022	12/9/2022	175	-	-	-	-	175
Teacher Synergy, LLC	212439988	11/18/2022	12/9/2022	28	-	-	-	-	28
Kids Immersion LLC	3867	11/9/2022	12/9/2022	119	-	-	-	-	119
Lanterns Global LLC	22-037194-01	11/9/2022	12/9/2022	175	-	-	-	-	175
Lanterns Global LLC	22-037194-02	11/9/2022	12/9/2022	175	-	-	-	-	175

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Moving Beyond the Page	275072	11/9/2022	12/9/2022	162	-	-	-	-	162
Maureen M. Solomon	22-051625-03	11/9/2022	12/9/2022	12	-	-	-	-	12
Playground Training Academy, LLC	22-060164-01	11/9/2022	12/9/2022	77	-	-	-	-	77
Teacher Synergy, LLC	212440312	11/18/2022	12/9/2022	14	-	-	-	-	14
Studies Weekly	466497	11/18/2022	12/9/2022	32	-	-	-	-	32
Studies Weekly	466498	11/18/2022	12/9/2022	32	-	-	-	-	32
Roberta Chatman	22-060420-01	11/9/2022	12/9/2022	60	-	-	-	-	60
Simba School of Music	22-058675-01	11/9/2022	12/9/2022	150	-	-	-	-	150
Starfall Education Foundation	1426-7001-1850	11/9/2022	12/9/2022	35	-	-	-	-	35
Studies Weekly	466501	11/18/2022	12/9/2022	32	-	-	-	-	32
Tonia Hemme Fine Art & Creations	22-050641-01	11/9/2022	12/9/2022	45	-	-	-	-	45
Fresno School of Music	22-055639-02	11/9/2022	12/9/2022	90	-	-	-	-	90
Fresno School of Music	22-059485-01	11/9/2022	12/9/2022	112	-	-	-	-	112
Lanterns Global LLC	22-040614-02	11/9/2022	12/9/2022	175	-	-	-	-	175
Maureen M. Solomon	22-035223-05	11/9/2022	12/9/2022	35	-	-	-	-	35
Maureen M. Solomon	22-050043-01	11/9/2022	12/9/2022	70	-	-	-	-	70
Maureen M. Solomon	22-051627-01	11/9/2022	12/9/2022	12	-	-	-	-	12
Maureen M. Solomon	22-052092-02	11/9/2022	12/9/2022	105	-	-	-	-	105
Maureen M. Solomon	22-060080-01	11/9/2022	12/9/2022	70	-	-	-	-	70
Lanterns Global LLC	22-037194-03	11/9/2022	12/9/2022	175	-	-	-	-	175
Lanterns Global LLC	22-040614-01	11/9/2022	12/9/2022	175	-	-	-	-	175
Lanterns Global LLC	22-042831-02	11/9/2022	12/9/2022	175	-	-	-	-	175
Tonia Hemme Fine Art & Creations	22-035402-01	11/9/2022	12/9/2022	45	-	-	-	-	45
Simba School of Music	22-055404-02	11/9/2022	12/9/2022	175	-	-	-	-	175
Studies Weekly	466499	11/18/2022	12/9/2022	32	-	-	-	-	32
Studies Weekly	466500	11/18/2022	12/9/2022	32	-	-	-	-	32
Lanterns Global LLC	22-042831-01	11/9/2022	12/9/2022	175	-	-	-	-	175
Maureen M. Solomon	22-035223-03	11/9/2022	12/9/2022	35	-	-	-	-	35
Maureen M. Solomon	22-050044-01	11/9/2022	12/9/2022	35	-	-	-	-	35
Maureen M. Solomon	22-051625-01	11/9/2022	12/9/2022	12	-	-	-	-	12
Maureen M. Solomon	22-051627-03	11/9/2022	12/9/2022	12	-	-	-	-	12
Fresno School of Music	22-049680-01	11/9/2022	12/9/2022	112	-	-	-	-	112
Fresno School of Music	22-058935-01	11/9/2022	12/9/2022	112	-	-	-	-	112
Generation Genius, Inc.	GG161469	11/9/2022	12/9/2022	125	-	-	-	-	125
Lanterns Global LLC	22-042831-03	11/9/2022	12/9/2022	175	-	-	-	-	175
Maureen M. Solomon	22-051627-02	11/9/2022	12/9/2022	48	-	-	-	-	48
Maureen M. Solomon	22-052092-01	11/9/2022	12/9/2022	35	-	-	-	-	35
Maureen M. Solomon	22-054323-03	11/9/2022	12/9/2022	140	-	-	-	-	140
LEGO Education	1190530465	10/10/2022	12/9/2022	421	-	-	-	-	421
Lanterns Global LLC	22-040614-03	11/9/2022	12/9/2022	175	-	-	-	-	175
Fresno School of Music	22-051110-01	11/9/2022	12/9/2022	90	-	-	-	-	90
Fresno School of Music	22-052660-01	11/9/2022	12/9/2022	90	-	-	-	-	90
Fresno School of Music	22-052660-02	11/9/2022	12/9/2022	99	-	-	-	-	99
Tonia Hemme Fine Art & Creations	22-057597-01	11/9/2022	12/9/2022	25	-	-	-	-	25
Rainbow Resource Center	3916593	11/10/2022	12/10/2022	119	-	-	-	-	119

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Thimble Sewciety	22-058649-01	11/10/2022	12/10/2022	65	-	-	-	-	65
Thimble Sewciety	22-059268-01	11/10/2022	12/10/2022	155	-	-	-	-	155
Thimble Sewciety	22-059870-01	11/10/2022	12/10/2022	155	-	-	-	-	155
Snowcreek Athletic Club	22-059179-02	11/10/2022	12/10/2022	90	-	-	-	-	90
Generation Genius, Inc.	GG155159-R2	11/10/2022	12/10/2022	175	-	-	-	-	175
Kumon Center of Clovis	22-046910-03	11/10/2022	12/10/2022	150	-	-	-	-	150
Kumon Center of Clovis	22-046911-03	11/10/2022	12/10/2022	150	-	-	-	-	150
Kumon Center of Clovis	22-046911-04	11/10/2022	12/10/2022	150	-	-	-	-	150
Pacific Martial Arts	22-058741-01	11/10/2022	12/10/2022	150	-	-	-	-	150
Pacific Martial Arts	22-060415-01	11/10/2022	12/10/2022	150	-	-	-	-	150
Alison Weidenheimer	22-057548-02	11/10/2022	12/10/2022	120	-	-	-	-	120
BookShark	B10015580	11/10/2022	12/10/2022	165	-	-	-	-	165
C'est La Vie Arts	22-059281-01	11/10/2022	12/10/2022	70	-	-	-	-	70
Denise Nicholes	22-060634-01	11/10/2022	12/10/2022	100	-	-	-	-	100
Fresno Jr Hockey Club	22-056191-01	11/10/2022	12/10/2022	250	-	-	-	-	250
Simin Cruz	22-058719-01	11/10/2022	12/10/2022	120	-	-	-	-	120
Rojeski Student Support	22-058558-01	11/10/2022	12/10/2022	35	-	-	-	-	35
Thimble Sewciety	22-055445-01	11/10/2022	12/10/2022	155	-	-	-	-	155
Melanie Sweet	22-061018-01	11/10/2022	12/10/2022	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-060830-01	11/10/2022	12/10/2022	120	-	-	-	-	120
Monarch River Academy	22-23SY-11	11/10/2022	12/10/2022	66	-	-	-	-	66
Thimble Sewciety	22-058429-01	11/10/2022	12/10/2022	155	-	-	-	-	155
Project Learn	22-056038-01	11/10/2022	12/10/2022	300	-	-	-	-	300
Pacific Martial Arts	22-058043-01	11/10/2022	12/10/2022	150	-	-	-	-	150
Fresno Jr Hockey Club	22-055205-01	11/10/2022	12/10/2022	250	-	-	-	-	250
Susan Mason	22-060256-01	11/10/2022	12/10/2022	240	-	-	-	-	240
Fresno Jr Hockey Club	22-055304-01	11/10/2022	12/10/2022	250	-	-	-	-	250
Fresno Jr Hockey Club	22-056191-02	11/10/2022	12/10/2022	250	-	-	-	-	250
Thimble Sewciety	22-047645-01	11/10/2022	12/10/2022	65	-	-	-	-	65
United Conservatory of Music	22-061076-01	11/10/2022	12/10/2022	160	-	-	-	-	160
Kumon Center of Clovis	22-046910-04	11/10/2022	12/10/2022	150	-	-	-	-	150
Pacific Martial Arts	22-058718-01	11/10/2022	12/10/2022	150	-	-	-	-	150
Denise Nicholes	22-060633-01	11/10/2022	12/10/2022	100	-	-	-	-	100
Thimble Sewciety	22-059266-01	11/10/2022	12/10/2022	155	-	-	-	-	155
Pacific Martial Arts	22-060478-01	11/10/2022	12/10/2022	150	-	-	-	-	150
Fresno Jr Hockey Club	22-055206-01	11/10/2022	12/10/2022	250	-	-	-	-	250
Alison Weidenheimer	22-059915-01	11/10/2022	12/10/2022	300	-	-	-	-	300
Simin Cruz	22-058720-01	11/10/2022	12/10/2022	120	-	-	-	-	120
Snowcreek Athletic Club	22-059179-01	11/10/2022	12/10/2022	200	-	-	-	-	200
Melanie Sweet	22-061017-01	11/10/2022	12/10/2022	120	-	-	-	-	120
Alison Weidenheimer	22-056896-01	11/10/2022	12/10/2022	240	-	-	-	-	240
C'est La Vie Arts	22-060064-01	11/10/2022	12/10/2022	140	-	-	-	-	140
Alison Weidenheimer	22-057548-01	11/10/2022	12/10/2022	60	-	-	-	-	60
Alison Weidenheimer	22-060987-01	11/10/2022	12/10/2022	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-060896-01	11/10/2022	12/10/2022	120	-	-	-	-	120

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
United Conservatory of Music	22-060754-01	11/10/2022	12/10/2022	79	-	-	-	-	79
Alison Weidenheimer	22-057550-01	11/10/2022	12/10/2022	60	-	-	-	-	60
Alison Weidenheimer	22-057550-02	11/10/2022	12/10/2022	120	-	-	-	-	120
Alison Weidenheimer	22-060577-01	11/10/2022	12/10/2022	120	-	-	-	-	120
Timberdoodle.com	396206	11/10/2022	12/10/2022	85	-	-	-	-	85
Pacific Martial Arts	22-060414-01	11/10/2022	12/10/2022	150	-	-	-	-	150
Thimble Sewciety	22-060585-01	11/10/2022	12/10/2022	155	-	-	-	-	155
Rainbow Resource Center	3916589	11/10/2022	12/10/2022	80	-	-	-	-	80
Rainbow Resource Center	3916592	11/10/2022	12/10/2022	22	-	-	-	-	22
Rojeski Student Support	22-058236-01	11/10/2022	12/10/2022	50	-	-	-	-	50
Pacific Martial Arts	22-060482-01	11/10/2022	12/10/2022	150	-	-	-	-	150
Silver Bell Barn & Equestrain Center	22-052116-02	11/11/2022	12/11/2022	280	-	-	-	-	280
Studies Weekly	466706	11/18/2022	12/11/2022	33	-	-	-	-	33
Studies Weekly	466707	11/18/2022	12/11/2022	33	-	-	-	-	33
Studies Weekly	466709	11/18/2022	12/11/2022	65	-	-	-	-	65
Art of Problem Solving	INV228159	11/11/2022	12/11/2022	96	-	-	-	-	96
Michele Lafferre	22-060565-01	11/11/2022	12/11/2022	35	-	-	-	-	35
Studies Weekly	466705	11/18/2022	12/11/2022	32	-	-	-	-	32
Silver Bell Barn & Equestrain Center	22-044530-02	11/11/2022	12/11/2022	280	-	-	-	-	280
Silver Bell Barn & Equestrain Center	22-050936-01	11/11/2022	12/11/2022	140	-	-	-	-	140
Teaching Textbooks	47642	11/11/2022	12/11/2022	43	-	-	-	-	43
Silver Bell Barn & Equestrain Center	22-054626-01	11/11/2022	12/11/2022	140	-	-	-	-	140
Silver Bell Barn & Equestrain Center	22-045195-02	11/11/2022	12/11/2022	280	-	-	-	-	280
Silver Bell Barn & Equestrain Center	22-054686-01	11/11/2022	12/11/2022	280	-	-	-	-	280
Studies Weekly	466708	11/18/2022	12/11/2022	32	-	-	-	-	32
The Farm	10282022	11/11/2022	12/11/2022	300	-	-	-	-	300
America's Kids Inc.	22-059934-01	11/12/2022	12/12/2022	144	-	-	-	-	144
America's Kids Inc.	22-059980-01	11/12/2022	12/12/2022	155	-	-	-	-	155
America's Kids Inc.	22-059986-01	11/12/2022	12/12/2022	112	-	-	-	-	112
America's Kids Inc.	22-060009-01	11/12/2022	12/12/2022	400	-	-	-	-	400
America's Kids Inc.	22-060567-01	11/12/2022	12/12/2022	311	-	-	-	-	311
America's Kids Inc.	22-049289-01	11/12/2022	12/12/2022	54	-	-	-	-	54
America's Kids Inc.	22-060006-01	11/12/2022	12/12/2022	50	-	-	-	-	50
America's Kids Inc.	22-060008-01	11/12/2022	12/12/2022	30	-	-	-	-	30
America's Kids Inc.	22-059925-01	11/12/2022	12/12/2022	112	-	-	-	-	112
Teacher Synergy, LLC	212679653	11/21/2022	12/12/2022	26	-	-	-	-	26
Discount School Supply	P41791420102	11/12/2022	12/12/2022	378	-	-	-	-	378
Discount School Supply	P41791420101	11/12/2022	12/12/2022	8	-	-	-	-	8
Math-U-See Inc.	0799710-IN	10/13/2022	12/12/2022	158	-	-	-	-	158
America's Kids Inc.	22-060006-02	11/12/2022	12/12/2022	50	-	-	-	-	50
America's Kids Inc.	22-060074-01	11/12/2022	12/12/2022	143	-	-	-	-	143
America's Kids Inc.	22-059924-01	11/12/2022	12/12/2022	50	-	-	-	-	50
America's Kids Inc.	22-059932-01	11/12/2022	12/12/2022	62	-	-	-	-	62
America's Kids Inc.	22-059912-01	11/12/2022	12/12/2022	101	-	-	-	-	101
America's Kids Inc.	22-059936-01	11/12/2022	12/12/2022	112	-	-	-	-	112

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
America's Kids Inc.	22-059973-01	11/12/2022	12/12/2022	63	-	-	-	-	63
America's Kids Inc.	22-060053-01	11/12/2022	12/12/2022	400	-	-	-	-	400
America's Kids Inc.	22-060120-01	11/12/2022	12/12/2022	84	-	-	-	-	84
America's Kids Inc.	22-060119-01	11/12/2022	12/12/2022	75	-	-	-	-	75
America's Kids Inc.	22-059911-01	11/12/2022	12/12/2022	101	-	-	-	-	101
America's Kids Inc.	22-059923-01	11/12/2022	12/12/2022	174	-	-	-	-	174
America's Kids Inc.	22-059945-01	11/12/2022	12/12/2022	118	-	-	-	-	118
America's Kids Inc.	22-061078-01	11/12/2022	12/12/2022	56	-	-	-	-	56
America's Kids Inc.	22-059917-01	11/12/2022	12/12/2022	112	-	-	-	-	112
America's Kids Inc.	22-060329-01	11/12/2022	12/12/2022	149	-	-	-	-	149
Christine Beltz	22-031877-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-031880-01	11/13/2022	12/13/2022	125	-	-	-	-	125
Christine Beltz	22-032074-01	11/13/2022	12/13/2022	50	-	-	-	-	50
Christine Beltz	22-033115-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Christine Beltz	22-033945-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine Beltz	22-041256-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine Beltz	22-048784-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-049858-01	11/13/2022	12/13/2022	50	-	-	-	-	50
Christine Beltz	22-057687-01	11/13/2022	12/13/2022	80	-	-	-	-	80
Wild Hearts Adventure Co LLC	22-059324-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Christine Beltz	22-031878-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-032074-02	11/13/2022	12/13/2022	50	-	-	-	-	50
Christine Beltz	22-032081-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-039343-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine Beltz	22-043664-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-046116-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine Beltz	22-047189-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-048781-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-048783-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-036653-01	11/13/2022	12/13/2022	200	-	-	-	-	200
Christine Beltz	22-040491-01	11/13/2022	12/13/2022	125	-	-	-	-	125
Christine Beltz	22-031639-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-032075-01	11/13/2022	12/13/2022	50	-	-	-	-	50
Christine Beltz	22-037610-01	11/13/2022	12/13/2022	80	-	-	-	-	80
Christine Beltz	22-040976-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine Beltz	22-031636-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-031638-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-036657-01	11/13/2022	12/13/2022	200	-	-	-	-	200
Christine Beltz	22-047190-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-032075-02	11/13/2022	12/13/2022	50	-	-	-	-	50
Christine Beltz	22-039012-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-044136-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-049855-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Christine Beltz	22-040753-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine Beltz	22-043667-01	11/13/2022	12/13/2022	250	-	-	-	-	250

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Christine Beltz	22-044083-01	11/13/2022	12/13/2022	150	-	-	-	-	150
Christine Beltz	22-049857-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Christine Beltz	22-044115-01	11/13/2022	12/13/2022	250	-	-	-	-	250
J & D Mind Builder, Inc. dba Bricks 4 Kid	22-053338-01	11/14/2022	12/14/2022	96	-	-	-	-	96
All About Learning Press, Inc.	913725	11/14/2022	12/14/2022	183	-	-	-	-	183
Jessica Knutson	22-060202-01	11/14/2022	12/14/2022	75	-	-	-	-	75
JoAnn Denney	22-050096-02	11/14/2022	12/14/2022	100	-	-	-	-	100
Outschool, Inc.	12345708735	11/14/2022	12/14/2022	60	-	-	-	-	60
Outschool, Inc.	12345708736	11/14/2022	12/14/2022	60	-	-	-	-	60
Tina M. Carter	22-049433-01	11/14/2022	12/14/2022	154	-	-	-	-	154
J & D Mind Builder, Inc. dba Bricks 4 Kid	22-053339-01	11/14/2022	12/14/2022	96	-	-	-	-	96
Jessica Knutson	22-060200-01	11/14/2022	12/14/2022	75	-	-	-	-	75
Jessica Knutson	22-060204-01	11/14/2022	12/14/2022	75	-	-	-	-	75
J & D Mind Builder, Inc. dba Bricks 4 Kid	22-056131-01	11/14/2022	12/14/2022	96	-	-	-	-	96
JoAnn Denney	22-050097-02	11/14/2022	12/14/2022	100	-	-	-	-	100
Wendy DeRaud	22-060683-01	11/14/2022	12/14/2022	60	-	-	-	-	60
Michele Lafferre	22-060998-01	11/14/2022	12/14/2022	140	-	-	-	-	140
Janet Williams Group LLC	22-056132-01	11/14/2022	12/14/2022	319	-	-	-	-	319
Tina M. Carter	22-047194-03	11/14/2022	12/14/2022	154	-	-	-	-	154
Tina M. Carter	22-049437-02	11/14/2022	12/14/2022	115	-	-	-	-	115
Wendy DeRaud	22-058653-02	11/14/2022	12/14/2022	120	-	-	-	-	120
BrightThinker	SINV5550	11/14/2022	12/14/2022	124	-	-	-	-	124
All About Learning Press, Inc.	913736	11/14/2022	12/14/2022	133	-	-	-	-	133
Outschool, Inc.	12345708737	11/14/2022	12/14/2022	60	-	-	-	-	60
Outschool, Inc.	12345708738	11/14/2022	12/14/2022	24	-	-	-	-	24
J & D Mind Builder, Inc. dba Bricks 4 Kid	22-053797-01	11/14/2022	12/14/2022	96	-	-	-	-	96
Allard's Art Inc.	22-059832-01	11/14/2022	12/14/2022	35	-	-	-	-	35
BrightThinker	SINV5549	11/14/2022	12/14/2022	124	-	-	-	-	124
Allard's Art Inc.	22-050942-01	11/14/2022	12/14/2022	49	-	-	-	-	49
Wendy DeRaud	22-032263-01	11/14/2022	12/14/2022	120	-	-	-	-	120
Wendy DeRaud	22-060756-01	11/14/2022	12/14/2022	60	-	-	-	-	60
Wendy DeRaud	22-061116-01	11/14/2022	12/14/2022	210	-	-	-	-	210
Tina M. Carter	22-058140-01	11/14/2022	12/14/2022	154	-	-	-	-	154
Mathnasium of North Fresno	22-059039-01	11/14/2022	12/14/2022	329	-	-	-	-	329
Playground Training Academy, LLC	22-061830-01	11/15/2022	12/15/2022	240	-	-	-	-	240
PRN Nursing Consultants LLC	222364	11/15/2022	12/15/2022	235	-	-	-	-	235
Rich Oliver Racing, Inc.	22-056736-01	11/15/2022	12/15/2022	500	-	-	-	-	500
Michelle Hill	HILL111522	11/15/2022	12/15/2022	82	-	-	-	-	82
PRN Nursing Consultants LLC	222267	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222290	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222292	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222305	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222331	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222362	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222433	11/15/2022	12/15/2022	235	-	-	-	-	235

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Nessy Learning LLC	NESUS4922	11/15/2022	12/15/2022	154	-	-	-	-	154
PRN Nursing Consultants LLC	222329	11/15/2022	12/15/2022	235	-	-	-	-	235
Rich Oliver Racing, Inc.	22-034707-01	11/15/2022	12/15/2022	525	-	-	-	-	525
Rich Oliver Racing, Inc.	22-048641-01	11/15/2022	12/15/2022	525	-	-	-	-	525
History Unboxed LLC	wc-16153HU	11/15/2022	12/15/2022	243	-	-	-	-	243
KiwiCo, Inc	686	10/31/2022	12/15/2022	3,860	-	-	-	-	3,860
PRN Nursing Consultants LLC	222294	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222328	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222358	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222411	11/15/2022	12/15/2022	235	-	-	-	-	235
Timberdoodle.com	396627	11/15/2022	12/15/2022	499	-	-	-	-	499
History Unboxed LLC	wc-16243HU	11/15/2022	12/15/2022	185	-	-	-	-	185
PRN Nursing Consultants LLC	222269	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222489	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222542	11/15/2022	12/15/2022	235	-	-	-	-	235
History Unboxed LLC	wc-16144HU	11/15/2022	12/15/2022	243	-	-	-	-	243
PRN Nursing Consultants LLC	222268	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222302	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222303	11/15/2022	12/15/2022	235	-	-	-	-	235
Rich Oliver Racing, Inc.	22-034709-01	11/15/2022	12/15/2022	525	-	-	-	-	525
PRN Nursing Consultants LLC	222299	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222487	11/15/2022	12/15/2022	235	-	-	-	-	235
Timberdoodle.com	396631	11/15/2022	12/15/2022	577	-	-	-	-	577
History Unboxed LLC	wc-16135HU	11/15/2022	12/15/2022	127	-	-	-	-	127
Institute for Excellence in Writing	958309	11/16/2022	12/15/2022	27	-	-	-	-	27
PRN Nursing Consultants LLC	222293	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222301	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222330	11/15/2022	12/15/2022	235	-	-	-	-	235
History Unboxed LLC	wc-16116HU	11/15/2022	12/15/2022	185	-	-	-	-	185
TouchMath Acquisition LLC	200197443	11/15/2022	12/15/2022	829	-	-	-	-	829
Teaching Textbooks	47668	11/15/2022	12/15/2022	43	-	-	-	-	43
Timberdoodle.com	396738	11/16/2022	12/16/2022	150	-	-	-	-	150
Molly C. Oliver	22-060003-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060746-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Generation Genius, Inc.	GG133111-R1	11/16/2022	12/16/2022	175	-	-	-	-	175
LEGO Education	1190531807	10/17/2022	12/16/2022	328	-	-	-	-	328
Linda Odom	22-042649-02	11/16/2022	12/16/2022	80	-	-	-	-	80
Linda Odom	22-055146-01	11/16/2022	12/16/2022	60	-	-	-	-	60
Molly C. Oliver	22-060271-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060277-01	11/16/2022	12/16/2022	250	-	-	-	-	250
Molly C. Oliver	22-060280-01	11/16/2022	12/16/2022	180	-	-	-	-	180
GL Kenpo	22-061085-01	11/16/2022	12/16/2022	410	-	-	-	-	410
Rainbow Resource Center	3921717	11/16/2022	12/16/2022	79	-	-	-	-	79
Molly C. Oliver	22-060269-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060276-01	11/16/2022	12/16/2022	250	-	-	-	-	250

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Linda Odom	22-042651-02	11/16/2022	12/16/2022	80	-	-	-	-	80
Run Fierce Cencal Kids	22-050903-02	11/16/2022	12/16/2022	150	-	-	-	-	150
Run Fierce Cencal Kids	22-050904-01	11/16/2022	12/16/2022	100	-	-	-	-	100
Molly C. Oliver	22-060002-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060268-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Run Fierce Cencal Kids	22-050903-01	11/16/2022	12/16/2022	100	-	-	-	-	100
Molly C. Oliver	22-060297-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060298-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060303-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Moving Beyond the Page	275180	11/16/2022	12/16/2022	320	-	-	-	-	320
LEGO Education	1190531806	10/17/2022	12/16/2022	146	-	-	-	-	146
Molly C. Oliver	22-060278-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060744-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-060748-01	11/16/2022	12/16/2022	180	-	-	-	-	180
GL Kenpo	22-061086-01	11/16/2022	12/16/2022	410	-	-	-	-	410
All About Learning Press, Inc.	913768	11/16/2022	12/16/2022	150	-	-	-	-	150
All About Learning Press, Inc.	913769	11/16/2022	12/16/2022	226	-	-	-	-	226
All About Learning Press, Inc.	913778	11/16/2022	12/16/2022	84	-	-	-	-	84
Rainbow Resource Center	3921845	11/16/2022	12/16/2022	145	-	-	-	-	145
Molly C. Oliver	22-060278-02	11/16/2022	12/16/2022	50	-	-	-	-	50
Molly C. Oliver	22-060300-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Linda Odom	22-042650-02	11/16/2022	12/16/2022	80	-	-	-	-	80
Logic of English	SI-166728	11/16/2022	12/16/2022	135	-	-	-	-	135
Molly C. Oliver	22-060001-01	11/16/2022	12/16/2022	180	-	-	-	-	180
Educational Development Corporation	DIR10561323	11/17/2022	12/17/2022	44	-	-	-	-	44
Rainbow Resource Center	3922766	11/17/2022	12/17/2022	215	-	-	-	-	215
Rojeski Student Support	22-057895-02	11/17/2022	12/17/2022	70	-	-	-	-	70
Brenda Myers	22-049396-02	11/17/2022	12/17/2022	100	-	-	-	-	100
Rojeski Student Support	22-061513-01	11/17/2022	12/17/2022	35	-	-	-	-	35
Rainbow Resource Center	3922649	11/17/2022	12/17/2022	150	-	-	-	-	150
Rainbow Resource Center	3922785	11/17/2022	12/17/2022	75	-	-	-	-	75
Rojeski Student Support	22-061584-01	11/17/2022	12/17/2022	35	-	-	-	-	35
Good Dirt Pottery Studio	22-055294-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-057418-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-058786-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Rojeski Student Support	22-057895-01	11/17/2022	12/17/2022	70	-	-	-	-	70
Rojeski Student Support	22-060484-01	11/17/2022	12/17/2022	105	-	-	-	-	105
Learning Without Tears	INV164470	11/17/2022	12/17/2022	47	-	-	-	-	47
Good Dirt Pottery Studio	22-057001-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Starfall Education Foundation	2760-1086-9322	11/17/2022	12/17/2022	35	-	-	-	-	35
Good Dirt Pottery Studio	22-052733-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-059628-01	11/17/2022	12/17/2022	150	-	-	-	-	150
Good Dirt Pottery Studio	22-059665-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-059670-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Kevin Freeman	22-060961-01	11/17/2022	12/17/2022	195	-	-	-	-	195

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Good Dirt Pottery Studio	22-052736-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-055293-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-057417-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-059352-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Rojeski Student Support	22-051437-02	11/17/2022	12/17/2022	100	-	-	-	-	100
Rojeski Student Support	22-056126-01	11/17/2022	12/17/2022	200	-	-	-	-	200
Good Dirt Pottery Studio	22-060471-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Institute for Excellence in Writing	958515	11/17/2022	12/17/2022	209	-	-	-	-	209
Good Dirt Pottery Studio	22-059041-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-059940-01	11/17/2022	12/17/2022	179	-	-	-	-	179
C'est La Vie Arts	22-058347-01	11/17/2022	12/17/2022	140	-	-	-	-	140
C'est La Vie Arts	22-058348-01	11/17/2022	12/17/2022	140	-	-	-	-	140
All About Learning Press, Inc.	913786	11/18/2022	12/18/2022	32	-	-	-	-	32
Art of Problem Solving	INV228232	11/18/2022	12/18/2022	96	-	-	-	-	96
Gymnastics Beat	22-055113-01	11/18/2022	12/18/2022	250	-	-	-	-	250
Gymnastics Beat	22-055114-01	11/18/2022	12/18/2022	250	-	-	-	-	250
Educational Development Corporation	DIR10567059	11/18/2022	12/18/2022	80	-	-	-	-	80
Maureen M. Solomon	22-059480-01	11/18/2022	12/18/2022	135	-	-	-	-	135
Gymnastics Beat	22-054756-01	11/18/2022	12/18/2022	105	-	-	-	-	105
Gymnastics Beat	22-058092-01	11/18/2022	12/18/2022	64	-	-	-	-	64
Juli Jones	22-057480-02	11/18/2022	12/18/2022	175	-	-	-	-	175
Juli Jones	22-060375-01	11/18/2022	12/18/2022	75	-	-	-	-	75
Gymnastics Beat	22-059544-01	11/18/2022	12/18/2022	84	-	-	-	-	84
Gymnastics Beat	22-055021-01	11/18/2022	12/18/2022	84	-	-	-	-	84
Gymnastics Beat	22-058094-01	11/18/2022	12/18/2022	105	-	-	-	-	105
Gymnastics Beat	22-058141-01	11/18/2022	12/18/2022	84	-	-	-	-	84
Gymnastics Beat	22-059254-01	11/18/2022	12/18/2022	105	-	-	-	-	105
Thimble Sewciety	22-057610-01	11/18/2022	12/18/2022	35	-	-	-	-	35
Trigger Memory Co.	2903	11/18/2022	12/18/2022	49	-	-	-	-	49
Gymnastics Beat	22-055020-01	11/18/2022	12/18/2022	105	-	-	-	-	105
Generation Genius, Inc.	GG134837-R2	11/18/2022	12/18/2022	175	-	-	-	-	175
Juli Jones	22-055501-02	11/18/2022	12/18/2022	210	-	-	-	-	210
Juli Jones	22-060370-01	11/18/2022	12/18/2022	75	-	-	-	-	75
Steinway Piano Gallery of Fresno	22-061568-01	11/18/2022	12/18/2022	175	-	-	-	-	175
Wendy DeRaud	22-062173-01	11/18/2022	12/18/2022	180	-	-	-	-	180
Juli Jones	22-055505-02	11/18/2022	12/18/2022	210	-	-	-	-	210
Maureen M. Solomon	22-043909-02	11/18/2022	12/18/2022	140	-	-	-	-	140
Steinway Piano Gallery of Fresno	22-061570-01	11/18/2022	12/18/2022	175	-	-	-	-	175
Juli Jones	22-055504-02	11/18/2022	12/18/2022	210	-	-	-	-	210
Juli Jones	22-057691-02	11/18/2022	12/18/2022	175	-	-	-	-	175
Juli Jones	22-060372-01	11/18/2022	12/18/2022	75	-	-	-	-	75
Gymnastics Beat	22-059134-01	11/18/2022	12/18/2022	84	-	-	-	-	84
Martial Arts Institute	22-057645-01	11/18/2022	12/18/2022	125	-	-	-	-	125
Maureen M. Solomon	22-054282-01	11/18/2022	12/18/2022	175	-	-	-	-	175
Rainbow Resource Center	3923226	11/18/2022	12/18/2022	48	-	-	-	-	48

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Allard's Art Inc.	22-059832-02	11/18/2022	12/18/2022	35	-	-	-	-	35
Steinway Piano Gallery of Fresno	22-061566-01	11/18/2022	12/18/2022	175	-	-	-	-	175
Rainbow Resource Center	3923224	11/18/2022	12/18/2022	48	-	-	-	-	48
Roberta Chatman	22-046806-03	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-057403-03	11/19/2022	12/19/2022	40	-	-	-	-	40
Roberta Chatman	22-057403-04	11/19/2022	12/19/2022	70	-	-	-	-	70
America's Kids Inc.	22-058590-01	11/19/2022	12/19/2022	400	-	-	-	-	400
Roberta Chatman	22-052339-02	11/19/2022	12/19/2022	105	-	-	-	-	105
Roberta Chatman	22-058740-01	11/19/2022	12/19/2022	90	-	-	-	-	90
Roberta Chatman	22-058824-02	11/19/2022	12/19/2022	70	-	-	-	-	70
Roberta Chatman	22-058968-01	11/19/2022	12/19/2022	25	-	-	-	-	25
Roberta Chatman	22-060589-02	11/19/2022	12/19/2022	105	-	-	-	-	105
Roberta Chatman	22-062388-01	11/19/2022	12/19/2022	25	-	-	-	-	25
America's Kids Inc.	22-060019-01	11/19/2022	12/19/2022	375	-	-	-	-	375
America's Kids Inc.	22-056743-01	11/19/2022	12/19/2022	270	-	-	-	-	270
America's Kids Inc.	22-056745-01	11/19/2022	12/19/2022	270	-	-	-	-	270
Roberta Chatman	22-050858-02	11/19/2022	12/19/2022	20	-	-	-	-	20
Roberta Chatman	22-057407-04	11/19/2022	12/19/2022	70	-	-	-	-	70
Roberta Chatman	22-058734-01	11/19/2022	12/19/2022	105	-	-	-	-	105
Roberta Chatman	22-058737-01	11/19/2022	12/19/2022	105	-	-	-	-	105
Roberta Chatman	22-059380-01	11/19/2022	12/19/2022	120	-	-	-	-	120
Roberta Chatman	22-059689-01	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-060590-01	11/19/2022	12/19/2022	105	-	-	-	-	105
Roberta Chatman	22-062390-01	11/19/2022	12/19/2022	25	-	-	-	-	25
America's Kids Inc.	22-036422-02	11/19/2022	12/19/2022	114	-	-	-	-	114
America's Kids Inc.	22-059824-01	11/19/2022	12/19/2022	20	-	-	-	-	20
America's Kids Inc.	22-056744-01	11/19/2022	12/19/2022	270	-	-	-	-	270
America's Kids Inc.	22-059991-01	11/19/2022	12/19/2022	400	-	-	-	-	400
Erilynne Christiansen	22-058513-01	11/19/2022	12/19/2022	100	-	-	-	-	100
Roberta Chatman	22-048636-02	11/19/2022	12/19/2022	140	-	-	-	-	140
Roberta Chatman	22-059549-01	11/19/2022	12/19/2022	140	-	-	-	-	140
Roberta Chatman	22-059551-02	11/19/2022	12/19/2022	175	-	-	-	-	175
Kimberly Schapansky	22-060391-02	11/19/2022	12/19/2022	90	-	-	-	-	90
Kimberly Schapansky	22-060393-02	11/19/2022	12/19/2022	39	-	-	-	-	39
Roberta Chatman	22-051044-03	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-058965-01	11/19/2022	12/19/2022	20	-	-	-	-	20
Roberta Chatman	22-060963-01	11/19/2022	12/19/2022	60	-	-	-	-	60
Roberta Chatman	22-051042-03	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-057407-03	11/19/2022	12/19/2022	40	-	-	-	-	40
Roberta Chatman	22-058736-01	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-058742-01	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-058821-02	11/19/2022	12/19/2022	40	-	-	-	-	40
Roberta Chatman	22-058823-02	11/19/2022	12/19/2022	40	-	-	-	-	40
Roberta Chatman	22-058966-01	11/19/2022	12/19/2022	20	-	-	-	-	20
Roberta Chatman	22-059549-02	11/19/2022	12/19/2022	175	-	-	-	-	175

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Roberta Chatman	22-060590-02	11/19/2022	12/19/2022	105	-	-	-	-	105
Eriylne Christiansen	22-058512-01	11/19/2022	12/19/2022	100	-	-	-	-	100
Kimberly Schapansky	22-060391-01	11/19/2022	12/19/2022	40	-	-	-	-	40
Kimberly Schapansky	22-060393-01	11/19/2022	12/19/2022	30	-	-	-	-	30
America's Kids Inc.	22-037028-02	11/19/2022	12/19/2022	261	-	-	-	-	261
Roberta Chatman	22-052902-02	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-055469-02	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-058738-01	11/19/2022	12/19/2022	80	-	-	-	-	80
Roberta Chatman	22-059551-01	11/19/2022	12/19/2022	140	-	-	-	-	140
Nessy Learning LLC	NESUS4929	11/20/2022	12/20/2022	176	-	-	-	-	176
Yuliya Hess	22-055573-02	11/20/2022	12/20/2022	225	-	-	-	-	225
Yuliya Hess	22-055257-02	11/20/2022	12/20/2022	225	-	-	-	-	225
Nessy Learning LLC	NESUS4927	11/20/2022	12/20/2022	110	-	-	-	-	110
Yuliya Hess	22-055579-02	11/20/2022	12/20/2022	225	-	-	-	-	225
Rich Oliver Racing, Inc.	22-057233-01	11/21/2022	12/21/2022	525	-	-	-	-	525
Rich Oliver Racing, Inc.	22-058722-01	11/21/2022	12/21/2022	500	-	-	-	-	500
Studies Weekly	467212	11/22/2022	12/21/2022	32	-	-	-	-	32
MoxieBox Art	9449	11/21/2022	12/21/2022	345	-	-	-	-	345
Rainbow Resource Center	3924462	11/21/2022	12/21/2022	157	-	-	-	-	157
Outschool, Inc.	12345708938	11/21/2022	12/21/2022	128	-	-	-	-	128
CenCal Youth Sports	22-054307-01	11/21/2022	12/21/2022	150	-	-	-	-	150
Allard's Art Inc.	22-031775-04	11/21/2022	12/21/2022	49	-	-	-	-	49
Sandy Torosian	22-061324-01	11/21/2022	12/21/2022	30	-	-	-	-	30
Shirley Winters Ballet	22-061075-01	11/21/2022	12/21/2022	151	-	-	-	-	151
Talkbox.Mom, Inc.	601490	11/21/2022	12/21/2022	332	-	-	-	-	332
Roberta Chatman	22-062336-01	11/21/2022	12/21/2022	25	-	-	-	-	25
Outschool, Inc.	12345708937	11/21/2022	12/21/2022	91	-	-	-	-	91
Hidden Hills Ranch	22-051501-01	11/21/2022	12/21/2022	80	-	-	-	-	80
Hidden Hills Ranch	22-055008-01	11/21/2022	12/21/2022	200	-	-	-	-	200
Allard's Art Inc.	22-036746-03	11/21/2022	12/21/2022	35	-	-	-	-	35
Sandy Torosian	22-061322-01	11/21/2022	12/21/2022	30	-	-	-	-	30
Sheri Joyce	22-050591-01	11/21/2022	12/21/2022	120	-	-	-	-	120
Outschool, Inc.	12345708933	11/21/2022	12/21/2022	168	-	-	-	-	168
Hidden Hills Ranch	22-046253-02	11/21/2022	12/21/2022	120	-	-	-	-	120
Hidden Hills Ranch	22-049469-02	11/21/2022	12/21/2022	80	-	-	-	-	80
Rich Oliver Racing, Inc.	22-034608-01	11/21/2022	12/21/2022	525	-	-	-	-	525
Studies Weekly	467214	11/22/2022	12/21/2022	32	-	-	-	-	32
Roberta Chatman	22-062335-01	11/21/2022	12/21/2022	25	-	-	-	-	25
Shirley Winters Ballet	22-045395-03	11/21/2022	12/21/2022	40	-	-	-	-	40
Outschool, Inc.	12345708935	11/21/2022	12/21/2022	56	-	-	-	-	56
Galindo Kenpo Academy	22-055992-01	11/21/2022	12/21/2022	200	-	-	-	-	200
Hidden Hills Ranch	22-052358-01	11/21/2022	12/21/2022	200	-	-	-	-	200
Hidden Hills Ranch	22-049471-02	11/21/2022	12/21/2022	80	-	-	-	-	80
Moore's Martial Arts Clovis	22-055355-02	11/21/2022	12/21/2022	130	-	-	-	-	130
Outschool, Inc.	12345708940	11/21/2022	12/21/2022	60	-	-	-	-	60

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rich Oliver Racing, Inc.	22-058721-01	11/21/2022	12/21/2022	525	-	-	-	-	525
Rich Oliver Racing, Inc.	22-060334-01	11/21/2022	12/21/2022	525	-	-	-	-	525
Hidden Hills Ranch	22-050176-01	11/21/2022	12/21/2022	160	-	-	-	-	160
Hidden Hills Ranch	22-050180-01	11/21/2022	12/21/2022	160	-	-	-	-	160
Outschool, Inc.	12345708936	11/21/2022	12/21/2022	52	-	-	-	-	52
Outschool, Inc.	12345708939	11/21/2022	12/21/2022	60	-	-	-	-	60
Learning Without Tears	INV164618	11/21/2022	12/21/2022	11	-	-	-	-	11
Allard's Art Inc.	22-036750-01	11/21/2022	12/21/2022	35	-	-	-	-	35
Allard's Art Inc.	22-047786-03	11/21/2022	12/21/2022	35	-	-	-	-	35
Hidden Hills Ranch	22-046808-02	11/21/2022	12/21/2022	160	-	-	-	-	160
Hidden Hills Ranch	22-048882-01	11/21/2022	12/21/2022	160	-	-	-	-	160
CenCal Youth Sports	22-036209-02	11/21/2022	12/21/2022	150	-	-	-	-	150
Rich Oliver Racing, Inc.	22-034610-01	11/21/2022	12/21/2022	525	-	-	-	-	525
Clear Water Press	2022-15803	11/22/2022	12/22/2022	260	-	-	-	-	260
Home Science Tools	000464712	11/22/2022	12/22/2022	171	-	-	-	-	171
MoxieBox Art	9450	11/22/2022	12/22/2022	345	-	-	-	-	345
Rich Oliver Racing, Inc.	22-062260-01	11/23/2022	12/23/2022	349	-	-	-	-	349
Rich Oliver Racing, Inc.	22-062510-01	11/23/2022	12/23/2022	349	-	-	-	-	349
Dennis Murphy School of Music	22-058798-01	11/23/2022	12/23/2022	180	-	-	-	-	180
United Conservatory of Music	22-060469-01	11/23/2022	12/23/2022	240	-	-	-	-	240
Rich Oliver Racing, Inc.	22-062508-01	11/23/2022	12/23/2022	349	-	-	-	-	349
Math-U-See Inc.	0800900-IN	10/24/2022	12/23/2022	29	-	-	-	-	29
Dennis Murphy School of Music	22-058280-01	11/23/2022	12/23/2022	225	-	-	-	-	225
Rich Oliver Racing, Inc.	22-062261-01	11/23/2022	12/23/2022	349	-	-	-	-	349
Dennis Murphy School of Music	22-058910-02	11/23/2022	12/23/2022	45	-	-	-	-	45
Dennis Murphy School of Music	22-061023-01	11/23/2022	12/23/2022	45	-	-	-	-	45
Dennis Murphy School of Music	22-061025-01	11/23/2022	12/23/2022	75	-	-	-	-	75
Dennis Murphy School of Music	22-058281-01	11/23/2022	12/23/2022	225	-	-	-	-	225
Math-U-See Inc.	0800901-IN	10/24/2022	12/23/2022	133	-	-	-	-	133
Coarsgold Kenpo Karate	22-044188-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-051847-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Drivers Ed Direct	22-057333-01	11/25/2022	12/25/2022	39	-	-	-	-	39
Coarsgold Kenpo Karate	22-045233-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-049164-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-050174-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-042030-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-056719-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-049709-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-050173-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-050173-02	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-050174-02	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-042029-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Drivers Ed Direct	22-053067-01	11/25/2022	12/25/2022	39	-	-	-	-	39
Coarsgold Kenpo Karate	22-041785-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Coarsgold Kenpo Karate	22-044270-01	11/25/2022	12/25/2022	80	-	-	-	-	80

Yosemite Valley Charter School

Accounts Payable Aging

November 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Coarsgold Kenpo Karate	22-051848-01	11/25/2022	12/25/2022	80	-	-	-	-	80
Diana Porter	22-057677-01	11/26/2022	12/26/2022	180	-	-	-	-	180
Diana Porter	22-051348-02	11/26/2022	12/26/2022	60	-	-	-	-	60
Diana Porter	22-051351-02	11/26/2022	12/26/2022	60	-	-	-	-	60
Diana Porter	22-057676-02	11/26/2022	12/26/2022	120	-	-	-	-	120
Diana Porter	22-060628-01	11/26/2022	12/26/2022	80	-	-	-	-	80
Diana Porter	22-060990-01	11/26/2022	12/26/2022	80	-	-	-	-	80
Michelle Barnes	22-054105-02	11/27/2022	12/27/2022	160	-	-	-	-	160
Michelle Barnes	22-049644-02	11/27/2022	12/27/2022	240	-	-	-	-	240
Outschool, Inc.	12345709139	11/28/2022	12/28/2022	110	-	-	-	-	110
Kumon of Carmel	22-041280-01	11/28/2022	12/28/2022	77	-	-	-	-	77
Kumon of Carmel	22-051815-02	11/28/2022	12/28/2022	189	-	-	-	-	189
Hooked on Phonics	HOP1547	11/28/2022	12/28/2022	306	-	-	-	-	306
Kumon of Carmel	22-059362-01	11/28/2022	12/28/2022	165	-	-	-	-	165
Kumon of Carmel	22-057517-01	11/28/2022	12/28/2022	189	-	-	-	-	189
Kumon of Carmel	22-041282-01	11/28/2022	12/28/2022	60	-	-	-	-	60
Kumon of Carmel	22-057517-02	11/28/2022	12/28/2022	189	-	-	-	-	189
Kumon of Carmel	22-059362-02	11/28/2022	12/28/2022	165	-	-	-	-	165
Seesaw Learning, Inc	2021-75973	12/1/2022	12/31/2022	1,800	-	-	-	-	1,800
Math-U-See Inc.	0802264-IN	11/3/2022	1/2/2023	222	-	-	-	-	222
LEGO Education	1190534990	11/9/2022	1/8/2023	415	-	-	-	-	415
LEGO Education	1190529511	11/11/2022	1/10/2023	145	-	-	-	-	145
Math-U-See Inc.	0803202-IN	11/11/2022	1/10/2023	67	-	-	-	-	67
Math-U-See Inc.	0803922-IN	11/18/2022	1/17/2023	114	-	-	-	-	114
Math-U-See Inc.	0803926-IN	11/18/2022	1/17/2023	67	-	-	-	-	67

Total Outstanding Payables in November \$ 795,364 \$ - \$ - \$ - \$ 203,444 \$ 998,808

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
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
Institute for Excellence in Writing	961127	12/12/2022	1/7/2022	-	-	-	174	-	174
Institute for Excellence in Writing	961185	12/12/2022	1/8/2022	-	-	-	44	-	44
Institute for Excellence in Writing	961188	12/12/2022	1/8/2022	-	-	-	44	-	44
Institute for Excellence in Writing	961125	12/12/2022	1/12/2022	-	-	-	44	-	44
BookShark	BI0005954	6/27/2022	7/27/2022	17	-	-	-	-	17
BookShark	BI0007965	7/27/2022	8/26/2022	991	-	-	-	-	991
BookShark	BI0008066	7/28/2022	8/27/2022	119	-	-	-	-	119
Westside Elementary School District	91422	9/14/2022	9/14/2022	90,460	-	-	-	-	90,460
BookShark	BI0012562	9/6/2022	10/6/2022	1,107	-	-	-	-	1,107
BookShark	BI0012567	9/6/2022	10/6/2022	875	-	-	-	-	875
BookShark	BI0012544	9/6/2022	10/6/2022	1,020	-	-	-	-	1,020
BookShark	BI0012571	9/6/2022	10/6/2022	218	-	-	-	-	218
BookShark	BI0012725	9/7/2022	10/7/2022	1,020	-	-	-	-	1,020
BookShark	BI0012822	9/9/2022	10/9/2022	998	-	-	-	-	998
BookShark	BI0012959	9/12/2022	10/12/2022	212	-	-	-	-	212
BookShark	BI0012961	9/12/2022	10/12/2022	23	-	-	-	-	23
BookShark	BI0013103	9/13/2022	10/13/2022	268	-	-	-	-	268
BookShark	BI0013090	9/13/2022	10/13/2022	858	-	-	-	-	858
BookShark	BI0013195	9/14/2022	10/14/2022	254	-	-	-	-	254
BookShark	BI0013449	9/15/2022	10/15/2022	22	-	-	-	-	22
BookShark	BI0013447	9/15/2022	10/15/2022	113	-	-	-	-	113
BookShark	BI0013295	9/15/2022	10/15/2022	92	-	-	-	-	92
BookShark	BI0013294	9/15/2022	10/15/2022	92	-	-	-	-	92
BookShark	BI0013312	9/15/2022	10/15/2022	93	-	-	-	-	93
BookShark	BI0013731	9/19/2022	10/19/2022	5	-	-	-	-	5
BookShark	BI0013779	9/19/2022	10/19/2022	5	-	-	-	-	5
BookShark	BI0013715	9/19/2022	10/19/2022	5	-	-	-	-	5
BookShark	BI0013904	9/20/2022	10/20/2022	89	-	-	-	-	89
McGraw-Hill, LLC	125504218001	10/1/2022	10/31/2022	(24)	-	-	-	-	(24)
Savvas Learning Company LLC	4026845397	10/6/2022	11/5/2022	604	-	-	-	-	604
Marnie Young	APEY0022	10/10/2022	11/9/2022	160	-	-	-	-	160
Monarch River Academy	SO010YVC	11/10/2022	11/10/2022	206,867	-	-	-	-	206,867
Brave Writer LLC	47874-P030	11/18/2022	11/18/2022	139	-	-	-	-	139
McGraw-Hill, LLC	125696087001	10/20/2022	11/19/2022	(48)	-	-	-	-	(48)
Learn-It Systems LLC	LIS0019831	10/26/2022	11/25/2022	167	-	-	-	-	167
Dayna Hopkins	HOPK113022	11/30/2022	11/30/2022	388	-	-	-	-	388
BYU Independent Study	DCE-00012949	11/2/2022	12/2/2022	(145)	-	-	-	-	(145)
Jacky Bertz	BERT120422-01	12/4/2022	12/4/2022	73	-	-	-	-	73
Department of Justice	625145	12/5/2022	12/5/2022	64	-	-	-	-	64
Monarch River Academy	SP1122YVC	12/5/2022	12/5/2022	77,679	-	-	-	-	77,679
Kim Patterson	PATT120722	12/7/2022	12/7/2022	103	-	-	-	-	103
Megan Kilgore	KILG120822	12/8/2022	12/8/2022	56	-	-	-	-	56
Monarch River Academy	HQT1122YVC	12/8/2022	12/8/2022	69,953	-	-	-	-	69,953

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Monarch River Academy	SO011YVC	12/8/2022	12/8/2022	206,867	-	-	-	-	206,867
Allyson Huntington	HUNT120922	12/9/2022	12/9/2022	116	-	-	-	-	116
Stacey Munro	MUNR120922	12/9/2022	12/9/2022	81	-	-	-	-	81
Barbara Cook	COOK120922	12/9/2022	12/9/2022	22	-	-	-	-	22
Courtney Hernandez	HERN121122	12/11/2022	12/11/2022	49	-	-	-	-	49
Brave Writer LLC	101951-P011	12/12/2022	12/12/2022	229	-	-	-	-	229
Sheila Walsh	WALS121222	12/12/2022	12/12/2022	71	-	-	-	-	71
Amy Guerrero	GUER121222	12/12/2022	12/12/2022	31	-	-	-	-	31
Kristen Rhodes	RHOD121222	12/12/2022	12/12/2022	55	-	-	-	-	55
Sondra White	WHIT121222	12/12/2022	12/12/2022	59	-	-	-	-	59
Michelle Egoroy	EGOR121322	12/13/2022	12/13/2022	24	-	-	-	-	24
Patrick Ketter	KETT121422	12/14/2022	12/14/2022	1,388	-	-	-	-	1,388
Sara Maguire	MAGU121422	12/14/2022	12/14/2022	94	-	-	-	-	94
Brave Writer LLC	99915-P03	12/14/2022	12/14/2022	229	-	-	-	-	229
Megan Kilgore	KILG121422	12/14/2022	12/14/2022	53	-	-	-	-	53
Erin Soares	SOAR121422	12/14/2022	12/14/2022	101	-	-	-	-	101
Christianna Adams Fuller	FULL121522	12/15/2022	12/15/2022	56	-	-	-	-	56
Roxi Slakey	SLAK121522	12/15/2022	12/15/2022	41	-	-	-	-	41
Margo Sue	SUE121522	12/15/2022	12/15/2022	65	-	-	-	-	65
Christianna Adams Fuller	FULL121522-01	12/15/2022	12/15/2022	153	-	-	-	-	153
Jennifer Daddino	DADD121522	12/15/2022	12/15/2022	88	-	-	-	-	88
Ashley Nabavi	NABA121622	12/16/2022	12/16/2022	69	-	-	-	-	69
Singapore Math, Inc.	S252678	11/16/2022	12/16/2022	85	-	-	-	-	85
Roxi Slakey	SLAK121622	12/16/2022	12/16/2022	87	-	-	-	-	87
Learn-It Systems LLC	LIS0020001	11/16/2022	12/16/2022	666	-	-	-	-	666
Tanell Herbert	HERB121622	12/16/2022	12/16/2022	16	-	-	-	-	16
Singapore Math, Inc.	S253015	11/18/2022	12/18/2022	29	-	-	-	-	29
Patrick Ketter	KETT121922	12/19/2022	12/19/2022	1,445	-	-	-	-	1,445
Jonna Durst	DURS121922	12/19/2022	12/19/2022	250	-	-	-	-	250
Carrie Stumpfhauser	STUM121922	12/19/2022	12/19/2022	250	-	-	-	-	250
Larry Jarocki	JARO121922	12/19/2022	12/19/2022	250	-	-	-	-	250
T-Mobile	TMOB120622-7747	12/6/2022	12/26/2022	66	-	-	-	-	66
AATK2, LLC	AATK010123	1/1/2023	1/1/2023	(5,208)	-	-	-	-	(5,208)
Goodfellow Occupational Therapy, Inc.	2736	12/9/2022	1/3/2023	360	-	-	-	-	360
Teacher Synergy, LLC	215217693	12/13/2022	1/3/2023	65	-	-	-	-	65
Teacher Synergy, LLC	215209495	12/13/2022	1/3/2023	23	-	-	-	-	23
Teacher Synergy, LLC	215215458	12/13/2022	1/3/2023	5	-	-	-	-	5
Time4Learning	6182842	12/6/2022	1/5/2023	550	-	-	-	-	550
Little Passports	IN-0000994584	12/6/2022	1/5/2023	182	-	-	-	-	182
Teacher Synergy, LLC	215583865	12/16/2022	1/6/2023	7	-	-	-	-	7
Teacher Synergy, LLC	215582082	12/16/2022	1/6/2023	9	-	-	-	-	9
Teacher Synergy, LLC	215584745	12/16/2022	1/6/2023	39	-	-	-	-	39
Teacher Synergy, LLC	215582619	12/16/2022	1/6/2023	36	-	-	-	-	36
Teacher Synergy, LLC	215583778	12/16/2022	1/6/2023	21	-	-	-	-	21
Teacher Synergy, LLC	215581348	12/16/2022	1/6/2023	6	-	-	-	-	6

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Generation Genius, Inc.	GG165564	12/8/2022	1/7/2023	125	-	-	-	-	125
PRN Nursing Consultants LLC	222486	12/9/2022	1/8/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222496	12/9/2022	1/8/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222291	12/9/2022	1/8/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222296	12/9/2022	1/8/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222567	12/9/2022	1/8/2023	235	-	-	-	-	235
Rainbow Resource Center	3943220	12/9/2022	1/8/2023	16	-	-	-	-	16
PRN Nursing Consultants LLC	222434	12/9/2022	1/8/2023	235	-	-	-	-	235
Rainbow Resource Center	3943219	12/9/2022	1/8/2023	19	-	-	-	-	19
Educational Development Corporation	DIR10652757	12/9/2022	1/8/2023	55	-	-	-	-	55
Educational Development Corporation	DIR10652758	12/9/2022	1/8/2023	95	-	-	-	-	95
PRN Nursing Consultants LLC	222565	12/9/2022	1/8/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222304	12/9/2022	1/8/2023	235	-	-	-	-	235
Generation Genius, Inc.	GG165689	12/9/2022	1/8/2023	125	-	-	-	-	125
PRN Nursing Consultants LLC	222684	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222800	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222688	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222638	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222686	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222782	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222767	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222639	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222644	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222683	12/10/2022	1/9/2023	235	-	-	-	-	235
H4B Team LLC	3673	12/11/2022	1/10/2023	151	-	-	-	-	151
Beautiful Feet Books, Inc.	18687	12/12/2022	1/11/2023	259	-	-	-	-	259
Outschool, Inc.	12345709494	12/12/2022	1/11/2023	24	-	-	-	-	24
Outschool, Inc.	12345709495	12/12/2022	1/11/2023	250	-	-	-	-	250
Outschool, Inc.	12345709496	12/12/2022	1/11/2023	50	-	-	-	-	50
Tutoring Club	22-061009-01	12/12/2022	1/11/2023	45	-	-	-	-	45
CARD - Center for Autism and Related D	D-04993800	12/12/2022	1/11/2023	2,954	-	-	-	-	2,954
Outschool, Inc.	12345709497	12/12/2022	1/11/2023	60	-	-	-	-	60
Logic of English	SI-168143	12/12/2022	1/11/2023	119	-	-	-	-	119
Nessy Learning LLC	NESUS4957	12/12/2022	1/11/2023	154	-	-	-	-	154
Nessy Learning LLC	NESUS4958	12/12/2022	1/11/2023	110	-	-	-	-	110
Nessy Learning LLC	NESUS4962	12/12/2022	1/11/2023	154	-	-	-	-	154
Outschool, Inc.	12345709493	12/12/2022	1/11/2023	180	-	-	-	-	180
Tutoring Club	22-061009-02	12/12/2022	1/11/2023	45	-	-	-	-	45
Rainbow Resource Center	3943382	12/12/2022	1/11/2023	362	-	-	-	-	362
Rainbow Resource Center	3944817	12/13/2022	1/12/2023	21	-	-	-	-	21
Rachel Robbins	22-051478-02	12/13/2022	1/12/2023	160	-	-	-	-	160
Rainbow Resource Center	3944816	12/13/2022	1/12/2023	21	-	-	-	-	21
Rainbow Resource Center	3944821	12/13/2022	1/12/2023	21	-	-	-	-	21
Rainbow Resource Center	3944895	12/13/2022	1/12/2023	18	-	-	-	-	18
The Dance Center LLC	22-066553-01	12/13/2022	1/12/2023	293	-	-	-	-	293

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
The Dance Center LLC	22-066464-01	12/13/2022	1/12/2023	326	-	-	-	-	326
The Dance Center LLC	22-066548-01	12/13/2022	1/12/2023	293	-	-	-	-	293
The Dance Center LLC	22-066551-01	12/13/2022	1/12/2023	293	-	-	-	-	293
The Dance Center LLC	22-066462-01	12/13/2022	1/12/2023	326	-	-	-	-	326
Michele Lafferre	22-063888-02	12/13/2022	1/12/2023	35	-	-	-	-	35
The Dance Center LLC	22-066104-01	12/13/2022	1/12/2023	89	-	-	-	-	89
The Dance Center LLC	22-066547-01	12/13/2022	1/12/2023	326	-	-	-	-	326
Erilynne Christiansen	22-058512-02	12/13/2022	1/12/2023	100	-	-	-	-	100
Erilynne Christiansen	22-058513-02	12/13/2022	1/12/2023	100	-	-	-	-	100
BrightThinker	SINV5597	12/13/2022	1/12/2023	124	-	-	-	-	124
Erilynne Christiansen	22-061114-01	12/13/2022	1/12/2023	100	-	-	-	-	100
Erilynne Christiansen	22-061114-02	12/13/2022	1/12/2023	100	-	-	-	-	100
Outside the Box Creation	3636	12/13/2022	1/12/2023	348	-	-	-	-	348
Kumon Center of Clovis	22-057167-02	12/13/2022	1/12/2023	150	-	-	-	-	150
Kumon Center of Clovis	22-057167-01	12/13/2022	1/12/2023	150	-	-	-	-	150
Dance Explosion	22-063063-02	12/13/2022	1/12/2023	50	-	-	-	-	50
Michele Lafferre	22-066161-01	12/13/2022	1/12/2023	210	-	-	-	-	210
Rainbow Resource Center	3944822	12/13/2022	1/12/2023	96	-	-	-	-	96
Michele Lafferre	22-063888-01	12/13/2022	1/12/2023	35	-	-	-	-	35
Kumon Center of Clovis	22-057166-01	12/13/2022	1/12/2023	150	-	-	-	-	150
Rachel Robbins	22-051478-03	12/13/2022	1/12/2023	160	-	-	-	-	160
The Dance Center LLC	22-066550-01	12/13/2022	1/12/2023	293	-	-	-	-	293
Home Science Tools	000472100	12/13/2022	1/12/2023	58	-	-	-	-	58
Kumon Center of Clovis	22-057166-02	12/13/2022	1/12/2023	150	-	-	-	-	150
Generation Genius, Inc.	GG146479-R1	12/13/2022	1/12/2023	125	-	-	-	-	125
Dance Explosion	22-063063-01	12/13/2022	1/12/2023	45	-	-	-	-	45
Simin Cruz	22-064177-01	12/13/2022	1/12/2023	120	-	-	-	-	120
Stacy Oliver	123153	12/14/2022	1/13/2023	855	-	-	-	-	855
Studies Weekly	468291	12/16/2022	1/13/2023	32	-	-	-	-	32
Rainbow Resource Center	3946583	12/14/2022	1/13/2023	16	-	-	-	-	16
Rose Music Studios LLC	22-061243-01	12/14/2022	1/13/2023	30	-	-	-	-	30
Juli Jones	22-066000-01	12/14/2022	1/13/2023	90	-	-	-	-	90
Juli Jones	22-060372-02	12/14/2022	1/13/2023	50	-	-	-	-	50
Generation Genius, Inc.	GG166247-R1	12/14/2022	1/13/2023	175	-	-	-	-	175
Trigger Memory Co.	2928	12/14/2022	1/13/2023	79	-	-	-	-	79
Zoe Rebekah Pettitt	22-055072-02	12/14/2022	1/13/2023	150	-	-	-	-	150
Juli Jones	22-060375-02	12/14/2022	1/13/2023	50	-	-	-	-	50
Generation Genius, Inc.	GG158152-R1	12/14/2022	1/13/2023	175	-	-	-	-	175
Tutoring Club	22-061009-04	12/14/2022	1/13/2023	45	-	-	-	-	45
Tutoring Club	22-066985-01	12/14/2022	1/13/2023	45	-	-	-	-	45
Trigger Memory Co.	2929	12/14/2022	1/13/2023	79	-	-	-	-	79
Zoe Rebekah Pettitt	22-055072-01	12/14/2022	1/13/2023	150	-	-	-	-	150
Juli Jones	22-060370-02	12/14/2022	1/13/2023	50	-	-	-	-	50
All About Learning Press, Inc.	913991	12/14/2022	1/13/2023	30	-	-	-	-	30
Juli Jones	22-057691-03	12/14/2022	1/13/2023	140	-	-	-	-	140

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Tutoring Club	22-061009-03	12/14/2022	1/13/2023	45	-	-	-	-	45
Juli Jones	22-057480-03	12/14/2022	1/13/2023	140	-	-	-	-	140
Peace Hill Press, Inc. dba Well Trained N	55994	12/14/2022	1/13/2023	66	-	-	-	-	66
Brenda Myers	22-065604-01	12/14/2022	1/13/2023	100	-	-	-	-	100
Brenda Myers	22-066033-01	12/14/2022	1/13/2023	125	-	-	-	-	125
Studies Weekly	468289	12/16/2022	1/13/2023	32	-	-	-	-	32
Studies Weekly	468292	12/16/2022	1/13/2023	32	-	-	-	-	32
Studies Weekly	468294	12/16/2022	1/13/2023	32	-	-	-	-	32
Moving Beyond the Page	275725	12/14/2022	1/13/2023	664	-	-	-	-	664
All About Learning Press, Inc.	913994	12/14/2022	1/13/2023	225	-	-	-	-	225
Studies Weekly	468290	12/16/2022	1/13/2023	32	-	-	-	-	32
Studies Weekly	468293	12/16/2022	1/13/2023	32	-	-	-	-	32
Studies Weekly	468295	12/16/2022	1/13/2023	32	-	-	-	-	32
Tutoring Club	22-066985-02	12/14/2022	1/13/2023	45	-	-	-	-	45
Rainbow Resource Center	3946280	12/14/2022	1/13/2023	77	-	-	-	-	77
Jazz Fresno	22-063267-01	12/14/2022	1/13/2023	35	-	-	-	-	35
Jazz Fresno	22-063271-01	12/14/2022	1/13/2023	35	-	-	-	-	35
Rainbow Resource Center	3946279	12/14/2022	1/13/2023	108	-	-	-	-	108
Rainbow Resource Center	3948858	12/15/2022	1/14/2023	76	-	-	-	-	76
Maria A. Lazo	22-063719-02	12/15/2022	1/14/2023	45	-	-	-	-	45
Singapore Math Live, LLC	1215224	12/15/2022	1/14/2023	55	-	-	-	-	55
Singapore Math, Inc.	S255051	12/15/2022	1/14/2023	59	-	-	-	-	59
Michelle Hill	HILL121522	12/15/2022	1/14/2023	21	-	-	-	-	21
Flying Colors Dance	22-062533-01	12/15/2022	1/14/2023	130	-	-	-	-	130
Cornerstone Dance	22-063099-01	12/15/2022	1/14/2023	48	-	-	-	-	48
Flying Colors Dance	22-062017-01	12/15/2022	1/14/2023	65	-	-	-	-	65
Flying Colors Dance	22-062534-01	12/15/2022	1/14/2023	130	-	-	-	-	130
Flying Colors Dance	22-057342-02	12/15/2022	1/14/2023	65	-	-	-	-	65
Flying Colors Dance	22-059075-02	12/15/2022	1/14/2023	65	-	-	-	-	65
Cornerstone Dance	22-063100-02	12/15/2022	1/14/2023	38	-	-	-	-	38
Cornerstone Dance	22-056222-01	12/15/2022	1/14/2023	124	-	-	-	-	124
Cornerstone Dance	22-060980-01	12/15/2022	1/14/2023	48	-	-	-	-	48
eDynamic Learning	22-03-0439	12/15/2022	1/14/2023	85	-	-	-	-	85
Cornerstone Dance	22-063100-01	12/15/2022	1/14/2023	48	-	-	-	-	48
Flying Colors Dance	22-055005-02	12/15/2022	1/14/2023	130	-	-	-	-	130
Flying Colors Dance	22-065776-01	12/15/2022	1/14/2023	60	-	-	-	-	60
Flying Colors Dance	22-062016-01	12/15/2022	1/14/2023	65	-	-	-	-	65
eDynamic Learning	22-03-0411	12/15/2022	1/14/2023	85	-	-	-	-	85
eDynamic Learning	22-03-0426	12/15/2022	1/14/2023	85	-	-	-	-	85
BookShark	BI0016274	12/15/2022	1/14/2023	865	-	-	-	-	865
Flying Colors Dance	22-063992-01	12/15/2022	1/14/2023	65	-	-	-	-	65
Sarah Michelle Rebecca Russell	22-067280-03	12/16/2022	1/15/2023	15	-	-	-	-	15
Sarah Michelle Rebecca Russell	22-067280-01	12/16/2022	1/15/2023	15	-	-	-	-	15
All About Learning Press, Inc.	914011	12/16/2022	1/15/2023	64	-	-	-	-	64
Discount School Supply	P41873400101	12/16/2022	1/15/2023	31	-	-	-	-	31

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
All About Learning Press, Inc.	914009	12/16/2022	1/15/2023	104	-	-	-	-	104
Rainbow Resource Center	3949288	12/16/2022	1/15/2023	111	-	-	-	-	111
Rainbow Resource Center	3950218	12/16/2022	1/15/2023	167	-	-	-	-	167
BookShark	BI0016291	12/16/2022	1/15/2023	972	-	-	-	-	972
Institute for Excellence in Writing	961776	12/15/2022	1/15/2023	77	-	-	-	-	77
Art of Problem Solving	INV228487	12/16/2022	1/15/2023	96	-	-	-	-	96
Singapore Math, Inc.	S255132	12/16/2022	1/15/2023	67	-	-	-	-	67
Studies Weekly	468391	12/19/2022	1/15/2023	65	-	-	-	-	65
Sarah Michelle Rebecca Russell	22-061252-01	12/16/2022	1/15/2023	150	-	-	-	-	150
Sarah Michelle Rebecca Russell	22-067280-02	12/16/2022	1/15/2023	15	-	-	-	-	15
Sarah Michelle Rebecca Russell	22-062869-02	12/16/2022	1/15/2023	30	-	-	-	-	30
Rojeski Student Support	22-066591-01	12/17/2022	1/16/2023	105	-	-	-	-	105
Tina M. Carter	22-064434-01	12/17/2022	1/16/2023	154	-	-	-	-	154
Tina M. Carter	22-067186-01	12/17/2022	1/16/2023	86	-	-	-	-	86
Nicole the Math Lady LLC	5786	12/17/2022	1/16/2023	129	-	-	-	-	129
Tina M. Carter	22-062846-01	12/17/2022	1/16/2023	154	-	-	-	-	154
Nicole the Math Lady LLC	5787	12/17/2022	1/16/2023	99	-	-	-	-	99
Rojeski Student Support	22-065764-01	12/17/2022	1/16/2023	35	-	-	-	-	35
Rojeski Student Support	22-061584-02	12/17/2022	1/16/2023	105	-	-	-	-	105
Rojeski Student Support	22-056126-02	12/17/2022	1/16/2023	200	-	-	-	-	200
Tina M. Carter	22-067185-01	12/17/2022	1/16/2023	116	-	-	-	-	116
Cen Cal Dance Academy	22-061374-01	12/18/2022	1/17/2023	112	-	-	-	-	112
Williamsburg Learning	3638	12/18/2022	1/17/2023	425	-	-	-	-	425
Outschool, Inc.	12345709711	12/19/2022	1/18/2023	56	-	-	-	-	56
Rainbow Resource Center	3950436	12/19/2022	1/18/2023	195	-	-	-	-	195
Roberta Chatman	22-049837-02	12/19/2022	1/18/2023	25	-	-	-	-	25
Roberta Chatman	22-064075-02	12/19/2022	1/18/2023	20	-	-	-	-	20
Roberta Chatman	22-064081-02	12/19/2022	1/18/2023	35	-	-	-	-	35
Rainbow Resource Center	3950431	12/19/2022	1/18/2023	48	-	-	-	-	48
Roberta Chatman	22-049838-02	12/19/2022	1/18/2023	25	-	-	-	-	25
Roberta Chatman	22-064079-02	12/19/2022	1/18/2023	35	-	-	-	-	35
America's Kids Inc.	22-059941-01	12/19/2022	1/18/2023	270	-	-	-	-	270
America's Kids Inc.	22-066312-01	12/19/2022	1/18/2023	86	-	-	-	-	86
America's Kids Inc.	22-067200-01	12/19/2022	1/18/2023	216	-	-	-	-	216
America's Kids Inc.	22-064216-01	12/19/2022	1/18/2023	270	-	-	-	-	270
America's Kids Inc.	22-067201-01	12/19/2022	1/18/2023	216	-	-	-	-	216
Outschool, Inc.	12345709712	12/19/2022	1/18/2023	78	-	-	-	-	78
America's Kids Inc.	22-067202-01	12/19/2022	1/18/2023	216	-	-	-	-	216
America's Kids Inc.	22-059916-01	12/19/2022	1/18/2023	270	-	-	-	-	270
America's Kids Inc.	22-059921-01	12/19/2022	1/18/2023	270	-	-	-	-	270
Diana Porter	22-060991-01	12/19/2022	1/18/2023	60	-	-	-	-	60
Diana Porter	22-060628-02	12/19/2022	1/18/2023	80	-	-	-	-	80
Diana Porter	22-063112-01	12/19/2022	1/18/2023	60	-	-	-	-	60
Outschool, Inc.	12345709707	12/19/2022	1/18/2023	216	-	-	-	-	216
Generation Genius, Inc.	GG131623-R1	12/19/2022	1/18/2023	175	-	-	-	-	175

Yosemite Valley Charter School

Accounts Payable Aging

December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Outschool, Inc.	12345709709	12/19/2022	1/18/2023	56	-	-	-	-	56
Outschool, Inc.	12345709714	12/19/2022	1/18/2023	153	-	-	-	-	153
Diana Porter	22-063186-02	12/19/2022	1/18/2023	20	-	-	-	-	20
Diana Porter	22-063111-01	12/19/2022	1/18/2023	60	-	-	-	-	60
Diana Porter	22-063185-02	12/19/2022	1/18/2023	20	-	-	-	-	20
Diana Porter	22-063185-01	12/19/2022	1/18/2023	20	-	-	-	-	20
Diana Porter	22-063186-01	12/19/2022	1/18/2023	20	-	-	-	-	20
Rainbow Resource Center	3950433	12/19/2022	1/18/2023	104	-	-	-	-	104
Roberta Chatman	22-063757-01	12/19/2022	1/18/2023	20	-	-	-	-	20
Roberta Chatman	22-064075-01	12/19/2022	1/18/2023	20	-	-	-	-	20
Rainbow Resource Center	3951112	12/19/2022	1/18/2023	36	-	-	-	-	36
Roberta Chatman	22-064070-01	12/19/2022	1/18/2023	20	-	-	-	-	20
Diana Porter	22-063185-03	12/19/2022	1/18/2023	20	-	-	-	-	20
America's Kids Inc.	22-064211-01	12/19/2022	1/18/2023	270	-	-	-	-	270
Rainbow Resource Center	3950435	12/19/2022	1/18/2023	59	-	-	-	-	59
Rainbow Resource Center	3951101	12/19/2022	1/18/2023	146	-	-	-	-	146
Roberta Chatman	22-061391-02	12/19/2022	1/18/2023	20	-	-	-	-	20
Rainbow Resource Center	3950434	12/19/2022	1/18/2023	104	-	-	-	-	104
Rainbow Resource Center	3950432	12/19/2022	1/18/2023	104	-	-	-	-	104
Roberta Chatman	22-064070-02	12/19/2022	1/18/2023	20	-	-	-	-	20
Diana Porter	22-063186-03	12/19/2022	1/18/2023	20	-	-	-	-	20
America's Kids Inc.	22-067837-01	12/19/2022	1/18/2023	63	-	-	-	-	63
Rainbow Resource Center	3951113	12/19/2022	1/18/2023	377	-	-	-	-	377
Roberta Chatman	22-064079-01	12/19/2022	1/18/2023	35	-	-	-	-	35
Roberta Chatman	22-064081-01	12/19/2022	1/18/2023	35	-	-	-	-	35
Roberta Chatman	22-064105-03	12/19/2022	1/18/2023	25	-	-	-	-	25
Juli Jones	22-067570-01	12/19/2022	1/18/2023	105	-	-	-	-	105
High School Math Live LLC	22-059346-01	12/19/2022	1/18/2023	350	-	-	-	-	350
Math-U-See Inc.	0805566-IN	12/8/2022	2/6/2023	19	-	-	-	-	19
Math-U-See Inc.	0805569-IN	12/8/2022	2/6/2023	51	-	-	-	-	51

Total Outstanding Payables in December \$ 694,187 \$ - \$ - \$ 308 \$ 203,444 \$ 897,938

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jan-18	Mid-Year Expenditure Report due to SELPA (LACOE) - Interim financial reporting for actuals through December 31 are due to LACOE Charter SELPA.	Charter Impact	No	No	https://www.lacountycharterselpa.org/
FINANCE	Jan-13	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-18	Mid-Year Expenditure Report due to SELPA (EDCOE) - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-18	SELPA Pandemic Dispute Prevention & Learning Recovery Funding Reports due (EDCOE) - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-23	SELPA ADA/Enrollment report #2 (EDCOE) - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-13	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2021 - June 30, 2022.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/anreporhelp.asp
FINANCE	Jan-30	ASES Grant Renewal - After School Education and Safety Program applications and renewals due to the CDE for fiscal year 2023/24. Grants are scheduled to be renewed every three years.	Client	No	Yes	https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp
FINANCE	Jan-31	ASES - 2nd Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Client with Charter Impact support	No	No	https://www.irs.gov/forms-pubs/about-form-1095-c
FINANCE	Jan-31	SELPA ADR & Learning Recovery Funding Reports due (LACOE) - Expenditure reports are due to LACOE Charter SELPA.	Charter Impact	No	No	https://www.lacountycharterselpa.org/
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2021/22). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
FINANCE	Feb-10	ASES - New applicants for 2023/24 - These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The application is for new grantees as well as existing grant recipients who wish to increase funding.	Client with Charter Impact support	No	Yes	https://www.cde.ca.gov/fg/fo/r27/ases23rfa.asp
FINANCE	Feb-15	Board of Equalization Property Tax Exemption - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-24	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Set by Authorizer (by Mar 15)	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp

Cover Sheet

Superintendent & Deputy Director Divvy Expenses

Section:	II. Finance
Item:	B. Superintendent & Deputy Director Divvy Expenses
Purpose:	Discussion & Potential Action
Related Material:	YVCS Divvy - December

BACKGROUND:

- Part of the fiscal checks and balances process to ensure proper spending of school funds.
- This will be a monthly agenda item.
- Board review will be on the prior, not current month's transactions.
- There were no Divvy transactions during the month of December.

Yosemite Valley Charter School

Divvy Register (Steph Johnson and Laurie Goodman)

For the period ended December 31, 2022

Vendor Name	Card Holder	Transaction Date	Transaction Amount
-------------	-------------	------------------	--------------------

-

Total Disbursements in December \$ -

Cover Sheet

School Accountability Report Card (SARC)

Section:	III. Academic Excellence
Item:	A. School Accountability Report Card (SARC)
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022 SARC - Yosemite Valley

BACKGROUND:

- Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC.
- The purpose of the report card is to provide parents and the community with important information about each school.
- A SARC can be an effective way for a school to report on its progress in achieving goals.
- SARC reports generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments.
- State law requires that the SARC contain all of the following:
 - Demographic data
 - School safety and climate for learning information
 - Academic data
 - School completion rates
 - Class sizes
 - Teacher and staff information
 - Curriculum and instruction descriptions
 - Postsecondary preparation information
 - Fiscal and expenditure data
- The report must be updated annually and published by February 1.

RECOMMENDATION:

- Consider the approval of the 2022 SARC Report.

Yosemite Valley Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Yosemite Valley Charter School
Street	3610 E. Ashlan Ave
City, State, Zip	Fresno, CA 93726
Phone Number	559-289-7069
Principal	Stephanie Johnson
Email Address	steph.johnson@centralvcs.org
School Website	http://yosemitevalleycharter.org
County-District-School (CDS) Code	10625470135103

2022-23 District Contact Information

District Name	Yosemite Valley Charter School
Phone Number	(559) 884-2492
Superintendent	Baldomero Hernandez
Email Address	bhernandez@westside-elem.com
District Website Address	www.westside-elem.k12.ca.us/

2022-23 School Overview

Yosemite Valley Charter School is a tuition-free, public charter school serving transitional kindergarten through 12th-grade and we take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. We are here to serve, support, and inspire the community within our school and all families on an educational journey with their children.

Mission

Yosemite Valley Charter School provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Vision

Yosemite Valley Charter School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

Schoolwide Learner Outcomes

Yosemite Valley Charter School, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness Standards, and the education of the whole child. Our students are:

- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem-solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

2022-23 School Overview

- Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	313
Grade 1	257
Grade 2	276
Grade 3	248
Grade 4	255
Grade 5	205
Grade 6	190
Grade 7	151
Grade 8	158
Grade 9	112
Grade 10	121
Grade 11	94
Grade 12	77
Total Enrollment	2,457

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.4
Asian	2.9
Black or African American	2.2
Filipino	0.7
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.7
White	51.8
English Learners	2.0
Foster Youth	0.1
Homeless	0.7
Migrant	0.0
Socioeconomically Disadvantaged	44.4
Students with Disabilities	11.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.10	48.43	59.30	43.99	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.99	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.19	1.00	0.78	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	45.20	49.66	68.50	50.80	12115.80	4.41
Unknown	1.50	1.71	4.60	3.44	18854.30	6.86
Total Teaching Positions	91.00	100.00	134.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86	98.85				
Intern Credential Holders Properly Assigned	1	.9901				
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0					
Unknown						
Total Teaching Positions	87	100				

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.10	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.10	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	45.20	0
Total Out-of-Field Teachers	45.20	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.10	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Reading Horizons Bridgeway	Yes	0
Mathematics	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Bridgeway Eureka	Yes	0
Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
History-Social Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Reading Horizons Bridgeway	Yes	0
Foreign Language	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0
Health	McGraw-Hill ALEKS Edgenuity	Yes	0

	K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway		
Visual and Performing Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

Yosemite Valley Charter is a non-classroom based program; therefore, a FIT is not needed or required.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
-----------	------	------	------

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	19	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1222	1116	91.33	8.67	41.79
Female	641	590	92.04	7.96	45.25
Male	580	526	90.69	9.31	37.90
American Indian or Alaska Native	--	--	--	--	--
Asian	43	39	90.70	9.30	69.23
Black or African American	35	31	88.57	11.43	51.61
Filipino	--	--	--	--	--
Hispanic or Latino	374	355	94.92	5.08	31.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	119	106	89.08	10.92	50.94
White	637	571	89.64	10.36	44.04
English Learners	24	23	95.83	4.17	26.09
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	36.36
Military	25	20	80.00	20.00	50.00
Socioeconomically Disadvantaged	484	452	93.39	6.61	31.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	169	150	88.76	11.24	12.67

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1222	1115	91.24	8.76	24.30
Female	641	590	92.04	7.96	22.20
Male	580	525	90.52	9.48	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	43	39	90.70	9.30	46.15
Black or African American	35	31	88.57	11.43	19.35
Filipino	--	--	--	--	--
Hispanic or Latino	374	355	94.92	5.08	15.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	119	106	89.08	10.92	30.19
White	637	570	89.48	10.52	27.72
English Learners	24	23	95.83	4.17	21.74
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	36.36
Military	25	20	80.00	20.00	30.00
Socioeconomically Disadvantaged	484	452	93.39	6.61	17.48
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	169	150	88.76	11.24	5.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	34.9	0	15.79	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	591	448	75.8	24.2	34.9
Female	321	251	78.19	21.81	33.47
Male	269	197	73.23	26.77	36.73
American Indian or Alaska Native	--	--	--	--	--
Asian	19	15	78.95	21.05	80
Black or African American	20	15	75	25	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	166	127	76.51	23.49	19.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	46	73.02	26.98	41.3
White	315	237	75.24	24.76	40.68
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	244	178	72.95	27.05	25.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	58	65.91	34.09	6.9

2021-22 Career Technical Education Programs

Today's Career Tech Education (CTE) is a program of study designed to integrate core academic knowledge with technical and occupational knowledge. Programs provide a wide range of learning experiences spanning a variety of career tracks, fields, and industries. While Career Tech Education is designed to prepare students for the world of work, completion of a pathway also helps pave the way to additional study after high school. Students may have the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry certification opportunities. At Central Valley Charter Schools we offer a variety of options for students to explore and pursue Career Technical Pathways.

Currently, we have 2 pathways offered through High School Virtual Academy Live! The first pathway is the Animal Science Pathway which allows students to learn all about animal breeds, care, nutrition, and medical needs as well as the science behind food production. The second pathway offered is the Agriscience Pathway which allows students to study California agriculture, sustainability, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences. All of these courses are A-G approved as well allowing students to explore their desired CTE pathway while still preparing for further education after high school.

This year we are now able to offer 16 different pathways through eDynamics with in-house CTE teachers overseeing the courses. We have also launched a Middle School CTE course for Career Exploration that allows students to be introduced to the various career pathways and choose one that best fits their interests. There are also over 30 students throughout our high schools that are taking CTE courses through various vendors and community colleges that we work closely with

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	16
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.79
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	1.08

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.31%	92.31%	92.31%	92.31%	92.31%
Grade 7	90%	90%	90%	90%	90%
Grade 9	90.29%	90.29%	90.29%	90.29%	90.29%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Yosemite Valley Charter ensures parents, legal guardians, and teachers have an opportunity to participate in the governance of the school. Some of the voting members of the board of directors are parents/guardians. The parent representatives provide insight into students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school-related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on the effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from a variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and the community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.8	6.7		21.9	27.5		8.9	7.8
Graduation Rate		80.6	88.8		30.8	30.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	89	79	88.8
Female	53	48	90.6
Male	36	31	86.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	19	18	94.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	56	48	85.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	64	56	87.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	10	66.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2607	2529	26	1.0
Female	1350	1312	4	0.3
Male	1255	1215	22	1.8
American Indian or Alaska Native	10	10	2	20.0
Asian	72	72	0	0.0
Black or African American	56	55	1	1.8
Filipino	20	17	0	0.0
Hispanic or Latino	836	798	10	1.3
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	171	167	2	1.2
White	1335	1303	10	0.8
English Learners	62	60	1	1.7
Foster Youth	2	2	0	0.0
Homeless	31	29	0	0.0
Socioeconomically Disadvantaged	1221	1184	21	1.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	340	327	14	4.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.14	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Yosemite Valley Charter has a Comprehensive Safety Plan was approved by the board on 08/15/21 & 8/23/22. This plan was developed with the unique needs of a non-classroom based school at the forefront of its development. The plan utilizes an incident command structure where each individual responsible for the implementation of an emergency response only needs to know the basic responses of four initial actions and then a compartmentalized set of actions that can be given to individuals during an emergency. The four initial actions are "Duck and Cover", "Evacuation", "Shelter-in-place", and "Lock-Down". One of these initial actions will be used in any emergency.

After the initial action the Safety Plan has "Responsibilities", "Safety", "Start-up Actions", "Operational Duties", and "Closing Down" actions for different roles in an emergency. These roles are:

- Incident Commander
- Public Information Officer
- Student Care Group
- First Aid Group
- Search and Rescue Group
- Student Accountability Group
- Student Release Group

In addition, the Safety Plan has a Media Relations Guide, and procedures for Earthquakes, Hazardous Material Releases, Intruder on Site, Severe Weather, Utility Loss or Damage, Bomb Threat, Basic Medical Emergency, and an Incident Report Form.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	124		
1	3	82		
2	2	89		
3	3	82		
4	2	89		
5	2	80		
6	2	77		
Other	2	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	99		
1	3	75		
2	3	78		
3	3	79		
4	3	72		
5	3	73		
6	2	72		
Other	4	7		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	114		
1	3	77		
2	3	80		
3	3	77		
4	3	78		
5	2	83		
6	3	75		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	168		
Mathematics	2	164		
Science	2	143		
Social Science	2	157		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	176		4
Mathematics	2	187		1
Science	2	135		1
Social Science	2	156		2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	150	1	2
Mathematics	2	152	2	1
Science	2	117	2	
Social Science	2	159	1	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	3510

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	10.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11987	1747	10240	63209
District	N/A	N/A	10240	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	43.3	-15.8

2021-22 Types of Services Funded

Yosemite Valley Charter School provides comprehensive services to support students' academic development. Eligible students receive special education services to support their Individualized Education Plan (IEP), students are provided resources such as textbooks, technology, and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics through a variety of metrics including online benchmark assessment three times per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention program as well as a robust SEL and transition program. The school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the student's educational experience.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,347	\$46,844
Mid-Range Teacher Salary	\$77,498	\$73,398
Highest Teacher Salary	\$102,599	\$93,345
Average Principal Salary (Elementary)	\$144,944	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	19%	30%
Percent of Budget for Administrative Salaries	9%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0.5
-----------------------------------	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

Yosemite Valley Charter is committed to research-based professional development in all four content area. We partner with our local county offices and other professional organizations for on-going professional develop throughout the school year for all staff including parents and students.

Based on data from the feedback we received from our teachers towards the end of the last school year (2021/2022), we moved to an individualized Professional Development (PD) plan for the current school year (2022-2023). We offered eight PD choices this year based on a needs self-assessment our teachers took. (HERE is the raw data and HERE is the analysis)

We created the eight PD courses and allowed all staff (certificated and classified) to choose one (or more if they wanted). Each PD is taught by a qualified member of our leadership team with a Master's Degree and is approximately 15 hours of synchronous and/or asynchronous research, activities, projects, assignments, etc. Every PD is research-based, applicable to our model of education, and supports all students.

PDs offered: Virtual Instruction Strategies, College & Career Readiness, Supporting High School Writers, Having Difficult Conversations, Helping Students Become Mathematical Thinkers (TCOE Strategies - K-8th Grade), Technology (Google Suite), Helping Students Overcome Testing Anxiety, and Secondary Technology Tools.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	

Cover Sheet

Extended School Year (ESY)

Section:	III. Academic Excellence
Item:	B. Extended School Year (ESY)
Purpose:	Discussion & Potential Action - Vote
Related Material:	Extended School Year (ESY) - Yosemite Valley

BACKGROUND:

- Extended School Year (ESY) services are special education and related services provided by the school during the time between academic years.
- Per the Individuals with Disabilities Education Act (IDEA) and California Code of Regulations section 3043, these services assist the student in working toward the same goals and objectives that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated:
 - Regression of skills during an extended school break and
 - Limited ability to benefit from re-teaching skills after an extended school break.

RECOMMENDATION:

- Consider approval of the proposed ESY plan/schedule.



Extended School Year (ESY)

ESY occurs directly after the school year ends and is four weeks in duration. For the current school year, ESY is scheduled to begin on June 5, 2023 and end on June 30, 2023.

This will provide students with 19 days of instruction and access to their related services.

Cover Sheet

School Dashboard

Section:	III. Academic Excellence
Item:	C. School Dashboard
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	YVCS_CA Dashboard_2022-23

BACKGROUND:

- The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
- Short [Youtube video](#), published by the California Department of Education, explains what the Dashboard is and how it can be used.

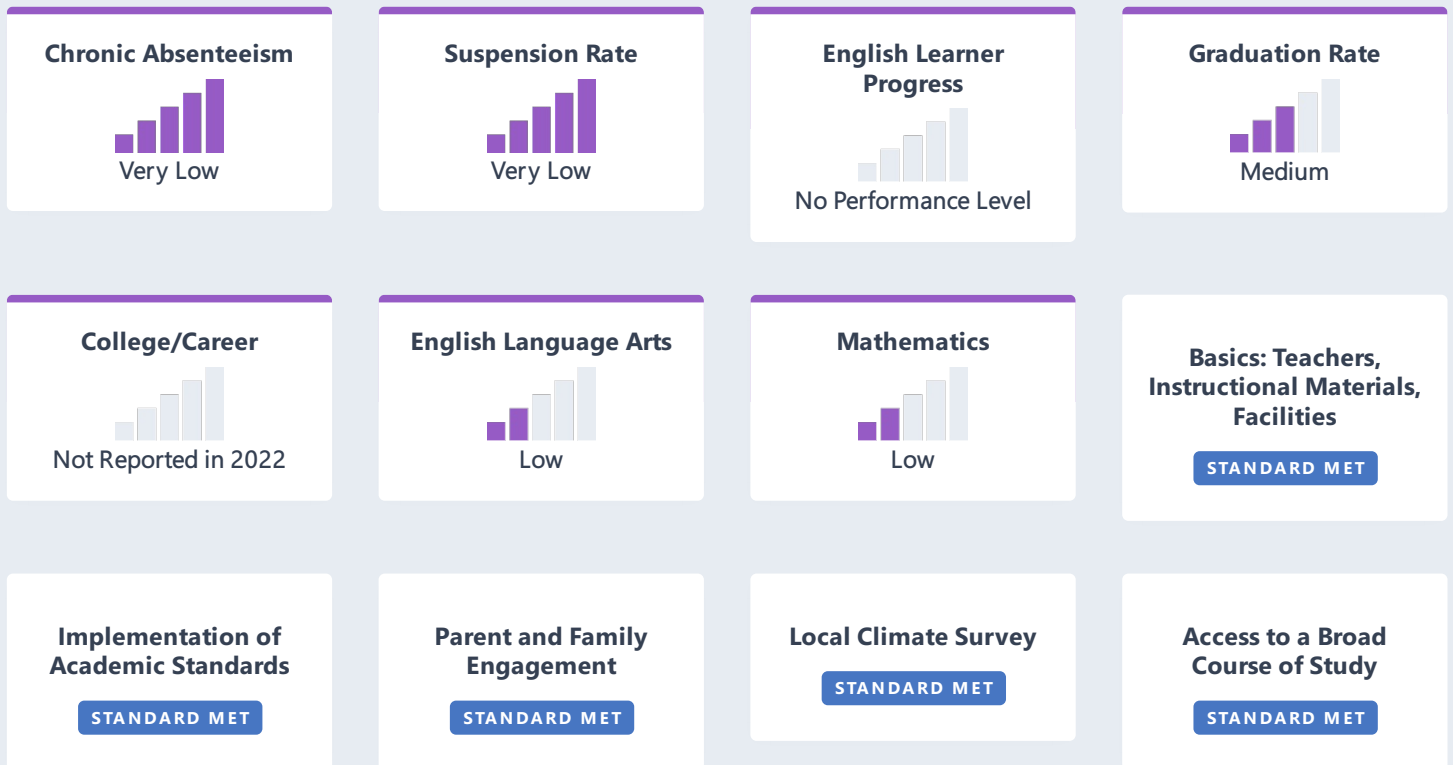
RECOMMENDATION:

- Provide guidance and direction to school leadership.

Yosemite Valley Charter

Explore the performance of Yosemite Valley Charter under California's Accountability System.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



School Details

NAME Yosemite Valley Charter	ADDRESS 3610 East Ashlan Ave Fresno, CA 93726-3840	WEBSITE http://yosemitevalleych...	GRADES SERVED K-12
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

Student Population

Explore information about this school's student population.

Enrollment 2,457	Socioeconomically Disadvantaged 44.4%	English Learners 2%	Foster Youth 0.1%
-----------------------------------	--	--------------------------------------	------------------------------------

Academic Performance

View Student Assessment Results and other aspects of school performance.

<p>LEARN MORE</p> <p>English Language Arts</p> <p>Low</p> <p>21.5 points below standard</p> <p>EQUITY REPORT Number of Student Groups in Each Level</p> <table border="1"> <tr> <td>1 Very Low</td> <td>5 Low</td> <td>1 Medium</td> </tr> <tr> <td>1 High</td> <td>0 Very High</td> <td></td> </tr> </table>	1 Very Low	5 Low	1 Medium	1 High	0 Very High		<p>LEARN MORE</p> <p>Mathematics</p> <p>Low</p> <p>67.7 points below standard</p> <p>EQUITY REPORT Number of Student Groups in Each Level</p> <table border="1"> <tr> <td>2 Very Low</td> <td>5 Low</td> <td>1 Medium</td> </tr> <tr> <td>0 High</td> <td>0 Very High</td> <td></td> </tr> </table>	2 Very Low	5 Low	1 Medium	0 High	0 Very High		<p>LEARN MORE</p> <p>English Learner Progress</p> <p>No Performance Level</p> <p>54.5% making progress towards English language proficiency</p>	<p>LEARN MORE</p> <p>College/Career</p> <p>Not Reported In 2022</p>
1 Very Low	5 Low	1 Medium													
1 High	0 Very High														
2 Very Low	5 Low	1 Medium													
0 High	0 Very High														

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

Very Low

1% chronically absent

EQUITY REPORT
Number of Student Groups in Each Level

0 Very High	0 High	0 Medium
1 Low	7 Very Low	

[LEARN MORE](#)

Graduation Rate

Medium

88.9% graduated

EQUITY REPORT
Number of Student Groups in Each Level

0 Very Low	0 Low	2 Medium
0 High	0 Very High	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

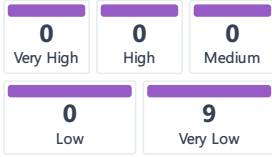
Suspension Rate

Very Low

**0% suspended at
least one day**

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Cover Sheet
Suicide Prevention Policies Grades TK-7 & 8-12 Grades
Board Policy No. 5141.A & 5141.B

Section: III. Academic Excellence
Item: D. Suicide Prevention Policies Grades TK-7 & 8-12 Grades
Purpose: Discussion & Potential Action - Vote
Related Material: 5141.A - Suicide Prevention Policy Grades TK-7 - YV; 5141.B -
Suicide Prevention Policy Grades 8-12 - YV

BACKGROUND:

- These policies will replace the current singular Suicide Prevention Policy.
- The approach and the training of staff differs based on student age/grade.
- School staff assigned to the younger grades have experience and training in that age range.
- School staff assigned to the older grades have experience and training in that age range.

RECOMMENDATION:

- Consider approving the Suicide Prevention Policies TK-7 and 8-12 Grades.



YOSEMITE VALLEY CHARTER SCHOOL

STUDENTS

Health & Welfare

SUICIDE PREVENTION POLICY GRADES TK-7

Yosemite Valley Charter School is committed protecting the health and well-being of all Yosemite Valley Charter School students, including vulnerable youth populations, by having procedures and evidence-based, multi-tiered interventions in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. While we are concerned for the risk of suicidality across all populations we serve we also recognize that there are vulnerable youth populations at a greater risk historically. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The purpose of Yosemite Valley Charter School Governing Board approving this Suicide Prevention Policy is to accomplish the following:

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Identify Student Participation and Education
4. Outline Key Terms and Definitions of Suicide Prevention
5. Explain Suicide Discussion/Communication for Parents and Children
6. Outline the Process for Assessment and Referral
7. Outline the Process for Implementing the Policy
8. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

1. Purpose: Yosemite Valley Charter School recognizes that:

- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,



- b) further recognizes that suicide is a leading cause of death among young people,
- c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Yosemite Valley Charter School hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other practices that support the emotional and behavioral wellness of students. The school's policy is based on research and best-practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities can decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." Using a multi-tiered intervention system, the goal of the school is to increase the number of and ease access to social-emotional intervention to mitigate suicide- and self-harm risk while increasing the sense of inclusivity within the operation of the school.

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed multi-tiered strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

2. **Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better



equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self-harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations as well as providing a healthy physical environment.. As educators, Yosemite Valley Charter School faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

- 3. Student Participation and Education:** Yosemite Valley Charter School along with its partners has carefully reviewed SEL curriculum created by staff based on staff and parent feedback that is specific to our community's needs. All parents have access to the lessons and pacing guides and a Smore newsletter with information and links for parents. This curriculum is meant to teach and encourage healthy ways of processing emotions and learning coping skills. It promotes the mental health model of suicide prevention and does not encourage the use of the stress-model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the School's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Introduction of coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).
 - Yosemite Valley Charter School will support the creation and implementation of programs and/or activities that raise awareness about mental wellness and



suicide prevent (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs).

4. Key Terms and Definitions:

- ***At Risk*** A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- ***Crisis Team*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- ***Mental Health*** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- ***Postvention*** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- ***Risk Assessment*** An evaluation of a students who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- ***Risk Factors for Suicide*** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- ***Self-Harm*** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- ***Suicide*** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.



- ***Suicide Attempt*** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- ***Suicidal Behavior*** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

5. Suicide Discussion/Communication:

For Parents - Talking to your Children: *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they don't feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.
- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.



- **Tailor the conversation to your child’s age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child’s developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don’t know the answer to a question, don’t be afraid to say that. You can make it into a learning experience and research the answer with your child together. That’s much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it’s ok to tell you if they do feel this way. Make sure they feel safe in your home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.
- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., “Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you’re feeling these feelings?”
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child’s distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child’s distress must immediately seek assistance. In seeking assistance, your child’s safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.



For the Child/ Student: School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual's ability to function, enjoy life, and feel like themselves.

6. Assessment and Referral: When a student is identified by a staff person as having an elevated risk for self-harm, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator(s) will be made aware of the situation as soon as reasonably possible.
- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.



7. Implementing the Policy: Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Yosemite Valley Charter School will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students and staff will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g., teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
- If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.
- A referral process should be prominently disseminated to all staff members with access to students, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult while at a school-sponsored activity.
- The referral process shall be prominently disseminated to all parents/guardians/caregivers so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.



Coping Skills/Healthy Behaviors: These are positive/protective actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, challenge irrational thinking, and listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: *my being with my friends, sport teams, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify the student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how a student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); community member; or neighbor.*

8. Prevention: School Policy Implementation: A suicide prevention coordinator shall be designated by Yosemite Valley Charter School Administration. This may be an existing staff person, such as a School Counselor or School Psychologist or support staff with specialized training. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for self-harm behavior. Student's who experience bullying (those who report both bullying others and being bullied) are at an increased risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other



contributing factors, including underlying mental illness and varying levels of resilience as a given individual.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is not directly predictive with suicidal thinking, it can be a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Identification and Intervention: Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

Designated members of the school crisis team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional. Standardized risk assessment (e.g. Columbia) and Safety Planning will be utilized to gauge risk level.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low-risk for suicidal behavior,



schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means (e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Help the parent/caregiver and/or school staff to develop a safety plan with the student. Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 988) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process. A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. As confidentiality is paramount in communication regarding mental health intervention, school staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media). If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

8. Resources for Parents, Students and Staff Members on Suicide Prevention:

- a. **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE).

See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- b. **Sources of Strength:** <https://sourcesofstrength.org>

- c. **Know the Signs:** <http://www.suicideispreventable.org>



- d. **National Mental Health and Suicide Support Services:** The following are just a few of many listings for local mental health services
- **National 988 Suicide Prevention Lifeline** <https://988lifeline.org/current-events/the-lifeline-and-988/>
 - i. **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
 - ii. **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642
 - iii. **American Foundation for Suicide Prevention** www.afsp.org
 - iv. **American Association for Suicide Prevention** www.suicidology.org
 - v. **Center for Disease Control & Prevention** www.cdc.gov/ViolencePrevention/suicide
 - vi. **Healthy Place -** www.healthyplace.com
 - vii. **Jed Foundation -** www.jedfoundation.org
 - viii. **National Federation of Families for Children’s Mental Health** www.ffcmh.org
 - ix. **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
 - x. **The Trevor Lifeline -** www.thetrevorproject.org 1-866-488-7386
 - xi. **National Institute of Mental Health (NIMH) -** www.nimh.nih.gov
 - xii. **Strength of US-** www.strengthofus.org
 - e. **Substance Abuse and Mental Health Services Administration (SAMHSA)** www.samhsa.gov/prevention/suicide.aspx
 - f. **Suicide Awareness Voices of Education (SAVE)** www.save.org
 - g. **California Youth Crisis Line 1-800-843-5200** <https://calyouth.org/>
 - h. **Suicide Prevention Action Network USA -** www.spanusa.org
 - i. **Suicide Prevention Resource Center (SPRC) -** www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.
- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds. 1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.
- Apter, Terri. The Confident Child: Raising Children to Believe in Themselves. 1997.
- Book Resources for Teens: Mental Health and Resilience



- Hipp, Earl. *Fighting Invisible Tigers: A Stress Management Guide for Teens*. 2008.
- Fox, Annie. *Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy*. 2005
- Seaward, Brian. *Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger*. 2002.
- Espeland, Pamela. *Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun*. 2003.
- Covey, Sean. *The 7 Habits of Highly Effective Teens*. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame*.
- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Adopted: January 23, 2023



YOSEMITE VALLEY CHARTER SCHOOL

STUDENTS

Health & Welfare

SUICIDE PREVENTION POLICY GRADES 8-12

Yosemite Valley Charter School is committed protecting the health and well-being of all Yosemite Valley Charter School students, including vulnerable youth populations, by having procedures and evidence-based, multi-tiered interventions in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. While we are concerned for the risk of suicidality across all populations we serve we also recognize that there are vulnerable youth populations at a greater risk historically. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The purpose of Yosemite Valley Charter School Governing Board approving this Suicide Prevention Policy is to accomplish the following:

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Identify Student Participation and Education
4. Outline Key Terms and Definitions of Suicide Prevention
5. Explain Suicide Discussion/Communication for Parents and Children
6. Outline the Process for Assessment and Referral
7. Outline the Process for Implementing the Policy
8. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

1. Purpose: Yosemite Valley Charter School recognizes that:

- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,



- b) further recognizes that suicide is a leading cause of death among young people,
- c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Yosemite Valley Charter School hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other practices that support the emotional and behavioral wellness of students. The school's policy is based on research and best-practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities can decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." Using a multi-tiered intervention system, the goal of the school is to increase the number of and ease access to social-emotional intervention to mitigate suicide- and self-harm risk while increasing the sense of inclusivity within the operation of the school.

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed multi-tiered strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

2. **Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool



for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self-harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations as well as providing a healthy physical environment.. As educators, Yosemite Valley Charter School faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

- 3. Student Participation and Education:** Yosemite Valley Charter School along with its partners has carefully reviewed SEL curriculum created by staff based on staff and parent feedback that is specific to our community's needs. All parents have access to the lessons and pacing guides and a Smore newsletter with information and links for parents. This curriculum is meant to teach and encourage healthy ways of processing emotions and learning coping skills. It promotes the mental health model of suicide prevention and does not encourage the use of the stress-model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the School's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Introduction of coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).



- Yosemite Valley Charter School will support the creation and implementation of programs and/or activities that raise awareness about mental wellness and suicide prevent (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs).

4. Key Terms and Definitions:

- **At Risk** A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- **Crisis Team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- **Mental Health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- **Risk Assessment** An evaluation of a students who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- **Risk Factors for Suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- **Self-Harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.



- ***Suicide*** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- ***Suicide Attempt*** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- ***Suicidal Behavior*** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

4. Suicide Discussion/Communication:

For Parents - Talking to your Children: *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they do not feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.



- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child’s age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child’s developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don’t know the answer to a question, don’t be afraid to say that. You can make it into a learning experience and research the answer with your child together. That’s much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it’s ok to tell you if they do feel this way. Make sure they feel safe in your home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.
- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., “Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you’re feeling these feelings?”
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child’s distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child’s distress must immediately seek assistance. In seeking assistance, your child’s safety is the first consideration. The child



should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

For the Child/ Student: School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual's ability to function, enjoy life, and feel like themselves.

5. Assessment and Referral: When a student is identified by a staff person as having an elevated risk for self-harm, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator(s) will be made aware of the situation as soon as reasonably possible.
- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.



6. Process for Implementing the Policy: Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Yosemite Valley Charter School will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students and staff will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g., teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
- If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.
- A referral process should be prominently disseminated to all staff members with access to students, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult while at a school-sponsored activity.
- The referral process shall be prominently disseminated to all parents/guardians/caregivers so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Coping Skills/Healthy Behaviors: These are positive/protective actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies



include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, challenge irrational thinking, and listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: *my being with my friends, sport teams, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify the student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how a student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); community member; or neighbor.*

7. Prevention: School Policy Implementation:

A suicide prevention coordinator shall be designated by Yosemite Valley Charter School Administration. This may be an existing staff person, such as a School Counselor or School Psychologist or support staff with specialized training. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for self-harm behavior. Student's who experience bullying (those who report both bullying others and being bullied) are at an increased risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other



contributing factors, including underlying mental illness and varying levels of resilience as a given individual.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is not directly predictive with suicidal thinking, it can be a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Identification and Intervention: Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

Designated members of the school crisis team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional. Standardized risk assessment (e.g. Columbia) and Safety Planning will be utilized to gauge risk level.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low-risk for suicidal behavior,



schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means (e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Help the parent/caregiver and/or school staff to develop a safety plan with the student. Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 988) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process. A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. As confidentiality is paramount in communication regarding mental health intervention, school staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media). If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

8. Resources for Parents, Students and Staff Members on Suicide Prevention:

- **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE).

See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- **Sources of Strength:** <https://sourcesofstrength.org>
- **Know the Signs:** <http://www.suicideispreventable.org>



- **National Mental Health and Suicide Support Services:** The following are just a few of many listings for local mental health services
 - **National 988 Suicide Prevention Lifeline** <https://988lifeline.org/current-events/the-lifeline-and-988/>
 - **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
 - **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642
 - **American Foundation for Suicide Prevention** www.afsp.org
 - **American Association for Suicide Prevention** www.suicidology.org
 - **Center for Disease Control & Prevention**
www.cdc.gov/ViolencePrevention/suicide
 - **Healthy Place -** www.healthyplace.com
 - **Jed Foundation -** www.jedfoundation.org
 - **National Federation of Families for Children’s Mental Health**
www.ffcmh.org
 - **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
 - **The Trevor Lifeline -** www.thetrevorproject.org 1-866-488-7386
 - **National Institute of Mental Health (NIMH) -** www.nimh.nih.gov
 - **Strength of US-** www.strengthofus.org
- **Substance Abuse and Mental Health Services Administration (SAMHSA)**
www.samhsa.gov/prevention/suicide.aspx
- **Suicide Awareness Voices of Education (SAVE)** www.save.org
- **California Youth Crisis Line 1-800-843-5200** <https://calyouth.org/>
- **Suicide Prevention Action Network USA -** www.spanusa.org
- **Suicide Prevention Resource Center (SPRC) -** www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.
- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds. 1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.
- Apter, Terri. The Confident Child: Raising Children to Believe in Themselves. 1997.
- Book Resources for Teens: Mental Health and Resilience



- Hipp, Earl. *Fighting Invisible Tigers: A Stress Management Guide for Teens*. 2008.
- Fox, Annie. *Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy*. 2005
- Seaward, Brian. *Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger*. 2002.
- Espeland, Pamela. *Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun*. 2003.
- Covey, Sean. *The 7 Habits of Highly Effective Teens*. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame*.
- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Adopted: January 23, 2023

Cover Sheet
**Revised Paid Sick Leave (PSL), Personal Necessity Leaver (PNL),
& Time Off Balances Policy**
Board Policy No. 4361

Section: IV. Operations
Item: A. Revised Paid Sick Leave (PSL), Personal Necessity Leaver (PNL), & Time Off Balances Policy
Purpose: Discussion & Potential Action - Vote
Related Material: 4361-Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy-YV

BACKGROUND:

- The policy has been revised to better meet the needs of school staff.

RECOMMENDATION:

- Consider approving the Revised Paid Sick Leave (PSL), Personal Necessity Leaver (PNL), & Time Off Balances Policy.



YOSEMITE VALLEY CHARTER SCHOOL

Human Resource | Certified, Administrative and Supervisory PAID SICK LEAVE (PSL), PERSONAL NECESSITY LEAVE (PNL), & TIME OFF BALANCE POLICY

Yosemite Valley Charter School's Paid Sick Leave Plan is a part of the benefits package extended to staff. This benefit is designed to provide employees with a degree of income protection in the event of unforeseen absence from work due to the employee's own illness or other member of an employee's immediate family. Sick leave benefits may be used as accrued, and may continue to accrue as long as the employee is on active status and working. Upon reduction in benefits eligibility status (i.e. request for reduced work schedule below the benefits threshold, on FMLA or any Leave of Absence), benefits will cease to accrue until eligibility otherwise resumes. Any days accrued and unused, earned to date, will be maintained as a part of the employee's personnel record until such time as the employee resumes benefit-eligible status.

The purpose of the Yosemite Valley Charter School Governing Board approving this Absences & Leaves Policy is to accomplish the following:

1. Establish the Allotment of Paid Sick Leave
2. Establish the Allotment of Paid Time Off for Administrators and Full-Time Hourly Staff
3. Catastrophic/Donated Sick Leave

1. Allotment of Paid Sick Leave: Full Time Teachers & SPED Assessment Team Members

On July 1 of each year, eligible employees will be allotted four days (32 hours)~~seven days (56 hours)~~ of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Once an individual's sick leave bank reaches 120 hours any hours beyond this amount will be placed in their STRS retirement sick leave bank which is uncapped, although STRS retirement sick leave accruals in excess of an individual's sick leave bank of 120 hours may not be used for sick leave.. Once an individual's sick leave accrual drops under 15 days (120 hours), sick leave will accrue for an employee's use until the accrued sick leave reaches 15 days (120 hours), at which time it returns to the STRS retirement sick leave bank. Sick leave that has accrued in the STRS retirement sick leave bank will not be counted toward the 15 days (120 hours) of sick leave available for use.



Also, six days (4824 hours) will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior to use. PN days can also be used for paid sick leave. However, PSLLS Days cannot be used for a PN request. Accrued, unused PN days carry over from year to year subject to a cap of nine days (72 hours). Once an individual's accrued PN days fall below nine days (72 hours), PN days will begin to accrue again until the cap is reached, at which time accrual will cease. PN days are capped at 24 hours. PN days carry over from year to year subject to a cap of nine days (72 hours). Once an individual's accrued

Part-time Teachers and Classified Staff Members

Receive 24 hours of Paid Sick Leave annually. These days can be used for either Personal Necessity or Paid Sick Leave.

Regional Coordinators

On July 1 of each year, eligible employees will be allotted eight days (64 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. RCs need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours. Administrators & Full-time Classified On July 1 of each year, eligible employees will be allotted nine days (72 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

New Hires may carry over sick leave from their prior school district if they are certificated team members in CALSTRS. Yosemite Valley will confirm previous employment and allotted sick leave with the previous district. Once confirmed and approved, the carryover time will be added to your service credit CALSTRS upon signature of the Yosemite Valley Charter School STRS Carry-Over Policy. Carryover sick leave cannot be used while employed with Yosemite Valley Charter School.



Beginning on July 1, 2021 and each July moving forward, for any certificated member who contributes to CALSTRS, PSL and PN are capped. Any PSL and PN hours beyond their capped hours will be added to their carryover hours.

2. Allotment of Paid Time Off (PTO) for Administrators and Full-time hourly Staff Members

Since administrators and full-time hourly employees work the entire year, they also accrue PTO. PTO accrues at 3.33 hours per pay period with a cap of 120 hours. Administrators and full-time hourly staff members must have their PTO approved by their manager a minimum of five working days prior to being taken. Unused PTO will carry over from one school year to the next.

Adopted: November 18, 2021
Revised: January 23, 2023

Cover Sheet
Virtual Academy Coordinator Job Description
to Change the Position Title to Assistant Director of Virtual Elementary
Education & Salary Change to AD-1

Section:	IV. Operations
Item:	B. Virtual Academy Coordinator Job Description to Change the Position Title to Assistant Director of Virtual Elementary Education & Salary Change to AD-1
Purpose:	Discussion & Potential Action - Vote
Related Material:	AD of Virtual Elementary Education - YV

BACKGROUND:

- The school is requesting to change the current Virtual Academy Coordinator position to Assistant Director of Virtual Elementary Education and place the position on the Administrative Pay Scale at AD-1.

RECOMMENDATION:

- Consider approving the change of job titles from Virtual Academy Coordinator to Assistant Director of Virtual Elementary Education and the salary change to the Administrative Pay Scale at AD-1.



Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

Virtual Academy Coordinator Assistant Director of Virtual Elementary Education

Job Title:	<u>Assistant Director of Virtual Elementary Education</u> Virtual Academy Coordinator
Reports to:	Director 2
Supervises:	Virtual Academy Teachers, Instructional Coaches
FLSA Status:	Exempt
Contract Type:	Admin Contract - Assistant Director Level 1
Revision Date:	01/18/2023

Summary of Position:

The Assistant Director of Virtual Elementary Education will support the program director in shaping this program, creating the systems and structures that support intentional instructional practice, student academic outcomes, and engagement and support of staff, students and families. This role will require tremendous flexibility as we plan for variables such as enrollment and changing conditions and policies.

The person in this role will provide leadership and support to the elementary virtual programs in Central Valley Charter Schools. They will support the design and implementation of a long range strategy for virtual learning programs and online teaching and learning in the organization. They will develop programs, policies and procedures for virtual learning programs, oversee the daily operation of online elementary instruction throughout the organization, and provide ongoing leadership, and support. They will work directly with the administrative team and support staff as well as the Regional Coordinators and Special Education department at large to accomplish these tasks. They will be an active, contributing member of the leadership team. This could include working with the leadership team to learn a new process or program, participating in a select pilot group of team members to test the process or program, attending in-service and or virtual and in-person training.

KEY RESPONSIBILITIES

Help set and execute academic vision and goals

- Plays a vital role in setting virtual program vision and takes an active role in investing and mobilizing staff to achieve the collective goals of the academic program
- Works with the program director to lead the planning and goal setting of program-wide goals; ensures alignment toward goals between different grade levels and subject matters
- Identifies and addresses equity challenges within the school
- Ensures content alignment of virtual academic program to [California state content standards](#)



Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

- Supports meeting the Social Emotional Learning needs of the students in virtual learning programs

Plan and prioritize

- Works with the program director to lead the development of the program's academic and school culture plan, developing and monitoring priority action steps to achieve goals
- Sets and monitors incremental program goals and benchmarks
- Manage the program schedule to meet students' academic, social emotional learning, and engagement goals

Manage and develop staff

- Lead staff collaboration and learning as directed by the program director
- Effectively manages and develops staff in a wide range of skill and experience level by defining responsibilities, setting goals and providing ongoing feedback and support

Lead school culture

- Works together with the program director to set and execute on a vision of excellence and equity for student and staff culture
- Develops strong elements that contribute to our organization's MTSS systems
- Manages parts of the virtual school day's operations (student schedule, engagement, technical support, etc.)
- Ensure the delivery of strong family engagement practices for student success
- Manage family and staff communication

Hire and retain highly-effective staff

- Consistently communicates to teachers, through words and actions, that they are valued, supported, and cared for
- Implement retention strategies to ensure highly-effective teachers stay teaching

Build own and team's content knowledge

- Develops deep mastery over the academic standards, curriculum and assessments with staff
- Engages in self-driven, ongoing learning regarding curriculum, pedagogy, antiracism, coaching and leadership
- Collaborates with school leaders and instructional leaders to support teachers in instructing and assessing and connects teachers with relevant resources to improve their content knowledge and instruction.
- Develop and coach virtual educators
- Leads data-driven instruction by analyzing data and developing and executing plans to address gaps and by helping teachers do the same thing for their classes
- Provides high-quality instructional coaching by accurately diagnosing classroom instruction and providing frequent feedback for teachers across skill level; intensively coach new and struggling teachers with a range of coaching techniques



Model personal leadership traits

- Embody personal leadership traits by building trusting relationships, reflecting on own identity, practicing strong self-care practices, demonstrating a growth mindset and remaining calmly committed to Central Valley Charter School's mission and vision through difficult circumstances

Manage administrative functions

- Ensure program meets all compliance regulations and sound and ethical practices related to areas such as student attendance, discipline, grading, student record keeping, special education, etc.
- Ensure proper fiscal management and stewardship of resources
- Collaborate with staff to manage administrative functions required in program leadership

Performs other duties as assigned by an appropriate administrator or their representative.

COMPETENCIES

Student Focus: builds strong relationships and holds high expectations for students, holds students' best interests in mind, keeps own commitments to students and makes sure others do the same and builds a culture of respect for all students

Achievement Orientation: sets challenging goals for self and others, takes initiative to go above and beyond to achieve results, follows through on commitments, demonstrates resilience and flexibility

Continuous Learning: Takes responsibility for behavior, mistakes, and results, takes calculated risks, uses research to inform practice, continually seeks opportunity for improvement, values creativity and innovation, shares effective practices with others

Critical Thinking and Problem-Solving: Gathers information from multiple sources, sorts out complexity, anticipates problems, breaks down information and effectively analyzes

Self-Awareness: demonstrates understanding of own identity, privilege and power, understands strengths and weaknesses and the impact on others' perceptions, seeks feedback and self-development

Cultural Competence: demonstrates knowledge and respect for cultures of community served, creates an inclusive environment, adjusts behavior according to cultural norms and cues, works effectively across difference, creates and sustains an environment in which people from diverse backgrounds can succeed

Impact and Influence: adapts leadership style to influence others, anticipate reactions of others and makes a compelling case for a position, stimulates others to take action and accomplish goals

Stakeholder Management: develops mutually beneficial relationships and partnerships, gains trust of key stakeholders, consistently demonstrates respect and appreciation for others



Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

Qualifications:

- Demonstrated leadership experience
- Demonstrated record of professionalism
- Experience teaching core subjects, (Preferred)
- Demonstrated experience with virtual learning, staff development, coaching teachers, and virtual pedagogy

Education:

- Cleared Teaching Credential
- Preliminary or Cleared Administrative Services Credential

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 so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

Employee Signature

Date

Cover Sheet

Assistant Director of Special Education Job Description to Change the Position Title to Director of Director of Student Support Services & Salary Change to D-1

Section:	IV. Operations
Item:	C. Assistant Director of Special Education Job Description to Change the Position Title to Director of Director of Student Support Services & Salary Change to D-1
Purpose:	Discussion & Potential Action - Vote
Related Material:	Director of Student Support Services - YV

BACKGROUND:

- The school is requesting to change the current Assistant Director of Special Education position to Director of Student Support Services and place the position at D-1 on the Administrative Pay Scale.

RECOMMENDATION:

- Consider approving the change of job titles from Assistant Director of Special Education to Director of Student Support Services and the salary change to the Administrative Pay Scale at D-1.



Yosemite Valley Charter School
 3610 E. Ashlan Avenue, Fresno, CA 93726
 Ph (559) 258-0800 | Fax (559) 532-0203

Director of Student Support Services ~~Assistant Director of Special Education~~ Job Description

Job Title:	<u>Director of Student Support Services</u> Assistant Director of Special Education
Reports to:	Senior Director of Special Education/Director 2
Supervises:	Program Specialists, Education Specialists, and para-professionals
FLSA Status:	Exempt
Contract Type:	Admin Contract - Director Level 1
Revision Date:	01/20/2023

Summary of Position:

The Director of Student Support Services, under the general supervision of the Senior Director of Special Education/Director 2, is responsible for the administration, coordination, and supervision of all support services for students including: academic, behavioral, social and emotional intervention implementation and evaluation. This person will ensure that our organization is meeting our students' needs with legally compliant, comprehensive services and support. In addition to overseeing systems and program development, this person will also supervise and support the staff that serve these programs by providing resources, training, and accountability. The Director of Student Services and Support will work closely with the executive team to make decisions to meet student learning needs at all levels (Multi-Tiered Systems of Support (MTSS) and Special Education).

KEY RESPONSIBILITIES

Strategy and Program Implementation

- Assists the Senior Director of Special Education in the management of the special education strategy, implementation, plan, and calendar in order to coordinate Special Education services in Monarch River Academy and Yosemite Valley Charter School.
- Facilitate the delivery of services among multiple external providers by researching, evaluating, and selecting the highest-quality providers and acting as the liaison among external partners working with Monarch River Academy and Yosemite Valley Charter School Special Education Students.
- Leads the TK-8 Virtual Academy for the Special Education Department
- Ensures we have push-in coverage for the Virtual Academies
- Identifies appropriate curriculum and support for all special education students



Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

- This person will develop mutually beneficial relationships and partnerships, gain trust of key stakeholders, and consistently demonstrates respect and appreciation for others.
- Designs and implements the SpEd PD and the two-week intensive PD each August.
- Supervises the Assessment and Services Teams
- Is the liaison between the general education teaching and special education staff
- Completed the collaboration schedules and assignments for the special education staff
- Identifies professional development relevant to our instructional programs
- Is the standardized testing coordinator for TK-12 special education
- Assists the Senior Special Education Director with the CALPADS upload
- Consults with teachers and other specialists in the development and implementation of methods and procedures designed to facilitate student learning and to overcome learning and behavior disorders.
- Consults with school administrators regarding appropriate learning objectives for children and the planning of developmental and remedial programs for students in regular and special classes.
- Provides in-service training to staff.
- Reviews records and checks Special Education files for timely updates.
- Confer with and aid district and Special Education (SPED) staff in the resolution of unusual and unforeseen problems, issues, and concerns pertaining to special education
- Train new special education teachers on policies and procedures
- Ensure SPED staff and site administrators are aware of changes to laws pertaining to special education and SELPA and district policies and procedures
- Provide guidance, support, and oversight to special education teachers, OT, School Psychs and SLPs.
- Complete formal evaluations of Program Specialists that she/he is assigned to supervise
- Provide SPED staff with information regarding new assessment tools, instructional programs, and intervention strategies
- Provide SPED staff with, and ensure utilization of, the most current valid, and reliable assessment tools
- Works with Senior SpEd Director to ensure that assessments, reports, IEPs, and other required documents are complete, accurate, and legally compliant
- Monitor annual and triennial IEP dates and create a master IEP calendar for the team
- Attend and, when necessary, serve as District support/Admin. Designee in IEPs
- Ensure compliance with Special Education law, CDE Compliance and Monitoring, and SELPA Policies and Procedures
- Pull the data for the MOE reports.
- Work closely with the Co-Directors to provide PD during our All Team and non-Student Day PD
- Work closely with the 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.



Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

- 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.
- 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.
- Function as needed in the operative role of Program Specialist to fill any caseload or instructional gaps.
- Promote positive interpersonal relationships among peers, staff, students, parents/guardians, and the larger Yosemite Valley & Monarch River Academy community.
- Other assigned job duties

Help set and execute academic vision and goals

- Plays a vital role in setting virtual program vision and takes an active role in investing and mobilizing staff to achieve the collective goals of the academic program
- Works with the program director to lead the planning and goal setting of program-wide goals; ensures alignment toward goals between different grade levels and subject matters
- Identifies and addresses equity challenges within the school
- Ensures content alignment of virtual academic program to [California state content standards](#)
- Supports meeting the Social Emotional Learning needs of the students in virtual learning programs

Plan and prioritize

- Works with the program director to lead the development of the program's academic and school culture plan, developing and monitoring priority action steps to achieve goals
- Sets and monitors incremental program goals and benchmarks
- Manage the program schedule to meet students' academic, social emotional learning, and engagement goals

Manage and develop staff

- Lead staff collaboration and learning as directed by the program director
- Effectively manages and develops staff in a wide range of skill and experience level by defining responsibilities, setting goals and providing ongoing feedback and support

Lead school culture

- Works together with the program director to set and execute on a vision of excellence and equity for student and staff culture
- Develops strong elements that contribute to our organization's MTSS systems
- Manages parts of the virtual school day's operations (student schedule, engagement, technical support, etc.)



Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

- Ensure the delivery of strong family engagement practices for student success

- Manage family and staff communication

Hire and retain highly-effective staff

- Consistently communicates to teachers, through words and actions, that they are valued, supported, and cared for
- Implement retention strategies to ensure highly-effective teachers stay teaching

Build own and team's content knowledge

- Develops deep mastery over the academic standards, curriculum and assessments with staff
- Engages in self-driven, ongoing learning regarding curriculum, pedagogy, antiracism, coaching and leadership
- Collaborates with school leaders and instructional leaders to support teachers in instructing and assessing and connects teachers with relevant resources to improve their content knowledge and instruction.
- Develop and coach virtual educators
- Leads data-driven instruction by analyzing data and developing and executing plans to address gaps and by helping teachers do the same thing for their classes
- Provides high-quality instructional coaching by accurately diagnosing classroom instruction and providing frequent feedback for teachers across skill level; intensively coach new and struggling teachers with a range of coaching techniques

Model personal leadership traits

- Embody personal leadership traits by building trusting relationships, reflecting on own identity, practicing strong self-care practices, demonstrating a growth mindset and remaining calmly committed to Central Valley Charter School's mission and vision through difficult circumstances

Manage administrative functions

- Ensure program meets all compliance regulations and sound and ethical practices related to areas such as student attendance, discipline, grading, student record keeping, special education, etc.
- Ensure proper fiscal management and stewardship of resources
- Collaborate with staff to manage administrative functions required in program leadership

Performs other duties as assigned by an appropriate administrator or their representative.

COMPETENCIES

Student Focus: builds strong relationships and holds high expectations for students, holds students' best interests in mind, keeps own commitments to students and makes sure others do the same and builds a culture of respect for all students

Achievement Orientation: sets challenging goals for self and others, takes initiative to go above and beyond to achieve results, follows through on commitments, demonstrates resilience and flexibility



Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

Continuous Learning: Takes responsibility for behavior, mistakes, and results, takes calculated risks, uses research to inform practice, continually seeks opportunity for improvement, values creativity and innovation, shares effective practices with others

Critical Thinking and Problem-Solving: Gathers information from multiple sources, sorts out complexity, anticipates problems, breaks down information and effectively analyzes

Self-Awareness: demonstrates understanding of own identity, privilege and power, understands strengths and weaknesses and the impact on others' perceptions, seeks feedback and self-development

Cultural Competence: demonstrates knowledge and respect for cultures of community served, creates an inclusive environment, adjusts behavior according to cultural norms and cues, works effectively across difference, creates and sustains an environment in which people from diverse backgrounds can succeed

Impact and Influence: adapts leadership style to influence others, anticipate reactions of others and makes a compelling case for a position, stimulates others to take action and accomplish goals

Stakeholder Management: develops mutually beneficial relationships and partnerships, gains trust of key stakeholders, consistently demonstrates respect and appreciation for others

Qualifications:

- Demonstrated leadership experience
- Demonstrated record of professionalism
- Experience teaching core subjects, (Preferred)
- Demonstrated experience with virtual learning, staff development, coaching teachers, and virtual pedagogy

Education:

- Cleared Teaching Credential
- Preliminary or Cleared Administrative Services Credential

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 so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

Employee Signature

Date

Cover Sheet

Enrollment & Staffing Projection Proposal

Section:	IV. Operations
Item:	D. Enrollment & Staffing Projection Proposal
Purpose:	Discussion & Potential Action - Vote
Related Material:	Enrollment & Staffing Projection Proposal - 2023-2024 - YV

BACKGROUND:

- Using historical data and trends, the school is proposing an overall targeted Enrollment increase of 10%.
- Staffing aligns with the growth goals/projections.
- Enrollment Timeline Proposal including Open Enrollment Window, Waitlist plan, and caps align with current Board Policy.

RECOMMENDATION:

- Consider approving the Enrollment & Staffing Projection Proposal for 2023-2024.



Enrollment Proposal 2023-2024

Enrollment Growth Goal Proposal

Growth Goal	10%
Student Increase	250 Students
Target Total Enrollment	2800 Students

The school proposes to adjust Enrollment Growth Goals depending on community need and interest during the Open Enrollment period.

Staffing Proposal (New Positions)

Independent Study Teachers (IST)	7
Case Managers	As needed, based on 13%SPED Population

Open Enrollment Window

February 15-March 15, 2023

Public Random Drawing/Lottery (if needed)

March 29, 2023

Enrollment Parameters

The school will set limits to specific grade levels for the waitlist depending on available openings related to staffing and pupil to teacher ratio requirements including:

1. Parameters/limitations on students enrolled by grade level for Transitional Kindergarten, 9th, 10th, 11th, and 12th grades depending on staffing for these grade levels.
2. Set an overall cap for Kindergarten-8th grades so as to not surpass Total Enrollment goals and to stay within both staffing and budget projections.

Waitlist

The schools would like to utilize a Waitlist to replace students in line with grade level caps as they withdraw during the school year through February 1, 2024.

Cover Sheet

2023-2024 School Calendar

Section:	IV. Operations
Item:	E. 2023-2024 School Calendar
Purpose:	Discussion & Potential Action - Vote
Related Material:	2023-2024 School Calendar - DRAFT; 2023-2024 School Calendar - Staff & Family Input

BACKGROUND:

- The school strategically drafted the 2023-2024 school calendar, taking into consideration staff and parent input.
- Notable changes from the current calendar include:
 - Later start and end dates
 - Longer first semester
 - Learning Periods start and end primarily on Mondays and Fridays
 - One less mid-year PD Day (3 instead of 4), however, there are also two additional teacher work days at the beginning of the school year before school starts

RECOMMENDATION:

- Consider approving the 2023-2024 School Calendar.

2023-2024 School Calendar



Draft

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Events - Dates TBD	
Community Opportunities	
Field Trips	

- School Closed
- LP Start & End Dates
- No School/Staff PD

School Year Dates	
Aug 8	Teachers Back to Work
Aug 23	First Day of School
Jan 19	End of Semester 1
Feb 2	Report Cards Due
June 7	Last Day of School
June 12	Report Cards Due
June 4	Last Teacher Work Day

Holidays	
July 4	Independence Day
Sep 4	Labor Day
Nov 10	Veteran's Day
Nov 17-24	Thanksgiving Break
Dec 18-Jan 2	Winter Break
Jan 15	Martin Luther King, Jr. Day
Feb 12	Lincoln Day
Feb 19	Washington Day
Mar 25-Apr 1	Spring Break
May 27	Memorial Day
June 4	Juneteenth

Learning Period Dates	
LP1	8/23-9/15 (17)
LP2	9/18-10/13 (20)
LP3	10/16-11/9 (18)
LP4	11/13 - 12/15 (19)
LP5	1/3 - 1/26 (17)
LP6	1/29 - 2/23 (17)
LP7	2/26 - 3/22 (20)
LP8	4/2 - 5/3 (23)
LP9	5/6 - 6/7 (24)

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

- Teacher In-Service Days
- Report Cards
- Graduation

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26*	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

- * Last Day of Semester 1
- First & Last Day of School



2023-2024 School Calendar

Staff & Family Input

Version 1 vs. Version 2: 194 / 120

Before Easter vs. After Easter: 199 / 121

Labor Day: 49

Longer Winter Break: 224

Last Day of School in May: 215

Frequent Comments:

- LP end on Fridays
- Holidays match local schools
- End the school year at the end of May or early June
- Longer Winter Break

Cover Sheet

Board Metrics Report - January

Section:	V. Governance
Item:	A. Board Metrics Report - January
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	Board Metrics Report - January - YV

BACKGROUND:

- Monthly Board Report
- This month's report includes:
 - Current Enrollment Numbers
 - High School Data
 - Virtual Academy Survey Data - Per the Board's Request

RECOMMENDATION:

- Consider providing school leadership with input and guidance.



Board Metrics

Yosemite Valley Charter School January 2023

School Enrollment

Current Enrollment by Grade: As of 1/20/2023

Grade	Totals
TK	69
KN	268
1	245
2	253
3	264
4	229
5	224
6	182
7	168
8	140
9	101
10	99
11	106
12	81
Totals	2429

- 471 withdrawals were processed since 8/1, 16 pending.
 - 49 SPED students have withdrawn, 2 pending, 1 pending
-

High School

Graduating Class	Total diploma earning students	# of students AG ¹	% of students AG	# of students completing FAFSA ²	% of students completing FAFSA	# of students Prepared	% of students Prepared	# of students App. Prepared	% of students App. Prepared
2019 (Inspire)	30	5	17%	6	20%				
2020 (YV + Inspire)	55	13	24%	25	45%				
2021	89	15	17%	35	39%				
2022	78	25	32%	43	55%	24	31%	10	13%
2023	97	40 ³	41%	na	na	29 ⁴	30%	23 ⁴	24%
2024	96	62 ³	65%	na	na	24 ⁵	25%	40 ⁵	42%

¹per Pathways AG Summary report

²per FAFSA completion by high school reports

³on track per 2022 student transcript, MA and IGP

⁴per 11th grade CAASPP Scores, college classes, AG Summary report

⁵per college classes, AG Summary report

What have we implemented to increase AG completion and CCI Preparedness?

- Converted all core classes to AG (Social Studies, English, Science)
- Increased AG core offerings including through High School Virtual Academy and updated UCOP AG course lists.
- Tracked and monitored AG students with a tag in Pathways and on the IGP.
- Scheduled Students for Success! Changed the way we talk about AG by promoting college/career readiness for all students and having options.
 - Updated Individual Graduation Plan (IGP) encourages scheduling classes in a way in which all students are meeting AG requirements while fulfilling high school graduation requirements as 9th and 10th graders.
 - All students on the diploma path are AG unless they choose to switch paths in Grade 11. All college-bound students (2 or 4 year) should complete AG requirements. Non-AG students must meet with their counselor and sign an AG waiver.
- Encouraged meeting AG requirements through dual/concurrent enrollment.
- Hired an additional counselor to target AG monitoring at 11th and 12th-grade level, expand dual/concurrent enrollment programs, increase graduate support for FAFSA/CADAA completion and post-secondary planning, and hold small group/individual student meetings.
- Supported professional development and ASCA membership for the counseling department to keep abreast of updates and best practices.
- Expanded Secondary Education Specialist team to help monitor IGP and Yearly Plans
- Continued high school progress monitoring to target students in danger of failing
- Hired a summer school teacher to oversee students' credit recovery progress

What can we implement to increase AG completion and CCI Preparedness?

- Continue to Schedule Students for Success! All 9th and 10th graders are AG.
- Continue to monitor and track AG completion
 - Use CaliforniaColleges.edu OR use a different College Career Readiness platform that uses transcript-informed reports and supports CTE
 - Purchase TESUC Transcript Evaluation Service to streamline AG summary reports that can:
 - Identify students who can complete 11 AG courses by 12th grade and need to retake D's earned in AG courses
- Continue to promote Dual Enrollment options for students
- Increase knowledge and level of importance of AG completion and CCI Preparedness among staff
- Develop and promote CTE Pathways completion
- Review and update interventions available for D and F students through high school progress monitoring
- Monitor and update UCOP AG Course List
- Increase course offerings for meeting AG requirements in English and math2022 College/Career Readiness Report
- Research pros/cons of increasing high school graduation requirements (4 yrs English, 3 yrs math)
- Implement a required College/Career exploration/readiness course
- Hire additional counselors to develop a middle school counseling program.

What have we implemented to increase FAFSA completion?

- Attended California Student Aid Commission PD sessions in September in anticipation of the Cal Grant GPA upload and the October 1st -March 2nd FAFSA/CADAA application period.
- Verified Cal Grant demographic information through LP2 meetings and email
- Completed GPA uploads by September 30th.
- Offered both general Financial Aid and FAFSA/CADAA live information sessions in October
 - Sent session recordings and information through email and newsletters, as well as information on statewide Cash 4 College workshops.
- Held FAFSA help office hours every Friday in January and February, then in March when the deadline was extended to April 1st.
- Sent a Graduate Survey to all graduating students to inquire about post-high school plans and immediate advising needs (including FAFSA help).
- Tracked the number of FAFSA applications submitted and completed online through
 - the Federal Student Aid Commission website.
 - California Student Aid Commission Webgrants account.
 - This account allows us to see the names of individual students who have submitted a FAFSA/CADAA to match GPAs to applications.
- Reached out to individual students who submitted incomplete FAFSAs and those who have not submitted them at all.
- Increased use of CaliforniaColleges.edu.
 - uploaded all student school emails to the system
 - added tasks to high school LP agendas to register student accounts. If students launch CA Community College, CSU, and FAFSA/CADAA applications from their accounts, we will be able to track that information using reports.

What can we implement to increase FAFSA completion?

- Increase knowledge and level of importance of FAFSA/CA DREAM ACT among staff
- Add FAFSA tasks to High School LP agendas
- Incentivize participation U

Concurrent Student Enrollment

Term	Number	Percentage	Total Student Enrollment
Summer 2022	20	4.6%	433
Fall 2022	73	16.8%	433
Spring 2023	76	19.4%	391

Virtual Academy



Topic

Virtual Academies - Parent and Student Feedback Results, Fall 2022

Synopsis

The Virtual Academies have been several years in the making. The 2021/22 school year was the first year that our HSVA functioned independent of outside staffing and it was the pilot year for our ESVA and MSVA. Because we seek to fine tune our programs to best meet the needs of our students, the feedback from students and parents is very important to us. Below the line of asterisks, you can find feedback results from parents and students.

*Areas of success for our virtual academies include satisfaction with educational planning and content delivery, as well as satisfaction with the support towards student achievement of Individualized Educational Plan (IEP) goals.

*Areas for growth for our virtual academies include the need for additional academic support in some cases, as well as increased opportunities for our students to build connections with one another.

*Improvement Plan- To target these areas of growth, the virtual academies will work towards increasing opportunities for students to engage with one another in classroom scenarios as well as outside of the classroom. While opportunities existed to a degree this year, a more robust offering will be made in stages that align with teacher training/implementation timelines. We will also offer students opportunities to gain more support from school staff as needed.

Examples of Socialization Opportunities

- High School Hangouts/Park Days (success this year)
- Events (such as Prom/Senior Sunrise)
- More frequent field trips
- Student collaboration in the virtual classroom setting

Additional Academic Support Opportunities

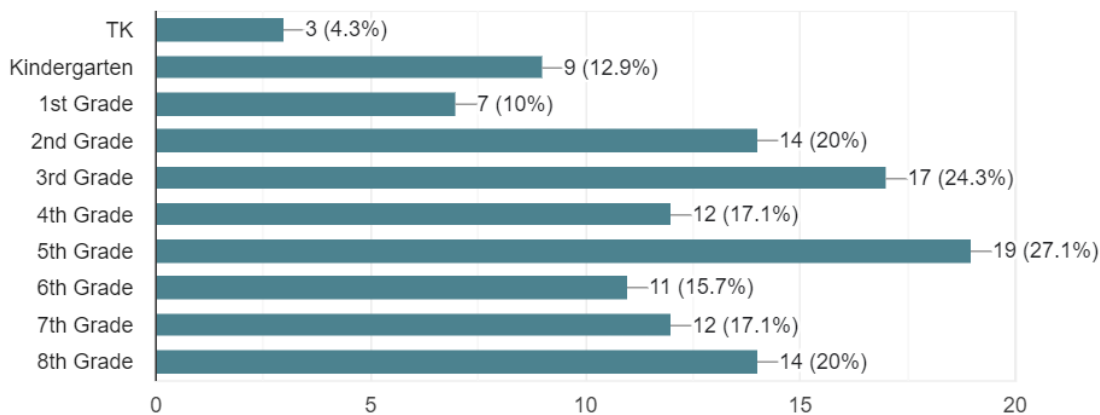
- Inform and educating parents on the academic supports available to their student
- Incentivize student participation in academic support systems
- Participate in the 5-tiers of support to better identify student needs
- Build in Professional Learning Community (PLC) time so teachers can evaluate data and build more targeted student support plans

Program Vision

The vision of the Virtual Academy is to set the standard in online, digital, and blended learning while creating a culture where all children feel loved, respected, and encouraged so they are able to perform at their highest potential.

ESVA/MSVA Parent Feedback

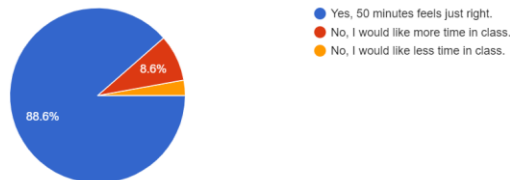
Based on 70 Parent Responses



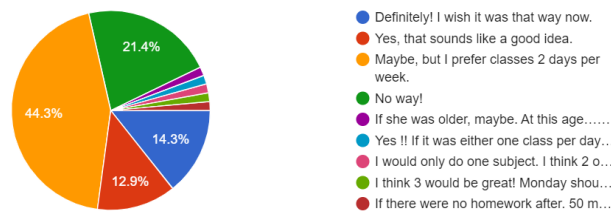
- 57% of those taking the survey were returning families from last year

- **Why did they choose ESVA/MSVA?**

- 67% My child benefits from learning from other adults in addition to myself.
- 63% I want my child to interact with students in their same grade.
- 57% I want to make sure that I don't forget to teach an important concept.
- 54% I want my child to get instruction from a credentialed teacher.
- 46% I want my child to experience a classroom setting.
- 31% I have multiple children and don't have enough time to plan and teach so many different levels all in one day.
- 20% I work a lot and have limited time to provide direct instruction to my child.
- 80% felt that the ESVA/MSVA helped them to take educational planning off of their plate.
- 94% felt that the ESVA/MSVA has broadened the education of their child.
- 49% believe that the ESVA/MSVA has increased the social circle of their child.
- 96% feel that their teacher communicates frequently.
- 100% of the parents of students with IEPs believed that the VA was supportive of their child's IEP goals.
- 89% liked the 50 minute class sessions, and 9% wanted more class time



-
- 89% of parents feel confident in providing guided learned to their children on M/W/F
- 90% feel that the video lessons that are provided by the teachers are helpful
- 73% would likely sign up if all 4 core subject areas were bundled for a discounted price
- **If ESVA/MSVA were 4 days per week:**



-
- 27% would sign up
- 44% might sign up, but prefer the 2 days per week the way it is now
- 21% would definitely not sign up
- 8% gave a unique response
- **Which supports would be most helpful for new VA families**
- 74% Schoology How-tos
- 44% Parent Orientation
- 44% Parent Q&A
- 40% Best Practices to ensure students get the most out of class
- 29% Course Catalog
- 16% VA Agreement

Samples of Parent Quotes about ESVA and MSVA:

(repetitive or non-answers were deleted)

- **What could be done differently in ESVA and MSVA to improve the program?**
 - One day a week writing class
 - Less homework that way we can focus on other things
 - Have a minimum of three lessons per week per curriculum.
 - More resources for children who are falling behind or not getting the concept. My suggestion would be more office hour options not just on one day.
 - A lot of time was spent helping kids log in and learn the system by the teachers in ESVA. Not enough parent involvement. seems most parents just left their children to there own devices. The 1st LP and into the second was not productive. Parent involvement should be a must at first to make sure their children know how to operate the system.
 - For us personally, I don't believe our teacher gives enough direct correction. When my student is struggling with grades, they don't seem to understand why. When I reach out to the teacher, they tell me they are telling everyone... and my student seems to think they are making the necessary adjustments, but the teacher does not. I feel like there could be a little more one-on-one direction (even a minimal amount).
 - For his math class, not using a curriculum that jumps topics so much and that the teacher slows it down. My son gets frustrated when the teacher moves on to the next question to quickly and it makes him not want to continue or ask questions about that problem if he is having trouble with it.
 - Not sure, I suppose a smaller class size would allow each child more visibility and less distractions. But overall. we're happy with the program.
 - Would like some hybrid options where there is in person instruction part of the time
 - Amount of emails, too many
 - Too many emails from teachers, there is too much homework, tech hours need to be expanded a LOT, students should have access to things like Google Docs without us having to get permission if it's required for the class
 - More compatibility with iPad use
 - Give kids (same classes/ages) extra enrichment classes so that they will get to know each other.
 - In person meetups.
- **What do you like about ESVA and MSVA?**
 - That it's less stressful for my son. He was in public school before switching him and he was having meltdown so bad and he not anymore. He feels he can work at his own pace and not be forced to do his work fast.
 - Takes the teaching off my plate because I work full time. And I love knowing they are being educated by an actual teacher
 - I like that she has a teacher helping with the pacing of math.
 - Teachers are awesome
 - I like not having to make lesson plans and figure out what to teach.

- Classroom type of setting even if it's online, classmates can interact with the teacher
- The teachers enthusiasm and the classroom setting.
- That it helps fill in the gaps that I have or may have missed in teaching my children.
- "I love that my son is getting a solid foundation for the 2 most core subjects (Math+ELA) but he only is on zoom 2 x per week, so I am able to fill in the gaps with the rest and I still feel included in the process."
- Classroom zoom learning environment
- My student can have access to a teacher who has extended knowledge in a subject I struggle teaching
- My daughter gets to communicate with other kids her age
- My children are guided/taught by a credentialed teacher
- My son loves the S.E.L. class, he loves how nice his teacher is and I've noticed an improvement in his behaviors.
- I like the support it offers me by providing instruction to my kids, individually, at their grade level, rather than me juggling how to teach two grade levels of Math and ELA simultaneously.
- Easy to access and all the support to figure it out
- The flexibility, teacher/student interaction, the class time options
- The teacher is fun my daughter is learning
- Have had a great experience with our IST and most of the virtual teachers.
- I love how interactive it is for my 1st grader, he's made a lot of progress in ELA and enjoys the classes.
- All the teacher support and help. The ability for kids to interact
- The learning instructions, Curriculums and flexibility of the program
- The curriculum, finally my kids are being challenged.
- I like that my kids have someone else teaching them also because they can get easily frustrated with me.
- The interaction with the teachers help and video.
- The structure it provides.
- We love everything about it!
- I like the structure, class setting and the teachers. My daughter likes her classes especially the hands on activities in class.
- Helpful methods for math
- Teacher interaction and help with my child
- The routine it's given my daughter and the accountability and schedule it's given our family. I also feel like she is growing academically in ways she wouldn't if it was just us going through the content.
- [the student] is an independent learner and I love that she has to report to someone else than me. I actually only answer questions occasionally.
- Like stated above it is planned for me and the teachers help with lessons.

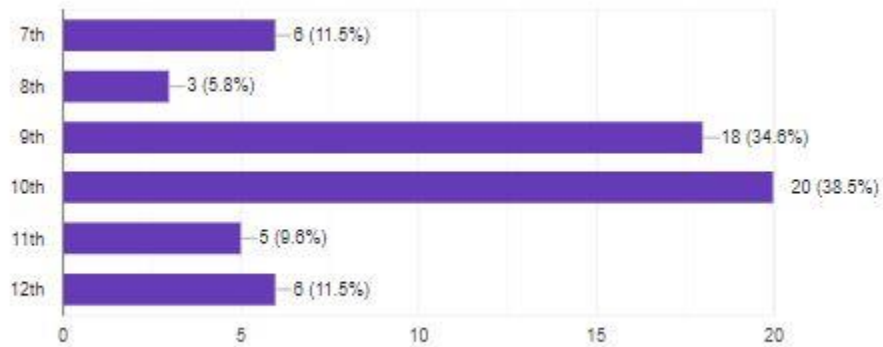
- That my child has another outlet for learning instead of me.
- The instructors are amazing!
- The teachers always communicating and getting back in good timing
- Provide intervention classes when students are falling behind and the constant communication with teachers
- I like how much my son is enjoying it, while covering all the standards at the same time

ESVA and MSVA Student Feedback

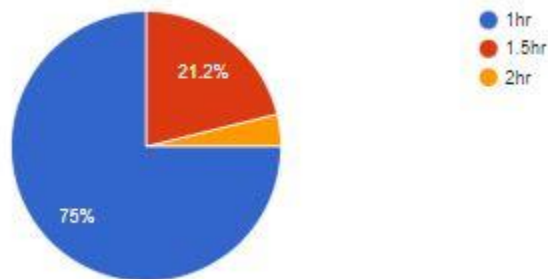
- **How much do you think your teacher cares about you?**
 - TK-2 4.6/5 (average)
 - 3-5 8.5/10
 - 6-8 8.1/10
- **What would make your class better?**
 - Most students had minor suggestions with regards to specific classes. Some examples include playing a particular type of learning game more, more videos, and changing the duration of class time. There were many student comments requesting more time to engage with other students and to increase the use of learning games.
- **Here are a few quotes in response to the following question: Is there anything else you would like your teacher to know?**
 - "I love my Teachers" (*KN*)
 - "I want her to know that I'll miss her for when we don't see her." (*1st*)
 - "I have been learning a lot and I couldn't have done it without this class." (*2nd*)
 - "I would like to let my teacher know that learning is FUN!!!" (*3rd*)
 - "I wish we could have more projects on our assignments" (*4th*)
 - "That i enjoy hanging out with you and learning from you" (*5th*)
 - "Some of the math is hard for me" (*5th*)
 - "That i'm very thankful for her helping me." (*6th*)
 - That she pushed me to succeed in the class. (*7th*)
 - "...I just wanted to let you know that you are definitely my favorite teacher. Your so nice and understanding, like if we miss things because of tec issues, you are always willing and more than happy to go back over it. Last year I had a C in math, and now I've been able to maintain an A all semester. You make math way more enjoyable and my grades prove it. Overall I just wanted to say that I appreciate you, keep doing what your doing. Can't wait to see you next year." (*8th*)

HSVA Parent Feedback

Based on 52 Responses

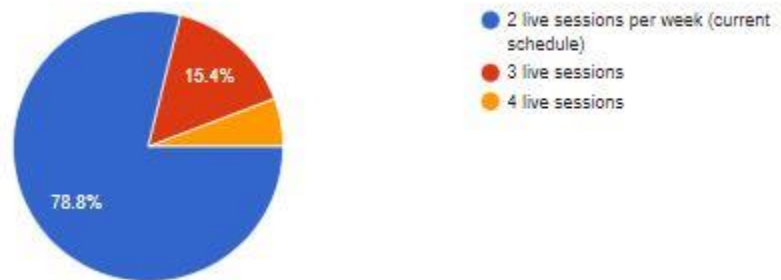


- 80% of those taking the survey have just 1 student enrolled in HSVA
- 61% of students are new to HSVA this school year
- **Why did they choose HSVA?**
 - 64.5% My child benefits from learning from other adults in addition to myself.
 - 55.8% I want my child to interact with students in their same grade.
 - 48.1% I want my child to get instruction from a credentialed teacher.
 - 38.5% I want my child to experience a classroom setting.
 - 32.7% I want to make sure that I don't forget to teach an important concept.
 - 25% I work a lot and have limited time to provide direct instruction to my child.
 - 21.2% I have multiple children and don't have enough time to plan and teach so many different levels all in one day.
 - 5.8% We plan to re-enroll in a traditional school.
- 78.7% feel that the VA helped to take educational planning off of their plate.
- 81% believe that the Virtual Academy has broadened the education of their student.
- 36.5% believe that the Virtual Academy has increased the social circle of their student.
- 81% feel that their teacher communicates frequently.
- 71% believe that the VA is supportive of their child's IEP goals.
- **What do you feel is the appropriate amount of time for a single live class session?**
(For example, do you think each class session should be 1hr 2x per week, or 1.5hr 2x per week?)



- 75% 1hr
- 21.2% 1.5hr
- 3.8% 2 hr

- 67.2% of students are comfortable in reaching out to their VA teacher on the days that they do not have class.
- 69% feel knowledgeable about the resources available for supporting their student outside of live class sessions (ex: office hours, 1:1 tutoring, Edgenuity on-demand tutoring etc.)
- How many live sessions of a single class per week would be most beneficial to your student?



- 78.8% 2 live sessions
- 15.4% 3 live sessions
- 5.8% 4 live sessions
- **Which supports would be most helpful for new VA families**
 - 48.1% Parent Orientation
 - 48.1% Schoology How-tos
 - 48.1 % Best Practices to ensure students get the most out of class
 - 44% Parent Q&A
 - 42.3% The Virtual Academy Course Syllabi
 - 40.4 % Course Catalog

Samples of Parent Quotes about HSVA:

(repetitive or non-answers were deleted)

- What could be done differently in HSVA to improve the program?
 - We came in late to the semester, so a video orientation of that class and teacher would have been nice. Also having an orientation video about the HSVA program sent to mid year start families would have been great. With so many emails, a video that parents can watch at the end of their busy days would be beneficial.
 - More class time options
 - Schoology - glitches, missing links, loading errors - make for a difficult accessibility to program
 - I wish that there was a way to perhaps make the honors sections separate? Or another way to create a more challenging/rigorous environment.
 - I believe a streamlined, or single method to get online for courses would be much easier.
 - 1.5hr amount of time (2x per week) for a single live class session and lesser homework
 - Better support for IEP students with smaller breakout groups, more one in one assistance

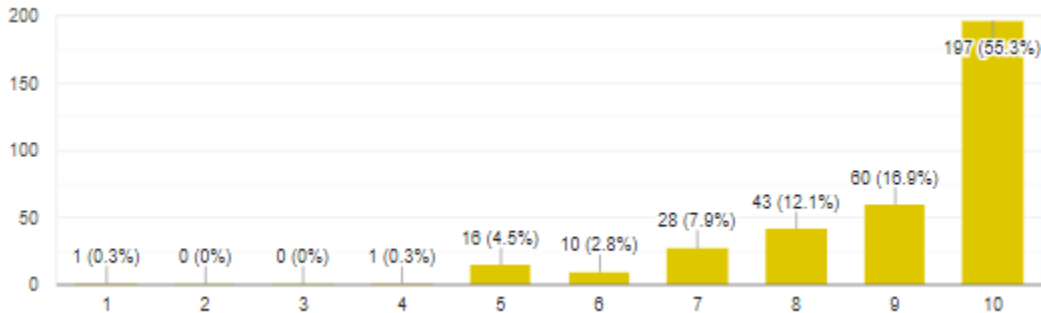
- More student to student interaction.
- A required office time at least once per quarter with each teacher so that this way the student has a relationship individually with the teacher and then is not afraid to approach him or her when there is an issue.
- The teachers could carve out a little time at the beginning and a few points in the year for the students to meet in groups to socialize.
- "Remove as much common core nonsense material as possible and focus only on real STEM and reading and writing (essays, grammar) . Focus on teaching learning to self learn - skills needed for University. Most smart kids can cruise through high school with "A"'s only to fail in University because they never really were forced to learn to learn something hard. SO Challenge assignments that are no frills, not socialist indoctrination, but real learning. That rules out most of California's Common Core curricula. As for STEM (HS Chemistry should have some labs hands on .. perhaps once or twice a semester with real beakers, pipets, burners etc.. - kids barely learn enough chemistry in California's curriculum to survive real University Chemistry 101 without failing.
- More opportunities/field trips for high schoolers
- Organization beginning of school term for new enrollees.
- In our case, having the teacher stick more to the specific topic of the day vs digressing on other topics not covered.
- In my experience from last year up-to now, the lesson for the upcoming homework assignment should be taught during class time (the new concept). It's has been so frustrating having to teach the subject to my children for the HSVA class that is expensive and time consuming. 80% or more of the time, the instructors are stuck going over previous assignments and consuming the entire class meeting time. Going over concepts already taught should be reserved for office hours or after class or some other alternative.
- I also believe that the students should have an option to receive a physical copy of the book in order to grasp the lessons more efficiently. My children have had such a hard time trying to learn concepts that haven't been taught in class because of review. They are trying to learn from an online textbook which is hard to maneuver between switching screens and pages on a computer.
- I feel that communication could improve a bit, since sometimes the teachers might take some time to respond and it could be difficult to understand sometimes.
- Zooming in as optional or recording to watch later
- Some of the instructors my daughter has had issues with their lack of organization in teaching and delivery others have been excellent. English has been great for Government we moved to bright Thinker.
- My daughters only complaint are other students in the class that don't follow rules (not keeping video on/not responding when called upon) or are disruptive to the teacher
- If a class is recorded or a book is being read aloud, the student should not be marked absent if they miss a timed class. As long as they get the work done

- Make sure all the teachers use the same formats for the homework's to eliminate wasted time trying to figure out how things work for every teacher.
- I would have benefited from step by step instruction of how to navigate schoology. There was a learning curve to it that I've had to discover on my own despite attempting the tech office hours.
- **What do you like about HSVA?**
 - It's alternative education for my daughter.
 - That my student is able to take high school level circulation that challenges my student and from a teacher that teaches it very well. It's also has matured my student to be more organized and responsible for their own work.
 - I love that in high school she can be home and have the freedom to pursue her many interests, while taking classes with teachers she is enjoying online. She is also learning to be independent from my teaching as we near college.
 - Lightens my teaching load
 - I like that she is getting instruction from someone who is credentialed in the specific subject. I don't feel that I have the expertise to teach high school subjects. The English teacher is really caring and clearly has the best interest of her students in mind.
 - The help they give my daughter. Making her feel comfortable
 - The knowledge the teacher has
 - The convenience of having a classroom setting at home. Not having to worry about my son having to miss class every time he has a cold.
 - The ability to have my children getting an good education, but still being at home.
 - It offers an HQT for a subject I am not comfortable teaching and my son enjoys class
 - I do like that it is seems closer to getting my student ready for college than traditional high school education. The schedule, the responsibility required, and autonomy I believe is more like college than traditional high school but with more safety nets and other assistance.
 - Teacher offer a lot of support to students
 - live classes and interaction
 - Workload size is good
 - The setting convenience.
 - Interaction with others
 - My Daughter likes it
 - I like that I am not having to teach my student the subjects in which she struggles in. This helps to take away extra stress.
 - My teen is much more motivated when having a credential teacher set the deadlines and standards, she then willingly fulfills her obligations. If it's our own deadlines, she is not as motivated.
 - I like the flexibility of online learning. Also, the teachers have been organized, knowledgeable, and accessible.

- Current schedule 2x a week is not too much or too little. When in High School it relieves the burden of gov't paperwork (teaching lessons or student self directed study is not a problem and in fact learning could even be done better using traditional homeschool methods, if it were not for the "marxist" common core nonsense)
- I like that it has qualified teachers and some interaction with other students for my child.
- It creates a place where my student can get an education from other teachers and have some peer connection.
- That I can entrust my child's education (in these core classes) to a credentialed teacher.
- Ease of instructions
- Teachers are supportive in helping students reach their academic goals
- That as a parent I am able to have contact with my child's teacher and they are all willing to give support and help.
- The greatest benefit my child has received from participating in HSVA is meeting deadlines.
- Student-teacher interaction.
- I like the structure of a twice a week scheduled meeting to reach core subjects.
- I like how the system works with the homework and the support we get while not in class.
- Too see other teacher's expectations and helps the parent have time to help their other children
- It's great for classes that I'm not confident in my teaching abilities for.
- Student teacher live interaction
- I like that the responsibility of teaching the subject of off me. Teacher submits grades and work samples, keeps my daughter engaged and communicates effectively with me.
- My daughter can get online and be taught on subjects she likes and see a teacher and interact with others.
- I like the live classes and the teachers are very knowledgeable and excited to teach.
- The workload and planning
- Teachers are awesome
- I appreciated that my student was taking accredited courses in a similar setting and manner as virtual college courses. This will certainly help prepare my student for future education.
- Interaction with another adult and students
- The pace and choice of curriculum

HSVA Student Feedback

- How much do you think your teacher cares about you?



- **What would make your class better?**
 - Most students had minor suggestions with regards to specific classes. For example, reducing the workload of certain classes, creating more space for student work time, and increasing opportunities for socialization and collaboration. 62% of students are new to HSVA this year, and making friends is a consistent comment on improving their experience.
- **Here are a few quotes in response to the following question: Is there anything else you would like your teacher to know?**
 - “I’d like my teacher to know that she has done a really great job over the time I’ve been in class and I appreciate her a lot. I would also like to thank her for all her hard work for us and for being kind and understanding!”
 - “I think I would just want my teacher to know that in both of the classes I take with him that he is probably one of my favorite teachers, with the way he teaches his classes he helps a lot with keeping me interested in what i am learning.”
 - “I would like to thank her so much for being here for all of us students and being one of the nicest teachers I’ve had.”
 - “I want to let my teacher know that the way he teaches us in class is really helpful. He teaches us things like memory tricks and uses lots of repetition until we fully understand what we are doing in class. He makes the students feel like they are acknowledged and takes our opinions on the class to mind which I appreciate a lot, and I’m really thankful to have him as my teacher in this course.”

Cover Sheet

Board Supervision & Guidance Process & Timeline for the Superintendent

Section:	V. Governance
Item:	B. Board Supervision & Guidance Process & Timeline for the Superintendent
Purpose:	Discussion & Potential Action - Vote
Related Material:	Board Supervision & Guidance Process & Timeline for the Superintendent

BACKGROUND:

- The School Board does supervise and can provide guidance, input, and concerns, but does not need to formally evaluate the Superintendent as the position is part of the Shared Staff Memorandum of Understanding (MOU).

RECOMMENDATION:

- Consider approval of the Board Supervision & Guidance Process & Timeline for the Superintendent.

Board Supervision & Guidance Process and Timeline for the Superintendent

1. Meeting to Commence School Year

Prior to or at the beginning of each school year, the Board and the Superintendent shall meet to review the School's priorities and objectives. The Board and Superintendent can also revise current goals and or establish new ones.

2. Mid-Year Meeting Regarding Action Plan and Goals

The Board will agendaize a mid-year review of the Superintendent's Action Plan and Goals during the regular January Board meeting or later. At this meeting, the Board will provide input and guidance. If needed, the Board can agendaize additional times at regular scheduled board meetings as needed to provide the Superintendent with further input and guidance.

3. Board Member Supervisory Feedback and Guidance

The Board will identify:

- Agreed upon areas of strength
- Agreed upon areas of improvement
- Any specific expectations the Board has regarding the Superintendent's performance for the coming year

After reaching consensus about the Superintendent's performance ratings and desired improvements, the Board will discuss with the Superintendent the areas of strength, areas needing improvement, and possibly specific improvements.

The Board and Superintendent will work to revise and establish goals as needed to ensure that they reflect the Board priorities and the Superintendent's duties accurately.

Cover Sheet

Superintendent & Deputy Director's Mid-Year School Goals Report

Section:	V. Governance
Item:	C. Superintendent & Deputy Director's Mid-Year School Goals Report
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	2022-2023 Goals & Action - Mid-Year Report

BACKGROUND:

- The Superintendent and Deputy Director have prepared an oral report on their School Action Plan & Goals.

RECOMMENDATION:

- Consider providing the Superintendent and Deputy Director with guidance and input.

2022-2023

Action Plan & Goals

Mid-Year Report

Stephanie Johnson & Dr. Laurie Goodman

Action Plan

Administrators will use the Board scores from the Evaluation Form and input from Board Members to create a focused Action Plan to address areas identified as having the capacity to be developed and or changed.

Action Plan Summary or Overview

Our plan for the 22-23 school year is to continue the progress made this year both fiscally and academically. We understand the importance of utilizing public funds wisely to support student growth and development. We also recognize that academic growth and success is the heart of our school and the reason we exist. Our goals for next year reflect how we will utilize the resources entrusted to us to make decisions that support all students in their academic, physical, and social emotional needs. To do this we will need to continue providing professional development to our staff, support to our parents, and great instruction and resources to our students.

Specific Action Plan Components:

1. **ELEMENT 1C Vision Planning and Implementation:** *This element, particularly moving into your new role, is something the Board would like to see you develop. Specifically, the monitoring of the “decisions, actions, and outcomes” of the school’s vision and goals.*
[MR]

In order to reach our academic goals, we will need to provide additional teacher training and parent education. We will continue to gather parent and staff feedback through our school site council, staff committees and feedback surveys. We will also continue gathering and analyzing data from our intervention and virtual academies to determine student success and student need. To support teachers, we have developed a Personalized Professional Development Plan that will be customized to each teacher with the support and oversight of their Regional Coordinator and Directors of Regional Coordinators.

This action will be measured through survey and academic achievement using both evidence of student learning and STAR 360 data through the Power School Data platform three times during the school year which will be reported to the board within a month after data is gathered.

2. **ELEMENT 2B Curriculum and Instruction:** *The Board sees a need for more parent/Learning Coach support and resources.* [MR]

Again to support teachers we have developed a Personalized Professional Development Plan that will be customized to each teacher with the support and oversight of their Regional Coordinator and Directors of Regional Coordinators. We are also moving forward with our Instructional Coaching Plan to better support teacher and parent education during Learning Period meetings and support instructional practices in all our virtual classes. During the first six weeks of school and at the semester break in January. The entire staff will participate in professional development to best support families and student achievement.

This action will be measured through a monitoring process by leaders as they support teachers in EA and all other virtual programs using a coaching and planning form which also include teacher self-reflection and align with their personal professional development plan. These coaching conversations and self-reflections will occur twice a year in the fall and spring.

3. **Element 2B Assessment and Accountability:** *The Board identifies this area as one of growth as holistic assessment is talked about, but not seen in practice.* [YV]

The charter schools will continue to provide monthly data and presentations regarding the many programs and academics that are in place to support our mission and vision of providing educational services to all students. Built into the monthly board meetings will be monthly presentations of data confirming the progress of all programs.

4. **ELEMENT 4C Community Resources & Services:** *The Board sees a need to better provide and communicate supports and resources to families with specific needs. For example, dyslexia reading support and resources.* [MR]

- a. The charter schools will develop a plan and implementation process to increase instructional support through an Inclusion Model which will partner general education teachers with case managers (educational specialists) for our students with IEP's and/or students in intervention.
- b. The charter schools will hire, train and develop a plan for In-House service providers (OT, SLP, Nurse) to serve students and more closely monitor their needs as well as their progress.

- c. The Link Project for identifying when students do not qualify for special education but need additional support provided through the SST process. This includes communication from our Director of SST via a personal phone call to families who have a need for support but do not qualify for special education services. Part of the LINK project will be the development of a thorough plan that monitors and supports targeted intervention for struggling students and their learning coaches.
- d. The charter schools have launched this year a New Family Onboarding Process which includes a welcome call, passport, orientation, curriculum fair and back to school night. This dynamic program will welcome our new families as well as provide support for veteran families that are still learning our unique instructional model.
- e. Working with the school's leadership team, we (the Executive Director and Co-Director) will develop a communication plan that includes at least three communication pathways. We will facilitate across school departments and teams as needed as well as ensure school supports and resources are channeled through the most appropriate communication pathway(s).
- f. A parent and staff need survey/assessment will be conducted at three times during the school year, and personal phone calls will be made to follow up with families that are still needing more support.[1]

These actions will be measured through parent, staff and student surveys as well as achievement data and our feedback real-time forms. After each survey period, survey results will be analyzed for course corrections which may include additional professional development as well as parent support and increased communication.

5. ELEMENT 3A Operations & Facilities: *The Library still has more potential especially with accessibility to the actual resources. There are a lot of rules and limitations to make appointments and get into the Library, which limits accessibility.*

We recognize the need for the library to provide better service to our families and community. We will be involved in the hiring process of the new librarian and work with her/him to develop a calendar and plan to best use the library and the resources available as well as plan for events to better use the library and its resources.

We also have hired a classified expert who is a homeschool mom who will provide more information and access to the curriculum choices in the library. Finally, part of our new on-boarding process for new families, we will be providing in-person orientations at the lending library for parents and students.

The success of the adjustments and leveling up of services will be measured through family surveys three times a year.

6. ELEMENT 3C School Climate: *The Board acknowledges and applauds the positive staff*

survey feedback, however, based on interactions with staff and families, there is frustration with the school climate. One specific example centers around teacher training and how most is delivered through recordings and that staff would prefer live training that involves the opportunity for interaction and dialogue.

We are excited about the in-person training that will be taking place next year as well as the RC meetings that will also be in person. We only have two staff members who live in the area that will be joining us through a virtual format. We also will be adding more time to practice, reflect and apply professional development in all region meetings and during other planned professional development. As noted in the goals, each staff member will have their own professional development plan which will be supported by their RC as well as other administrative staff. Each week, enrichment academy sessions will focus on Social Emotional Learning which will include cultural competence and inclusivity. These sessions will be professional development for teachers as well as learning opportunities for students.

This action will be measured through real time surveys each month after PD to ensure that learning is occurring and the PD is valuable for our staff and families.

7. ELEMENT 4C Community Resources & Services: *The Board feels that there are somewhat limited services available, and that those that are provided do not always reflect the demographics of the students.*

We have worked hard to grow our Virtual Academies for next year to provide more learning opportunities for our students with intervention and individualized support built into the program. We currently offer live outstanding direct instruction classes to all students with learning needs and will now offer daily learning opportunities focused on English language arts and writing to provide support for all students on a daily basis with a live teacher.

At the beginning of the school year, each program and department will present the expansion of services that are occurring next year as well as metrics to determine effectiveness.

8. ELEMENT 5C Ethical Action: *The Board has some concerns with SPED related to this Standard and as you have a direct reporting line over SPED it is something the Board wants you to be aware of. There appears to be broken trust between families and the SPED Department.*

To address this need we are increasing collaboration between general education teachers and special education case managers. We have calendared 3 non-instructional duty days on the 22/23 calendar to allow for this collaboration in order to better support families and individual student learning goals. Our move to an inclusion model is another way we are providing for the needs of the whole student and making sure all departments are working together to support students' learning goals. We have also developed a training model that will inform our teachers of ways we can better support special education students. The hiring of internal staff to provide services in the areas of speech and OT will build relationships and trust with families.

This action will be measured through an anonymous survey after IEP meetings and throughout the school year to better understand the needs of parents and build trust.

- 9. ELEMENT 6A:** *Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment. There are frequent occurrences of PAT participants having questions about policy, processes, and communication from the school. This seems to indicate that more work can be done in this area so the public has a clearer understanding.*

We will continue to host school site council meetings and parent advocacy meetings that are open to all in order to address this need. This spring we also began hosting more opportunities for staff to come and ask questions so they feel better equipped to address questions from parents. We will continue to do this next year and provide parents opportunities for questions and answers with the administrators. Professional development with our teaching staff and the expansion of our leadership team will help our parents with policy and process understanding which will always include rationale and connect with our mission, vision, LCAP and WASC goals.

This action will be measured through surveys and feedback from meetings.

Personal Professional Goals based on Feedback regarding leadership traits:

1. It was noted that Dr. Goodman's communication pattern of gratitude for all staff in all things can be perceived as disingenuous at times. Her plan is to be more direct with the elements, tasks and outcomes of work products with praising staff for their expected work success as well as being direct with building capacity in staff and systems that are not meeting the required standards for our charters.
2. It was also noted that mutual respect was not always apparent during meetings and communication with Dr. Goodman. This perception will be addressed by making sure that directives that are required for our staff and parents are connected to policy and educational code. During the last two years of COVID restrictions, we have been going through challenging times.

Major Goals for the 2022-2023 School Year

Administrators will outline several goals for the new school year based on the Board's evaluation scores and identified areas of growth. Three major goals are listed below, however: listed above are 11 goals that will be implemented and reported throughout the school year.

Goal #1:

Creating a Personalized Professional Development Plan that supports each teacher's area of growth and is based on feedback gathered from their supervisor after an instructional coaching cycle has occurred.

Goal 2:

Incorporate an Instructional Coaching Model at the regional coordinator and administrator level to observe learning period meetings, virtual academies, intervention and enrichment academy classes to ensure standards are being met, instructional strategies are being used and consistent practices are occurring school wide.

Goal #3:

To increase community engagement and a positive school culture through providing opportunities for families, students and community members to come together and support school goals at events that include park days, field trips, clubs, sports, and other in person activities.

Cover Sheet

Annual Form 700

Section:	V. Governance
Item:	D. Annual Form 700
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	None

BACKGROUND:

- The Statement of Economic Interest or Form 700, is the tool used by public officials to disclose their financial interests that may be affected by their public official decisions. This ensures that the public is aware of a board member's financial interests and also reminds the public official of potential conflicts.
- Fresno County has an online portal for Form 700s. Board Members should have received an email with guidance on how to access the online form.
- If any Board Members need assistance with the Form 700, Rhonda Duerksen can help.
- Forms must be submitted by April 3, 2023.

Cover Sheet

Annual Board Meeting Calendar

Section:	V. Governance
Item:	E. Annual Board Meeting Calendar
Purpose:	Discussion & Potential Action - Vote
Related Material:	Proposed Annual Board Schedule; 2022-2023 Board Calendar - Revised Draft

BACKGROUND:

- Based on information from charter experts and legal counsel, the school is recommending the Board considers consolidating Regular Board Meetings to six total meetings.
- Both the Accounting and Compliance Teams have provided input into the proposed Annual Board Meeting Calendar.
- Should the Board be amenable to the consolidated schedule, the current 2022-2023 Board Meeting Calendar has been revised and drafted for consideration.

RECOMMENDATION:

- Consider approval of both the Proposed Annual Board Schedule and the revised 2022-2023 Board Calendar.

Month	Important/Required Items	Due Dates
SPECIAL		
	45 Budget Revision	8/15/2023
SEPTEMBER		
	ConApp	9/12/2023
	Unaudited Actuals	9/15/2023
	Dashboard Indicator	11/1/2023
DECEMBER		
	1st Interim	12/15/2023
	Audit	12/15/2023
JANUARY		
	SARC	2/1/2024
	ConApp	3/11/2024
	Form 700	4/2/2024
	School Calendar	6/30/2024
	Safety Plan review	No hard date
FEBRUARY		
	2nd Interims	3/15/2024
	Auditor Selection	3/31/2024
	Homeless Policy	No hard date
	Parent Involvement	No hard date
MAY		
	LCAP Public Hearing	5/31/2024
	EPA Fund Use	No hard date
	Vendor Contracts Review	No hard date
	Executive Comp Eval	10-11 months of service
JUNE		
	LCAP Approval	6/30/2024
	Vendor Contract Approval	No hard date
	Budget Approval	6/30/2024
	IRS 990 policy review	No hard date
	Local Indicators	before 07/01/24 Annually

2022-2023 School Board Calendar



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15*	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1*	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15*	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
31						

Important Board Items	
Sept 15	Unaudited Actuals Due
Nov 1	Dashboard Indicators due to State
Dec	Approval of previous year's Audit
Dec 15	1st Interims Due to County

- School Closed
- Regular Board Meeting

* Important Board Dates

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

School Holidays	
Sep 5	Labor Day
Nov 11	Veteran's Day
Nov 18-25	Thanksgiving Break
Dec 19-Jan 3	Winter Break
Jan 16	Martin Luther King, Jr. Day
Feb 10	Lincoln Day
Feb 20	Washington Day
Apr 7-14	Spring Break
May 29	Memorial Day
June	Juneteenth

Regular Board Meeting Dates	
July 28	Board Meeting
Aug 25	Board Meeting
Sept 8	Board Meeting
Oct 20	Board Meeting
Nov 29	Board Meeting
Jan 5	Board Meeting
Feb 16	Board Meeting
Mar 2	Board Meeting
Mar 30	Board Meeting
Apr 27	Board Meeting
May 25	Board Meeting
Jun 22	Board Meeting

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1*	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1*	2	3	4
5	6	7	8	9	10	11
12	13	14	15*	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31*	

April 2023						
S	M	T	W	T	F	S
						1*
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25*	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22*	23	24
25	26	27	28	29	30	

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

Cover Sheet

Board Meeting Teleconferencing Options & Future Board Meeting Format

Section:	V. Governance
Item:	F. Teleconference Options & Board Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	Teleconferencing Options for Board Members

BACKGROUND:

- Approved by the governor on September 13, 2022, the laws for public meetings are changing with the new year through the passage of AB 2449.
- The Board will need to confer to decide how best to implement the changes for future board meetings.

RECOMMENDATION:

- Consider approval to hold all future board meetings in compliance with AB 2449.

Teleconferencing Options for Board Members

ORIGINAL TELECONFERENCING RULES

Reasons for Teleconferencing	Any reason
Notice Requirements	Address of the teleconference location needs to be identified on the agenda; agenda must be posted at the teleconference location using same posting requirements as the usual agenda (i.e., 72 or 24 hours in advance); agenda posted at teleconference location must be accessible to the public 24 hours a day and in a location that is compliant with the Americans with Disabilities Act
Americans with Disabilities Act Issues	The teleconference location must be compliant with the Americans with Disabilities Act regarding access
Public Participation	The public is entitled to appear and participate from any teleconference location; no zoom or video conferencing is required
Location of Quorum	The quorum of the board must be located in the jurisdiction of the school, also follow location requirements identified in Education Code section 47604.1.
Limitation on Use of Teleconferencing Option	None
Process for Appearing via Teleconference Option	Post the teleconference location on the agenda and post the agenda at the teleconference location, as well as other posting requirements
Disclosures	None
Member Participation	Nothing specific

AB 2449 TELECONFERENCING RULES BEGINNING 1/1/23

<p>Reasons for Teleconferencing</p>	<p>Just Cause:</p> <ul style="list-style-type: none"> • Childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner • A contagious illness that prevents the member from attending in person • A need related to a physical or mental disability • Travel while on official business of the board or another state or local agency <p>Emergency Circumstances:</p> <ul style="list-style-type: none"> • Physical or family medical emergency that prevents a member from attending in person
<p>Notice Requirements</p>	<p>Teleconference locations need not be listed on the agenda. The agenda must identify the in-person location where a quorum is meeting, and the way for public participation via an internet-based option, call-in option, or in-person option.</p>
<p>Americans with Disabilities Act Issues</p>	<p>Nothing in addition to usual ADA issues; teleconference locations need not be compliant with the ADA.</p>
<p>Public Participation</p>	<p>Public may participate at the in-person location, via call-in or internet-based platform. The public has the right to address the board in real time and cannot be required to submit comments in advance of the meeting.</p>
<p>Location of Quorum</p>	<p>Must participate in person from a singular physical location clearly identified on the agenda which is open to the public and situated within the jurisdiction of the school (also comply with location restrictions identified in Education Code section 47604.1)</p>
<p>Limitation on Use of Teleconference Options</p>	<p>Just Cause: No more than two meetings per calendar year Emergency Circumstances: No more than three consecutive months or 20 % of the regular meetings within a calendar year or more than 2 meetings if the body regularly meets fewer than 10 times per calendar year.</p>
<p>Process for Appearing via Teleconference Options</p>	<p>Just Cause:</p> <ul style="list-style-type: none"> • Member notifies the board at the earliest opportunity possible, including the start of a regular meeting, of the need to participate remotely for just cause, including a general description of the circumstances relating to the need to appear remotely at a given meeting. <p>Emergency Circumstances:</p> <ul style="list-style-type: none"> • Member requests the board to allow to participate remotely due to emergency circumstance. The board would take action to approve the request. The board requests a general description of the circumstances relating to the need to appear remotely. A general description need not exceed 20 words and need not disclose any medical diagnosis or disability, or any personal medical information.

	<ul style="list-style-type: none"> The request should be made as soon as possible. If the request to appear remotely does not allow time to place the item on the agenda, the board may take action to approve the request at the beginning of the meeting by majority vote.
Disclosures	Disclose, before any action taken, whether any individuals 18+ years old are present in the room at the remote location and the general nature of the member's relationship to such individuals.
Member Participation	Member must participate through both audio and visual technology