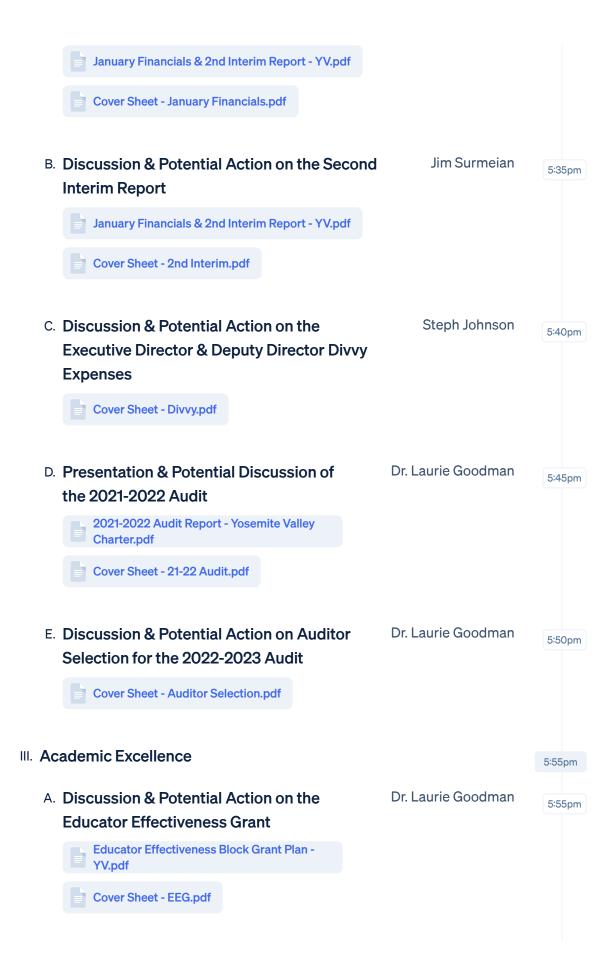


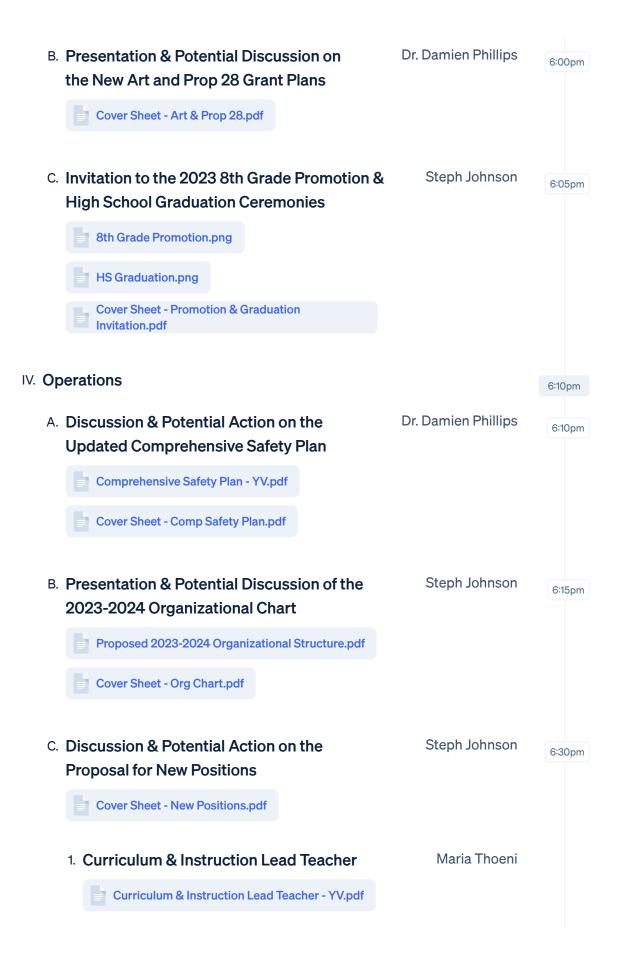
## **Board Meeting Agenda**

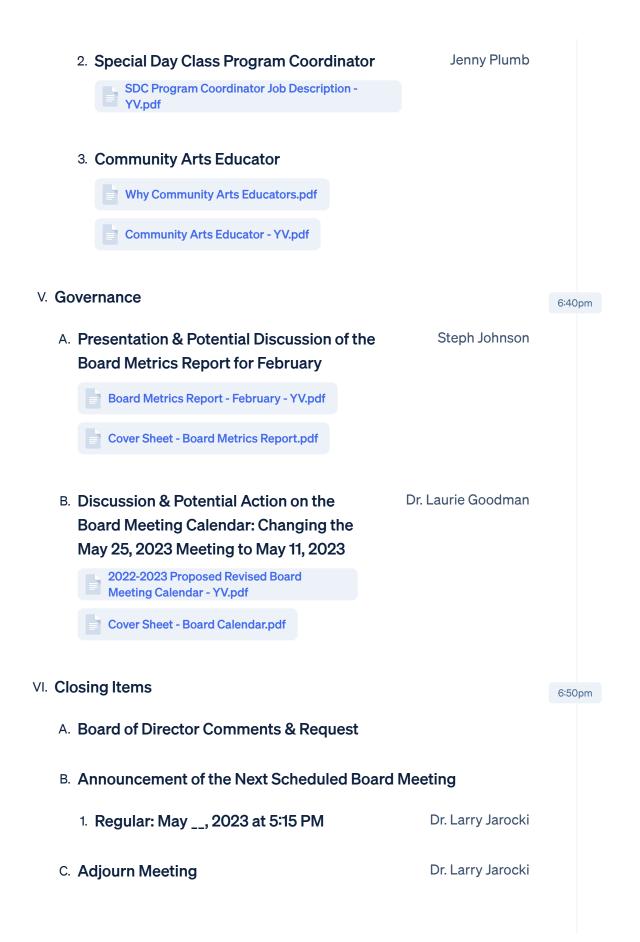
Mar 2nd, 2023 5:15pm - 7:00pm PST 3610 E. Ashlan Avenue, Fresno, CA 93726

- To Join Virtually via Zoom: https://zoom.us/j/4183238475 | Meeting ID:418 323 8475
- To Join by Phone: (669) 900-6833

I. Opening Items		5:15pm
A. Record Attendance		
B. Call the Meeting to Order	Dr. Larry Jarocki	
C. Flag Salute	Dr. Larry Jarocki	
D. Discussion & Potential Action on the Approva Agenda	al of the	
E. Public Comment		
F. Discussion & Potential Action to Approve the 2023 Board Meeting Minutes	January 23,	
1-23-2023 - Board Meeting Minutes - YV.pdf		
II. Finance		5:25pm
<ul> <li>A. Discussion &amp; Potential Action on the January 2023 Financial Report</li> </ul>	Jim Surmeian	5:25pm







### 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

Directors Present: Dr. Larry Jarocki, Dr. Angela Tos, Jennifer McQueen, & Jonna Durst

Absent: Carrie Stumpfhauser

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, January 23, 2023 at 5:15 PM.

- C. Flag Salute
- D. Discussion & Potential Action on the Approval of the Agenda Jonna motioned to approve the agenda.
   Dr. Angela Tos seconded the motion.
   The Board VOTED to unanimously approve the motion.
- E. Public Comment No public comments were made.
- F. Discussion & Potential Action to Approve Board Meeting Minutes
  - Regular Board Meeting: December 5, 2022
     Jonna Durst made a motion to approve the Board Meeting Minutes from December 5, 2022.
     Jennifer McQueen seconded the motion.
     The Board VOTED to unanimously approve the motion.
  - 2. Special Board Meeting: December 16, 2022
    Jonna Durst made a motion to approve the Board Meeting Minutes from December 16, 2022.
    Dr. Angela Tos seconded the Motion
    The Board VOTED to unanimously approve the motion.
- II. Finance
  - A. Discussion & Potential Action on the December 2022 Financial Report Jim Surmeian presented the school's financial report including a summary and highlights from the State Governor's budget released last week.

Dr. Angela Tos made a motion to approve the December 2022 Financial Report. Jonna Durst seconded the motion. The Board VOTED unanimously to approve the motion. **B.** Discussion & Potential Action on the Executive Director & Deputy Director Divvy Expenses

There were no ED or DD Divvy transactions in December.

### **III.** Academic Excellence

A. Discussion & Potential Action on the School Accountability Report Card (SARC) Dr. Laurie Goodman presented the school's current SARC Report. Highlights include an overview of school organization, operations, and programs. Denise Voth shared that the High School Course Outlines that were implemented three years ago should show 30% of A-G Growth each year this year and those following. AP participation is not very high due to the high rate of concurrent enrollment. The school is working on developing securing additional Community College partnerships. Also in development are in house Dual Enrollment courses taught by current teachers with Masters Degrees.

Jonna Durst made a motion to approve the SARC Report Card. Jennifer McQueen seconded the motion. The Board VOTED unanimously to approve the motion.

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

Dr. Steven James presented the ESY Plan. Juneteenth holiday is the 20th day. The ESY program now does not need to include all services and time as presented during the normal school year and as outlined in the IEP so long as the parents agree. This will also reduce the staffing needs during ESY.

Jonna Durst made a motion to approve ESY. Jennifer McQueen seconded the motion. The Board VOTED unanimously to approve the motion.

- C. Presentation & Potential Discussion of the School Dashboard Dr. Damien Phillips provided an overview of the school's Dashboard. Steph Johnson shared additional testing data.
- D. Discussion & Potential Action on the Suicide Prevention Policies Grades TK-7 and 8-12 Grades

Steph Johnson presented the school's new Suicide Prevention Policies that includes plans, resources, and training.

Dr. Angela Tos commented that Suicide Contagion is listed under key words and how it is important to talk about it. Steph Johnson shared that staff was trained in the way Dr. Tos described.

Dr. Angela Tos made a motion to approve the Suicide Prevention Policies Grades TK-7 and 8-12 Grades.

Jennifer McQueen seconded the motion.

The Board VOTED unanimously to approve the motion.

### **IV.** Operations

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

Steph Johnson outlined the changes to the PSL and PNL to allow more flexibility for school staff. Credentialed SPED staff fall under the teacher category. Legal counsel did review that having more PNL than PSL. Dr. Tos noted concern for retirement purposes. Dr. Laurie Goodman reminded the Board that unused PNL turns into Sick Time per policy.

Jonna Durst made a motion to approve the Revised Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy retroactive to the beginning of the school year and with the same changes to the Regional Coordinator section. Dr. Angela Tos seconded the motion.

The board VOTED unanimously to approve the motion.

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

Dr. Larry Jarocki asked for a justification statement for why the school needs additional administrators. Currently, elementary student make up the bulk of the student population, but also have the fewest leadership roles to meet the academic needs of the elementary grades. Maria Thoeni shared that the multitude of programs need need experts to support the Independent Study Teachers. Lorinda Riffel, the current Elementary Virtual Academy (VA) Coordinator, already supervises 20 teachers, meets with them regularly, providing supervision and direction to VA staff.

Dr. Jarocki advised the school to carefully examine public perception and the 20:1 Pupil to Teacher ratio to determine if this staffing move makes sense for the school.

Dr. Angela Tos would like salary and duties to match in the job description. The job description should match the additional work duties. Jennifer McQueen echoed this comment.

Jonna Durst made a motion to table this item until the next meeting. Dr. Angela Tos seconded the motion. The board VOTED unanimously to approve the motion.

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

Dr. Angela Tos made a motion to table this item until the next meeting. Jennifer McQueen seconded the motion.

The board VOTED unanimously to approve the motion.

D. Discussion & Potential Action on the Enrollment & Staffing Projection Proposal Steph Johnson provided an overview of the Enrollment & Staffing Projection Proposal including setting enrollment parameters. This will help with staffing and budgets.

Dr. Angela Tos made a motion to approve the Enrollment & Staffing Projection Proposal. Jonna Durst seconded the motion. The board VOTED unanimously to approve the motion.

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

Steph Johnson presented the 2023-2024 school year calendar.

Jonna Durst made a motion to approve the 2023-2024 School Calendar. Jennifer McQueen seconded the motion. The board VOTED unanimously to approve the motion.

- V. Governance
  - A. Presentation & Potential Discussion of the Board Metrics Report January Dr. Laurie Goodman presented the school's January Board Metrics. Maria Thoeni pointed out that the Virtual Academy feedback was included per Board Member request.
  - **B.** Discussion & Potential Action on the Board Supervision & Guidance Process and Timeline for the Superintendent

Steph Johnson presented the proposed process and timeline for the Superintendent performance.

Jonna Durst made a motion to approve the Board Supervision & Guidance Process and Timeline for the Superintendent.

Dr. Angela Tos seconded the motion.

The board VOTED unanimously to approve the motion.

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

Steph Johnson provided a mid-year report.

D. Presentation & Potential Discussion on the Annual Form 700

Dr. Laurie Goodman provided information about the Board's requirement to complete the Form 700 annually to disclose any conflicts of interest. Yosemite Valley members will complete the Form 700 online.

E. Discussion & Potential Action on the Annual Board Meeting Calendar
 Dr. Angela Tos made a motion to approve the Annual Board Meeting Calendar.
 Jonna Durst seconded the motion.
 The board VOTED unanimously to approve the motion.

Made with Boardable

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

### VI. Closing Items

### A. Board of Director Comments & Request

- 1. Comparative State Testing Data from year to year, compared to the state, and compared
- to like sized and type of schools
- 2. Updated Organizational Chart
- 3. Job Description: Note changes as track changes or original vs. new job description
- 4. Provide Board Packet at least one week in advance

### B. Announcement of the Next Scheduled Board Meeting Regular: March 2, 2023 at 5:15 PM

1.

Jonna Durst made a motion to adjourn the Board Meeting at 6:50 PM. Dr. Angela Tos seconded the motion. The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:50 PM.

Respectfully Submitted,

Dr. Larry Jarocki

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## Cover Sheet January 2023 Financial Report

Section: Item: Purpose: Related Material: II. Finance A. January 2023 Financial Report Discussion & Potential Action - Vote January Financials & 2nd Interim Report - YV

### **BACKGROUND:**

• Charter Impact has prepared the school's financial report through January 2023.

### **RECOMMENDATION:**

• Consider the approval of the January Financials.



# **January 2023 Financial Presentation**

2<sup>nd</sup> Interim Report

# **YOSEMITE VALLEY**- Highlights

- Enrollment at 2417 through end of January vs. 2571 Budgeted
- Revenues and Expenses all higher than initially budgeted Federal Revenue much higher
- Annual Surplus steady at \$2.9 million vs. \$3.1 million budgeted
- Senate Bill 740 Requirements:
  - 40/80 Expense Ratio
  - 25:1 Pupil Teacher Ratio

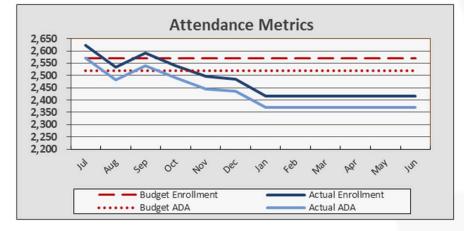
Cert.	Instr.
48.6%	82.2%
2,827,959	726,514

Pupil:Teacher Ratio											
19.42	:1										



# **Attendance & Data Metrics**

Enrollment & Per Pupil Data												
<u>Average</u> <u>Forecast</u> <u>Budge</u>												
Average Enrollment	2481	2417	2571									
ADA	2431	2369	2520									
Attendance Rate	98.0%	98.0%	98.0%									
Unduplicated %	46.7%	46.7%	46.0%									
Revenue per ADA		\$1 <i>3,828</i>	\$12,128									
Expenses per ADA		\$12,577	\$10,898									





# YOSEMITE VALLEY - Revenue

		Year-to-Date		Annual/Full Year							
	Actual	Budget	Fav/(Unf)		Forecast	Budget	Fav/(Unf)				
Revenue											
State Aid-Rev Limit	\$ 12,390,737	\$ 11,480,084	\$ 910,653		\$ 26,198,381	\$ 25,985,498	\$ 212,883				
Federal Revenue	1,960,032	448,945	1,511,087		3,178,883	1,891,934	1,286,949				
Other State Revenue	1,985,424	1,080,709	904,715		3,369,008	2,680,087	688,921				
Other Local Revenue	6,408		6,408		6,408		6,408				
Total Revenue	<u>\$ 16,342,601</u>	<u>\$ 13,009,739</u>	<u>\$ 3,332,863</u>		\$ 32,752,680	<u>\$ 30,557,519</u>	<u>\$ 2,195,161</u>				



# **YOSEMITE VALLEY** - Expenses

		Year-to-Date		А	nnual/Full Yea	r
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 6,473,910	\$ 5,663,204	\$ (810,705)	\$ 11,770,942	\$ 10,526,698	\$ (1,244,243)
<b>Classified Salaries</b>	346,244	292,108	(54,136)	585 <i>,</i> 451	500,757	(84,694)
Benefits	2,137,808	1,847,277	(290 <i>,</i> 531)	3,886,502	3,320,759	(565,743)
Books and Supplies	2,265,689	1,441,406	(824,282)	3,238,983	3,212,919	(26,064)
Subagreement Services	4,419,969	4,053,900	(366 <i>,</i> 068)	7,968,705	7,706,984	(261,721)
Operations	273,966	180,833	(93,132)	442 <i>,</i> 594	310,000	(132,594)
Facilities	27,316	26,892	(424)	45 <i>,</i> 881	46,100	219
Professional Services	941,305	855 <i>,</i> 906	(85 <i>,</i> 399)	1,765,980	1,653,083	(112,897)
Depreciation	26,415	26,418	3	45,285	45,288	3
Interest	40,860	136,894	96,034	40,860	136,894	96,034
Total Expenses	<u>\$ 16,953,479</u>	\$ 14,524,839	<u>\$ (2,428,640)</u>	<u>\$ 29,791,181</u>	<u>\$ 27,459,482</u>	<u>\$ (2,331,699</u> )



# **YOSEMITE VALLEY**- Fund Balance

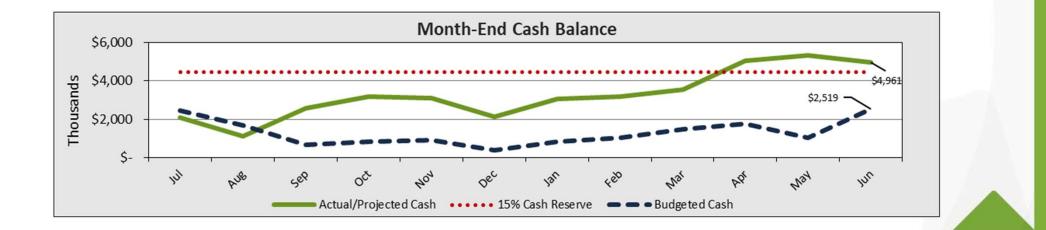
- Current Year Surplus is forecasted to be 9.9% of Expenses
- Annual Fund Balance projected to be 13.3% of Expenses

		Year-to-Date		Annual/Full Year								
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)						
Total Surplus(Deficit)	\$ (610,878)	\$ (1,515,100)	\$ 904,222	\$ 2,961,499	\$ 3,098,036	\$ (136,538)						
Beginning Fund Balance	1,007,073	1,007,073		1,007,073	1,007,073							
Ending Fund Balance	<u>\$ 396,195</u>	<u>\$ (508,027)</u>		<u>\$    3,968,572</u>	<u>\$ 4,105,109</u>							
As a % of Annual Expenses	1.3%	-1.9%		13.3%	14.9%							



# YOSEMITE VALLEY - Cash Balance

- No Further Factoring this year
- Cash growth in FY22-23 to be just under \$2.07M
- Ending Cash Balance to be \$4.96M





# **YOSEMITE VALLEY – Compliance Reports**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
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	https://www.cde.ca.gov/ta/ac/sa/questions.asp
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/
FINANCE		E-Rate FCC Form 470 Due date (FY2023) - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2023 filing window.	Client	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Feb-28	<b>2nd Interim Financial Report</b> - 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
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per- pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars

# **YOSEMITE VALLEY** - Appendix

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



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#### Monthly Cash Flow/Forecast FY22-23

Revised 02/21/2023

ADA = 2368.66	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.)	
Revenues		•	•		•										ADA =	2519.58	
State Aid - Revenue Limit																	
8011 LCFF State Aid 8012 Education Protection Account	-	1,250,297	1,250,297	2,250,534	2,250,534	2,250,534	2,250,534 118,844	2,250,534	2,270,514	2,270,514	2,270,514	2,270,514	2,270,515	25,105,836 473,732	24,803,512 503,916	302,324	
8019 State Aid - Prior Year	-	-	4,349	118,844	-	-	- 110,044	-	-	117,611	-	-	118,433	4/3,732 4,349	505,910	(30,184) 4,349	
8096 In Lieu of Property Taxes	-	-	167,957	515,370	(37,357)	-	-	-	-	-	-		-	614,464	678,070	(63,606)	
	-	1,250,297	1,422,603	2,884,748	2,213,177	2,250,534	2,369,378	2,250,534	2,270,514	2,388,125	2,270,514	2,270,514	2,388,948	26,198,381	25,985,498	212,883	
Federal Revenue																	
8181 Special Education - Entitlement	-	-	-	-	-	-	-	26,223	52,077	52,077	52,077	52,077	52,077	286,608	304,869	(18,261)	
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8220 Federal Child Nutrition	-	-	-	-	-	-	- 98,724	-	-	-	-	-	- 296,171	- 394,895	- 314,919	79,976	
8290 Title I, Part A - Basic Low Income 8291 Title II, Part A - Teacher Quality		-	-		-		96,724	-	-	-	-	-	290,171	594,695	514,919	/9,9/0	
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8296 Other Federal Revenue	-	118,503	614,333	-	-	1,128,472	-	-	318,036	-	-	318,036	-	2,497,380	1,272,146	1,225,235	
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-		-	-		-	-	-		-	
Other State Revenue	-	118,503	614,333	-	-	1,128,472	98,724	26,223	370,113	52,077	52,077	370,113	348,248	3,178,883	1,891,934	1,286,949	
8311 State Special Education	95,304	95,304	171,546	169,322	169,322	169,322	169,322	171,422	132,549	132,549	132,549	132,549	132,549	1,873,610	2,066,056	(192,446)	
8520 Child Nutrition		-										-			-	(132) 110)	
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550 Mandated Cost	-	-	-	-	-	56,316	-	-	-	-	-	-	-	56,316	52,635	3,681	
8560 State Lottery	-	-	-	-	-	-	172,180	-	-	142,671	-	-	246,521	561,372	501,396	59,976	
8598 Prior Year Revenue	-	-	-	13,628	-	11,028	77,745	-	-	-	-	-	-	102,401	-	102,401	
8599 Other State Revenue	95,304	43,974 139,278	101,608 273,154	121,361 304,311	93,598 262,920	99,776 336,442	154,768 574,015	171,422	132,549	275,220	132,549	160,224 292,773	379,070	775,309 3,369,008	60,000 2,680,087	715,309 688,921	
Other Local Revenue	55,504	135,270	273,134	504,511	202,520	550,442	574,015	1/1,422	132,345	275,220	152,545	252,115	373,070	3,303,000	2,000,007	000,521	
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest Revenue	-	2,077	-	2,275	139	-	1,917	-	-	-	-	-	-	6,408	-	6,408	
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8980 Contributions Unrestricted	-	-	-	-				-						-	-		
8980 Contributions, Unrestricted 8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	
	-	- - 2,077	-		- 139	-	- - 1,917	-	-	-	-	-	-	- - 6,408		6,408	
8990 Contributions, Restricted										2 715 422							
8990 Contributions, Restricted	- - - 95,304	2,077 1,510,155	- - - 2,310,090	2,275 3,191,334	139 2,476,236	3,715,449	1,917 3,044,033	2,448,179	2,773,177	2,715,423	2,455,141	2,933,400	- - - 3,116,266	- - 6,408 32,752,680	30,557,519	6,408 2,195,161	
8990 Contributions, Restricted	- - - 95,304		- - 2,310,090							2,715,423		2,933,400	- - - 3,116,266				
8990 Contributions, Restricted Total Revenue Expenses	- - - <b>95,304</b> 150		- - - <b>2,310,090</b> 616,852							<b>2,715,423</b>		- - - <b>2,933,400</b> 626,162	- - - 3,116,266				
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours		<b>1,510,155</b> 593,817 -	616,852 15	<b>3,191,334</b> 645,664 850	<b>2,476,236</b> 644,933 76	<b>3,715,449</b> 629,028 27	<b>3,044,033</b> 630,248	<b>2,448,179</b> 626,162	<b>2,773,177</b> 626,162	626,162	<b>2,455,141</b> 626,162	626,162	- - - 3,116,266 - -	32,752,680 6,891,503 968	<b>30,557,519</b> 7,570,112	<b>2,195,161</b> 678,609 (968)	
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends	150 - -	<b>1,510,155</b> 593,817 - 110,679	616,852 15 111,448	<b>3,191,334</b> 645,664 850 105,678	<b>2,476,236</b> 644,933 76 200,171	<b>3,715,449</b> 629,028 27 103,500	<b>3,044,033</b> 630,248 - 104,700	<b>2,448,179</b> 626,162 	<b>2,773,177</b> 626,162  108,308	626,162 - 108,308	<b>2,455,141</b> 626,162 	626,162 - 108,308	- - - 3,116,266 - - -	32,752,680 6,891,503 968 1,277,716	<b>30,557,519</b> 7,570,112 1,729,887	<b>2,195,161</b> 678,609 (968) 452,171	
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries	150 - - 9,021	1,510,155 593,817 110,679 208,185	616,852 15 111,448 213,985	<b>3,191,334</b> 645,664 850 105,678 224,850	<b>2,476,236</b> 644,933 76 200,171 265,158	<b>3,715,449</b> 629,028 27 103,500 235,009	<b>3,044,033</b> 630,248 - 104,700 228,108	<b>2,448,179</b> 626,162 	<b>2,773,177</b> 626,162 - 108,308 236,906	626,162 - 108,308 236,906	<b>2,455,141</b> 626,162 	626,162 - 108,308 236,906	- - - 3,116,266 - - - - -	32,752,680 6,891,503 968 1,277,716 2,568,844	<b>30,557,519</b> 7,570,112 1,729,887 819,199	<b>2,195,161</b> 678,609 (968) 452,171 (1,749,645)	
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Administrators' Salaries	150 - -	<b>1,510,155</b> 593,817 - 110,679	616,852 15 111,448	<b>3,191,334</b> 645,664 850 105,678	<b>2,476,236</b> 644,933 76 200,171	<b>3,715,449</b> 629,028 27 103,500	<b>3,044,033</b> 630,248 - 104,700	<b>2,448,179</b> 626,162 	<b>2,773,177</b> 626,162  108,308	626,162 - 108,308	<b>2,455,141</b> 626,162 	626,162 - 108,308	- - - 3,116,266 - - - - - - - - - - -	32,752,680 6,891,503 968 1,277,716	30,557,519 7,570,112 1,729,887 819,199 277,500	<b>2,195,161</b> 678,609 (968) 452,171 (1,749,645) (754,411)	
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries	150 - - 9,021	1,510,155 593,817 110,679 208,185	616,852 15 111,448 213,985	<b>3,191,334</b> 645,664 850 105,678 224,850	<b>2,476,236</b> 644,933 76 200,171 265,158	<b>3,715,449</b> 629,028 27 103,500 235,009	<b>3,044,033</b> 630,248 - 104,700 228,108	<b>2,448,179</b> 626,162 	<b>2,773,177</b> 626,162 - 108,308 236,906	626,162 - 108,308 236,906	<b>2,455,141</b> 626,162 	626,162 - 108,308 236,906	- - - 3,116,266 - - - - - - - - - - - - - - - - - -	32,752,680 6,891,503 968 1,277,716 2,568,844	<b>30,557,519</b> 7,570,112 1,729,887 819,199	<b>2,195,161</b> 678,609 (968) 452,171 (1,749,645)	
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Administrators' Salaries	150 - 9,021 43,697	<b>1,510,155</b> 593,817 110,679 208,185 87,470	616,852 15 111,448 213,985 89,670	<b>3,191,334</b> 645,664 850 105,678 224,850 88,857	<b>2,476,236</b> 644,933 76 200,171 265,158 100,409	<b>3,715,449</b> 629,028 27 103,500 235,009 92,378	3,044,033 630,248 104,700 228,108 89,278	2,448,179 626,162 	<b>2,773,177</b> 626,162 - 108,308 236,906 88,030	626,162 - 108,308 236,906 88,030 -	2,455,141 626,162 	626,162 - 108,308 236,906 88,030	- - - -	32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911	<b>30,557,519</b> 7,570,112 1,729,887 819,199 277,500 130,000	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000	
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Administrators' Salaries 1300 Other Certificated Salaries Elassified Salaries 2100 Instructional Salaries	150 - 9,021 43,697 - 52,868 5,111	1,510,155 593,817 - 110,679 208,185 87,470 - 1,000,150 6,977	616,852 15 111,448 213,985 89,670	<b>3,191,334</b> 645,664 850 105,678 224,850 88,857	<b>2,476,236</b> 644,933 76 200,171 265,158 100,409	<b>3,715,449</b> 629,028 27 103,500 235,009 92,378	3,044,033 630,248 104,700 228,108 89,278	2,448,179 626,162 	<b>2,773,177</b> 626,162 - 108,308 236,906 88,030	626,162 - 108,308 236,906 88,030 -	2,455,141 626,162 	626,162 - 108,308 236,906 88,030	- - - -	32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 - 11,770,942 120,183	<b>30,557,519</b> 7,570,112 1,729,887 819,199 277,500 130,000	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447)	
8990 Contributions, Restricted Total Revenue Expenses Certificated Salaries 1170 Teachers' Salaries 1170 Teachers' Stata Duty/Stipends 1170 Pupil Support Salaries 1900 Other Certificated Salaries 1900 Other Certificated Salaries 2100 Instructional Salaries 2100 Support Salaries 200 Support Salaries	150 - 9,021 43,697 - 52,868 5,111 5,533	1,510,155 593,817 - 110,679 208,185 87,470 - 1,000,150 6,977 2,767	616,852 15 111,448 213,985 89,670 - 1,031,969 9,741	3,191,334 645,664 850 105,678 224,850 88,857 - 1,065,900 11,028	2,476,236 644,933 76 200,171 265,158 100,409 - 1,210,747 13,735	3,715,449 629,028 27 103,500 235,009 92,378 - 1,059,942 11,240	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060	2,773,177 626,162 - 108,308 236,906 88,030 - 1,059,406 10,060	626,162 108,308 236,906 88,030 1,059,406 10,060	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060	626,162 108,308 236,906 88,030 1,059,406 10,060	- - - -	32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 - 11,770,942 120,183 8,300	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1100 Teachers' Substitute Hours 1107 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Administrators' Salaries 1300 Other Certificated Salaries 2100 Instructional Salaries 2200 Support Salaries 2200 Classified Administrators' Salaries	150 9,021 43,697 52,868 5,111 5,533 4,563	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 - 4,515	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 4,725	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421	626,162 	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421	626,162 - 108,308 236,906 88,030 - 1,059,406 10,060 - 4,421	- - - -	32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 	30,557,519 7,570,112 1,729,887 819,199 277,500 10,526,698 77,736	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Other Certificated Salaries 1900 Other Certificated Salaries 2000 Instructional Salaries 2000 Linstructional Salaries 2000 Classified Administrators' Salaries 2000 Classified and Office Staff Salaries 2000 Clerical and Office Staff Salaries	150 9,021 43,697 	1,510,155 593,817 - 110,679 208,185 87,470 - 1,000,150 6,977 2,767 4,956 2,4,689	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793	3,715,449 629,028 27 103,500 92,378 1,059,942 11,240 4,725 23,202	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 4,725 23,188	2,448,179 626,162 - 108,308 236,906 88,030 - 1,059,406 10,060 - 4,421 21,267	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267	626,162 	2,455,141 626,162 - 108,308 236,906 88,030 - 1,059,406 10,060 - 4,421 21,267	626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267	- - - -	32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) (56,230)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1100 Teachers' Substitute Hours 1107 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Administrators' Salaries 1300 Other Certificated Salaries 2100 Instructional Salaries 2200 Support Salaries 2200 Classified Administrators' Salaries	150 9,021 43,697 52,868 5,111 5,533 4,563	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 - 4,515	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 4,725	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421	626,162 	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421	626,162 - 108,308 236,906 88,030 - 1,059,406 10,060 - 4,421	- - - -	32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 	30,557,519 7,570,112 1,729,887 819,199 277,500 10,526,698 77,736	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Other Certificated Salaries 1900 Other Certificated Salaries 2000 Instructional Salaries 2000 Linstructional Salaries 2000 Classified Administrators' Salaries 2000 Classified and Office Staff Salaries 2000 Clerical and Office Staff Salaries 2000 Clerical and Office Staff Salaries	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813	616,852 15 111,448 213,985 89,670 - - 1,031,969 9,741 - 5,031 24,718 5,002 44,492	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 23,188 13,007 52,971	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267 12,094 47,841	626,162 108,308 236,906 88,030 	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694)	
8990 Contributions, Restricted  Total Revenue Expenses Centificated Salaries 1170 Teachers' Salaries 1170 Teachers' Substitute Hours 1175 Teachers' Substitute Hours 1175 Teachers' Substitute Hours 1170 Verry Stara Duty/Stipends 1170 Verry Castified Salaries 1170 Other Centificated Salaries 2100 Instructional Salaries 2100 Instructional Salaries 2100 Clerical and Office Staff Salaries 2100 Other Classified Salaries 2100 Other Class	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425	616,852 15 111,448 213,985 89,670 - 1,031,969 9,741 - 5,031 24,718 5,002	3,191,334 645,664 850 105,678 224,850 8,857 1,065,900 11,028 - 4,515 22,212 10,129	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 	3,715,449 629,028 27 103,500 235,009 92,378 - 1,059,942 11,240 - 4,725 23,202 12,753	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 4,725 23,188 13,007	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 	626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267 12,094	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1100 Teachers' Substitute Hours 1175 Teachers' Substitute Hours 1175 Teachers' Substitute Hours 1100 Pupil Support Salaries 1300 Administrators' Salaries 1300 Other Certificated Salaries 2100 Instructional Salaries 2000 Other Classified Administrators' Salaries 2000 Other Classified Salaries 2000 Othe	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,955 24,689 5,425 44,813 185,962	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 5,002 44,492 191,449	3,191,334 645,664 850 105,678 224,850 88,857 	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366	3,715,449 629,028 27 103,500 235,009 92,378 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 23,188 13,007 52,971 195,453	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 555,451 2,147,472	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1100 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Other Certificated Salaries 1300 Other Certificated Salaries 2000 Instructional Salaries 2000 Support Salaries 2000 Classified Administrators' Salaries 2000 Classified Administrators' Salaries 2000 Other Classified Salaries 2000 Other Salaries 2000	150 9,021 43,697 	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962	616,852 15 111,448 213,985 89,670 - - 1,031,969 9,741 - 5,031 24,718 5,002 44,492 191,449 191,449	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 - 5,612 28,793 16,489 64,629 207,366 - 3,858	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 - 4,725 23,202 12,753 51,920 198,297 - 3,071	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 23,188 13,007 52,971 195,453 3,136	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 -	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 -		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736  370,751 52,270 500,757 1,686,377  31,047	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) - (4,183)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1170 Teachers' Substitute Hours 1170 Pupil Support Salaries 11900 Other Certificated Salaries 11900 Instructional Salaries 11900 Other Certificated Salaries 11900 Clerical and Office Staff Salaries 1200 Other Classified Administrators' Salaries 1200 Other Classified Salaries 1200 Other Salaries 1200 Ot	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434	616,852 15 111,448 213,985 89,670 1,031,969 9,741 24,718 5,031 24,718 5,002 44,492 191,449 2,646 14,899	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 - 2,909 15,462	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 - 3,858 17,797	3,715,449 629,028 27 103,500 235,009 92,378 - 1,059,942 11,240 - 4,725 23,202 12,753 51,920 198,297 - 3,071 15,422	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 23,188 13,007 52,971 195,453 3,3136 15,329	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825	626,162 - 108,308 236,906 88,030 - 1,059,406 10,060 - 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825	2,455,141 626,162 108,308 236,906 88,030 10,060 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 - 5,5,230 178,763	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 1,58,898	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) (56,2	
8990       Contributions, Restricted         Total Revenue         Expenses         Certificate Jalaries         1100       Teachers' Salaries         1170       Teachers' Substitute Hours         1175       Teachers' Extra Duty/Stipends         1200       Pupil Support Salaries         1300       Administrators' Salaries         1900       Other Certificated Salaries         2100       Instructional Salaries         2200       Support Salaries         2300       Classified Administrators' Salaries         2900       Other Classified Salaries         2900       Other Classified Salaries         2010       Istractional Office Staff Salaries         2020       PERS         3031       SASDI         3331       Medicare         3401       Health and Welfare	150 9,021 43,697 	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962	616,852 15 111,448 213,985 89,670 - - 1,031,969 9,741 - 5,031 24,718 5,002 44,492 191,449 191,449	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 - 5,612 28,793 16,489 64,629 207,366 - 3,858	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 - 4,725 23,202 12,753 51,920 198,297 - 3,071	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 23,188 13,007 52,971 195,453 3,136	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 -	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 -		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736  370,751 52,270 500,757 1,686,377  31,047	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) - (4,183)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Substitute Hours 1170 Teachers' Substitute Hours 1170 Pupil Support Salaries 11900 Other Certificated Salaries 11900 Instructional Salaries 11900 Other Certificated Salaries 11900 Clerical and Office Staff Salaries 1200 Other Classified Administrators' Salaries 1200 Other Classified Salaries 1200 Other Salaries 1200 Ot	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 - 2,402 1,293 128,180	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,955 24,689 5,425 24,689 5,425 44,813 185,962 	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 - 5,002 44,492 191,449 - 2,646 14,899 146,222	3,191,334 645,664 850 105,678 224,850 88,857 - 1,065,900 11,028 - 4,515 22,212 10,129 47,884 156,648 - 2,909 15,462 10,128 - 2,909 15,462 10,128 - 2,909 15,462 10,128 - - 2,908 15,678 - - - - - - - - - - - - -	2,476,236 644,933 76 200,171 265,158 100,409 - 1,210,747 13,735 - 5,612 28,793 16,489 207,366 - 3,858 17,797 118,917	3,715,449 629,028 27 103,500 235,009 92,378 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 - 3,071 15,422 99,302	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 23,188 13,007 195,453 - 3,136 15,329 112,145	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500	626,162 - 108,308 236,906 88,030 - 1,059,406 10,060 - 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,2094 47,841 200,480 2,909 16,825 117,500		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 2,147,472 2,147,472 	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 31,047 159,898 1,280,000	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) - (4,183) (18,865) (91,066)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1100 Teachers' Salaries 1170 Teachers' Subtitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Other Certificated Salaries 1300 Other Certificated Salaries 2000 Support Salaries 2000 Clerical and Office Staff Salaries 2000 Other Classified Administrators' Salaries 2000 Other Classified Salaries 20	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 3,754 5,424	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 - 5,002 44,492 191,449 191,449 191,449 146,822 1,978 17,930	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909 15,462 10,9813 1,673 5,424 5,424	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 3,858 17,797 118,917 5,414 5,424	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424	3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,329 112,145 15,993 5,424	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 55,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 1,686,377 1,59,898 1,280,000 64,190 99,247	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,0666) (12,039) 21,505	
8990 Contributions, Restricted         Total Revenue         Forticated Salaries         1100       Teachers' Salaries         1170       Teachers' Salaries         1170       Teachers' Substitute Hours         1170       Teachers' Substitute Hours         1170       Teachers' Extra Duty/Stipends         1200       Pupil Support Salaries         1300       Administrators' Salaries         1300       Other Certificated Salaries         200       Instructional Salaries         200       Instructional Salaries         200       Classified Administrators' Salaries         200       Classified Salaries         200       Classified Salaries         200       Classified Salaries         200       Classified Salaries         200       Other Classified Salaries         200       Other Classified Salaries         200       Other Salaries         301       STRS         301       OASDI         311       Medicare         3401       Health and Welfare         3601       State Unemployment         3601       Workers' Compensation         3901       Ot	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 - 2,402 1,293 128,180 390	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 63,754	616,852 15 111,448 213,985 89,670 - 1,031,969 9,741 5,031 24,718 5,002 44,492 191,449 191,449 - 2,646 14,899 146,222 1,978	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 - 4,515 22,212 10,129 47,884 156,648 - 2,909 15,462 109,813 1,673 1,673 5,424	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 3,858 17,797 118,917 1541	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 - 4,725 23,202 12,753 51,920 198,297 - 3,071 15,422 9,9,302 19,024	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 23,188 13,007 52,971 195,453 3,136 15,329 112,145 15,939	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500 7,301	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,509 3,651		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736  370,751 52,270 500,757 1,686,377  31,047 159,898 1,280,000 64,190	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) - (4,183) (18,865) (91,066) (12,039)	
Base of Contributions, Restricted         Total Revenue         Exertificated Salaries         1100         Teachers' Salaries         1170         Teachers' Substitute Hours         1170         Teachers' Substitute Hours         1170         Teachers' Substitute Hours         1000         Pupil Support Salaries         1000         Other Certificated Salaries         2000         Classified Administrators' Salaries         2000         Other Classified Salaries         2000         Other Classified Salaries         2000         Other Classified Salaries         2010         2020         2020 <td c<="" td=""><td>150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424</td><td>1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 3,754 5,424</td><td>616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 - 5,002 44,492 191,449 191,449 191,449 146,822 1,978 17,930</td><td>3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909 15,462 10,9813 1,673 5,424 5,424</td><td>2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 3,858 17,797 118,917 5,414 5,424</td><td>3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424</td><td>3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,329 112,145 15,993 5,424</td><td>2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454</td><td>2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454</td><td>626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454</td><td>2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454</td><td>626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454</td><td></td><td>32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742</td><td>30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 1,686,377 1,59,898 1,280,000 64,190 99,247</td><td>2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,0666) (12,039) 21,505</td></td>	<td>150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424</td> <td>1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 3,754 5,424</td> <td>616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 - 5,002 44,492 191,449 191,449 191,449 146,822 1,978 17,930</td> <td>3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909 15,462 10,9813 1,673 5,424 5,424</td> <td>2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 3,858 17,797 118,917 5,414 5,424</td> <td>3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424</td> <td>3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,329 112,145 15,993 5,424</td> <td>2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454</td> <td>2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454</td> <td>626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454</td> <td>2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454</td> <td>626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454</td> <td></td> <td>32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742</td> <td>30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 1,686,377 1,59,898 1,280,000 64,190 99,247</td> <td>2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,0666) (12,039) 21,505</td>	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 3,754 5,424	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 - 5,002 44,492 191,449 191,449 191,449 146,822 1,978 17,930	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909 15,462 10,9813 1,673 5,424 5,424	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 3,858 17,797 118,917 5,414 5,424	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424	3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,329 112,145 15,993 5,424	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 1,686,377 1,59,898 1,280,000 64,190 99,247	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,0666) (12,039) 21,505
8990 Contributions, Restricted         Total Revenue         Forticated Salaries         1100       Teachers' Salaries         1170       Teachers' Salaries         1170       Teachers' Substitute Hours         1170       Teachers' Substitute Hours         1170       Teachers' Extra Duty/Stipends         1200       Pupil Support Salaries         1300       Administrators' Salaries         1300       Other Certificated Salaries         200       Instructional Salaries         200       Instructional Salaries         200       Classified Administrators' Salaries         200       Classified Salaries         200       Classified Salaries         200       Classified Salaries         200       Classified Salaries         200       Other Classified Salaries         200       Other Classified Salaries         200       Other Salaries         301       STRS         301       OASDI         311       Medicare         3401       Health and Welfare         3601       State Unemployment         3601       Workers' Compensation         3901       Ot	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 3,754 5,424 281,225	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 - 5,002 44,492 191,449 191,449 191,449 146,822 1,978 17,930	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909 15,462 10,9813 1,673 5,424 5,424	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 207,366 3,858 17,797 118,917 5,414 5,424 	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424	3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,329 112,145 15,993 5,424	2,448,179 626,162 - 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500 14,602 5,454 - 357,770	2,773,177 626,162 - 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500 7,301 5,454 - - 350,469	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454	2,455,141 626,162 - 108,308 236,906 88,030 1,059,406 10,060 - 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500 3,651 3,454 - 346,818	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 1,686,377 1,59,898 1,280,000 64,190 99,247	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,0666) (12,039) 21,505	
Base Contributions, Restricted         Total Revenue         Expenses         Certificated Salaries         1100       Teachers' Salaries         1170       Teachers' Substitute Hours         1175       Teachers' Substitute Hours         1175       Teachers' Substitute Hours         1170       Teachers' Substitute Hours         1175       Teachers' Substitute Hours         1200       Pupil Support Salaries         1300       Administrators' Salaries         1300       Other Certificated Salaries         2100       Instructional Salaries         2200       Support Salaries         2300       Classified Administrators' Salaries         2300       Clerical and Office Staff Salaries         2300       Other Classified Salaries         2301       STRS         3302       PERS         3301       Medicare         3401       Health and Welfare         3501       State Unemployment         3601       Workers' Compensation         3901       Other Benefits         Benefits         3601       Workers' Compensation         3901       Other Ben	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 3,754 5,424 281,225	616,852 15 111,448 213,985 89,670 1,031,969 9,741 - 5,031 24,718 - 5,002 44,492 191,449 191,449 191,449 146,822 1,978 17,930	3,191,334 645,664 850 105,678 224,850 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909 15,462 10,9813 1,673 5,424 5,424	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 207,366 3,858 17,797 118,917 5,414 5,424 353,903	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424	3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,329 112,145 15,993 5,424	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454 357,770	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454 350,469	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454 346,818	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 370,751 52,270 500,757 1,686,377 1,686,377 1,59,898 1,280,000 64,190 99,247	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,0666) (12,039) 21,505	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1170 Teachers' Salaries 1175 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Other Certificated Salaries 200 Other Certificated Salaries 200 Classified Administrators' Salaries 200 Other Catsified Salaries 200 Other Classified Salaries 200 PERS 301 STRS 301 Other Benefits 800 Other Benefits 800 Other Benefits 800 Other Benefits 800 Sand Reference Materials 400 Books and Reference Materials 400 Solol Supplies 400 S	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424 147,585	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 63,754 5,424 - 281,225 -	616,852 15 111,448 213,985 89,670 	3,191,334 645,664 850 105,678 224,850 88,857 88,857 1,065,900 11,028 4,515 22,212 10,129 47,884 156,648 2,909 15,462 109,813 1,673 5,424 - 291,930 -	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 3,858 17,797 118,917 5,414 5,424 - 353,903 -	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424 340,560	3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,529 11,2,145 15,599 15,5424 - 3,136 15,529 - 3,136 15,529 - 3,136 15,529 - 3,136 - 1,52,344 - - - - - - - - - - - - -	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454 357,770 666,793 5,833	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454 - 350,469 - - - - - - - - - - - - -	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500 3,651 5,454 - 346,818 - 175,230 5,833	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454 346,818 	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,2094 47,841 200,480 - 2,909 16,825 117,500 3,651 5,454 5,454 - - - - - - - - - - - - -		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 55,230 273,167 127,571 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742 3,886,502	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736  370,751 52,270 500,757 1,686,377 1,686,377 1,59,898 1,280,000 64,190 99,247 3,320,759	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,066) (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) (12,038) (12,038) (12,038) (12,039) (12,038) (12,039) (12,038) (12,0	
Beenetistic Salaries         Total Revenue         Expenses         Certificated Salaries         1100       Teachers' Salaries         1170       Teachers' Subtitute Hours         1175       Teachers' Extra Duty/Stipends         1200       Pupil Support Salaries         1300       Administrators' Salaries         1300       Other Certificated Salaries         2000       Unstructional Salaries         2000       Clerical and Office Staff Salaries         2000       Clerical and Office Staff Salaries         2000       Clerical and Office Staff Salaries         2001       Clerical and Office Staff Salaries         2002       PERS         3011       STRS         3020       PERS         3010       STRS         3021       OASDI         3311       Medicare         3401       Health and Welfare         3501       State Unemployment         3601       Workers' Compensation         3901       Other Benefits         Books and Kereence Materials         4302       School Supplies         4302       Schol Supplies	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424 147,585	1,510,155 593,817 - 110,679 208,185 87,470 87,470 - 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 - 2,665 14,434 68,986 63,754 5,424 - - - - - - - - - - - - -	616,852 15 111,448 213,985 89,670 - - 1,031,969 9,741 - 5,031 24,718 5,002 44,492 191,449 191,449 191,449 191,449 191,449 191,449 191,449 191,449 - 2,646 14,899 146,222 1,978 17,930 - - - - 239,201 62,277 18,023	3,191,334 645,664 850 105,678 224,850 105,678 24,850 11,028 - 4,515 22,212 10,129 47,884 156,648 156,648 156,648 156,648 2,909 15,462 10,863 1,673 5,424 - 291,930 - 161,766 62,708 3,309	2,476,236 644,933 76 200,171 265,158 100,409 10,409 1,210,747 13,735 5,612 28,793 16,489 64,629 207,366 3,858 17,797 118,917 5,424 5,424 - 353,903 - 114,461 2,773 276	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,004 5,424 - 340,560 - 158,248 5,631 4,616	3,044,033 630,248 104,700 228,108 89,278 1,052,334 12,052 3,136 15,329 112,145 15,593 5,424 - 347,479 - 247,698	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454 	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454 - 350,469 - - - - - - - - - - - - -	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454 - - - - - - - - - - - - -	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 3,454 346,818	626,162 108,308 236,906 88,030 1,059,406 10,060 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500 3,651 5,454 - 346,818 - - - - - - - - - - - - -		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 56,230 273,167 127,571 585,451 2,147,472 - 35,230 178,763 1,371,675 1,375 1,	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 - - - - - - - - - - - - - - - - - - -	2,195,161 678,609 (968) 452,171 (1,749,645) (754,41) 130,000 (1,244,243) (42,447) (8,300) (56,230) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,066) (12,039) 21,505 - (565,743) - 484,071 (201,845) (23,725)	
8990 Contributions, Restricted  Total Revenue Expenses Certificated Salaries 1170 Teachers' Salaries 1175 Teachers' Substitute Hours 1175 Teachers' Extra Duty/Stipends 1200 Pupil Support Salaries 1300 Other Certificated Salaries 200 Other Certificated Salaries 200 Classified Administrators' Salaries 200 Other Catsified Salaries 200 Other Classified Salaries 200 PERS 301 STRS 301 Other Benefits 800 Other Benefits 800 Other Benefits 800 Other Benefits 800 Sand Reference Materials 400 Books and Reference Materials 400 Solol Supplies 400 S	150 9,021 43,697 52,868 5,111 5,533 4,563 20,030 4,298 39,535 9,897 2,402 1,293 128,180 390 5,424 147,585	1,510,155 593,817 110,679 208,185 87,470 1,000,150 6,977 2,767 4,956 24,689 5,425 44,813 185,962 2,665 14,434 68,986 3,754 5,424 281,225 462,055 96,157	616,852 15 111,448 213,985 89,670 	3,191,334 645,664 850 105,678 224,850 88,857 	2,476,236 644,933 76 200,171 265,158 100,409 1,210,747 13,735 5,612 28,793 16,489 207,366 207,366 3,858 17,797 118,917 5,414 5,424 353,903 	3,715,449 629,028 27 103,500 235,009 92,378 1,059,942 11,240 4,725 23,202 12,753 51,920 198,297 3,071 15,422 99,302 19,044 5,424 340,560	3,044,033 630,248 - 104,700 228,108 89,278 - 1,052,334 12,052 23,188 13,007 52,971 195,453 - 3,136 15,529 11,2,145 15,599 15,5424 - 3,136 15,529 - 3,136 15,529 - 3,136 15,529 - 3,136 - 1,52,344 - - - - - - - - - - - - -	2,448,179 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 14,602 5,454 357,770 666,793 5,833	2,773,177 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 7,301 5,454 - 350,469 - - - - - - - - - - - - -	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 - 2,909 16,825 117,500 3,651 5,454 - 346,818 - 175,230 5,833	2,455,141 626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,094 47,841 200,480 2,909 16,825 117,500 3,651 5,454 346,818 	626,162 108,308 236,906 88,030 1,059,406 10,060 4,421 21,267 12,2094 47,841 200,480 - 2,909 16,825 117,500 3,651 5,454 5,454 - - - - - - - - - - - - -		32,752,680 6,891,503 968 1,277,716 2,568,844 1,031,911 11,770,942 120,183 8,300 55,230 273,167 127,571 2,147,472 2,147,472 35,230 178,763 1,371,066 76,229 77,742 3,886,502	30,557,519 7,570,112 1,729,887 819,199 277,500 130,000 10,526,698 77,736 52,270 500,757 1,686,377 15,888 1,280,000 64,190 99,247 3,320,759	2,195,161 678,609 (968) 452,171 (1,749,645) (754,411) 130,000 (1,244,243) (42,447) (8,300) 97,584 (75,301) (84,694) (461,095) (4,183) (18,865) (91,066) (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) 21,505 (12,039) (12,038) (12,038) (12,038) (12,039) (12,038) (12,039) (12,038) (12,0	





#### Yosemite Valley Charter School Monthly Cash Flow/Forecast FY22-23

Revised 02/21/2023 ADA = 2368.66

> 4400 Noncapitalized Equipment 4700 Food Services

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.)
38,340	-	2,556	-	-	1,303	213,256	2,863	4,076	7,511	16,669	6,705	-	293,280	9,287	(283,993)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
306,846	588,434	322,370	227,784	117,651	169,916	532,687	80,273	109,770	193,358	416,158	173,736	-	3,238,983	3,212,919	(26,064)

#### Monthly Cash Flow/Forecast FY22-23

Revised 02/21/2023 ADA = 2368.66

Revised 02/21/2023																
ADA = 2368.66	1.1.22	Aug 22	5 m 22	0# 33	Nov 22	Dec 33	lan 33	Fab 22	Max 22	Any 22	May 22	lun 22	Year-End	Annual	Original	Favorable /
	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accruals	Budget	Budget Total	(Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	2,845	26,526	(22,836)	204,590	112,975	246,851	231,768	183,333	183,333	183,333	183,333	183,333	-	1,719,384	1,600,000	(119,384)
5103 Substitute Teacher	-	-		-	-	-	-	-	-	-	-	-	-		-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	(56,972)	81,164	40,708	904,235	86,410	208,283	335,973	190,156	116,678	215,038	477,215	191,948	-	2,790,837	2,898,444	107,608
5107 Instructional Services	499,160	,	249,580	249,580	249,580	249,580	519,969	288,207	288,207	288,207	288,207	288,207	-	3,458,484	3,208,539	(249,945)
5107	445,033	107,690	267,451	1,358,404	448,966	704,714	1,087,710	661,697	588,218	686,578	948,755	663,488	-	7,968,705	7,706,984	(261,721)
Operations and Housekeeping	.,			,,			,,		, -		,	,				
5201 Auto and Travel	410	655	3,018	4,715	20,706	5,911	3,748	1,300	1,300	1,300	1,300	1,300	-	45,664	16,600	(29,064)
5300 Dues & Memberships	770	2,140	6,423	1,285	-			-	-	-	-	-	-	10,617	1,300	(9,317)
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		382					200	-	556	2,600	2,044
5531 ASB Fundraising Expense	2.54	(2)4)			1/4		552	_	_	_	-	_		350	2,000	2,044
5900 Communications		15,260	8,929	9,303	9,881	2,342	14,971	8,900	8,900	8,900	8,900	8,900		105,186	64,100	(41,086)
5901 Postage and Shipping		13,200	242	4,363	1,174	1,713	75	1,500	1,500	1,500	1,500	1,500	-	15,066	3,000	(12,066)
2901 Fostage and Shipping	23,299	39,786	41,010	43,559	53,117	31,991	41,202	33,726	33,726	33,726	33,726	33,726	-	442,594	310,000	(132,594)
Facilities, Repairs and Other Leases	23,233	33,700	41,010	43,333	55,117	51,551	41,202	55,720	55,720	55,720	55,720	55,720		442,554		(132,334)
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	3,005	3,005	3,713	3,713	3,713	440	3,713	3,713	3,713	3,713	3,713	3,713	-	44,341	45,000	(440)
5603 Equipment Leases	-	_	-	-	-	440	-	-	-	-	-	-	-	440	-	(440)
5604 Other Leases	-	1,100	-	-	-	-	-	-	-	-	-	-	-	1,100	1,100	-
	-	1,100	-	-	-	-	-	-	-	-	-	-	-	1,100	1,100	-
	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
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	5,005	4,705	5,/15	5,/15	5,715	4,155	5,715	5,/15	5,715	5,715	5,715	5,/15	-	45,001	40,100	219
5801 IT				-					-	-						
5801 11 5802 Audit & Taxes	-	-	-	3,900	-	-	-	-	6,000	-	-	-	-	- 9,900	9,900	-
	-	264	49 267	7,369	19,031	23,310	25.249	9,242	9,242	9,242	9,242	9,242	-	179,797	64,800	(114,997)
5803 Legal	1 250		48,267				35,348						-			
5804 Professional Development	1,250	11,983	2,661	1,663 275	6,124 750	852	4,175	5,975	5,975 1,292	5,975	5,975	5,975	-	58,582	178,800	120,218
5805 General Consulting		1,500	500			1,500	-	1,292		1,292	1,292	1,292	-	10,983	16,500	5,517
5806 Special Activities/Field Trips	4,714	1,118	4,243	3,910	3,107	1,755	2,998	4,958	7,057	13,006	28,864	11,610	-	87,340	14,261	(73,079)
5807 Bank Charges	-	325	56	-	-	-	-	-	-	-	-	-	-	380	9,800	9,420
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	100
5809 Other taxes and fees	682	655	30,096	2,378	36	1,374	1,916	1,958	1,958	1,958	1,958	1,958	-	46,928	25,000	(21,928)
5810 Payroll Service Fee	746	283	828	1,146	1,109	3,726	2,090	1,533	1,533	1,533	1,533	1,533	-	17,594	19,600	2,006
5811 Management Fee	44,563	44,563	48,720	48,945	64,499	47,133	31,279	47,764	47,764	47,764	47,764	47,764	-	568,524	534,757	(33,767)
5812 District Oversight Fee	-	37,509	42,548	86,542	66,395	67,516	71,081	67,516	68,115	71,644	68,115	68,115	70,853	785,951	779,565	(6,386)
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	51,955	98,199	177,919	156,128	161,050	147,165	148,888	140,238	148,937	152,414	164,743	147,489	70,853	1,765,980	1,653,083	(112,897)
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			46 70 5												400.000	0.5 00 -
7438 Interest Expense	-	-	16,726	24,134	-	-	-	-	-	-	-	-	-	40,860	136,894	96,034
	-	-	16,726	24,134	-	-	-	-	-	-	-	-	-	40,860	136,894	96,034
Total Expanses	1,074,500	2,168,775	2,284,550	3,223,210	2,417,550	2,514,136	3,270,757	2,388,438	2,345,854	2,527,629	3,024,935	2,479,993	70,853	29,791,181	27,459,482	(2,331,699)
Total Expenses	1,074,500	2,108,775	2,284,550	3,223,210	2,417,550	2,514,136	3,270,757	2,388,438	2,345,854	2,527,629	3,024,935	2,479,993	70,853	29,791,181	27,459,482	(2,331,099)
Monthly Surplus (Deficit)	(979,196)	(658,620)	25,540	(31,876)	58,685	1,201,313	(226,724)	59,741	427,322	187,793	(569,794)	453,408	3,045,412	2,961,498	3,098,036	(136,538)

CHARTER IMPACT

Monthly Cash Flow/Forecast FY22-23

Revised 02/21/2023

ADA = 2368.66	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	(226,724)	59,741	427,322	187,793	(569,794)	453,408	3,045,412	2,993,004	Cert.	Instr.
Cash flows from operating activities	(979,190)	(058,020)	25,540	(51,670)	56,065	1,201,515	(220,724)	59,741	427,522	167,795	(509,794)	455,406	5,045,412	2,995,004	48.6%	82.2%
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	2,827,959	726,514
Public Funding Receivables	4,239,437	3,371	(2,307,741)	250,396	5,774	911,072	(161,151)	5,774	5,774	1,306,189	300,000	5,774	(3,116,266)	1,425,307	2,027,555	720,314
Grants and Contributions Rec.	(1,652,962)	58,448	1,693,833	(279,853)	(42,578)	(1,933,089)	19,559	88,989	(90,675)	3,141	564,268	(811,760)	(0,110,200)	(2,382,679)		
Due To/From Related Parties	(_,,,		_,,	(,		-	,		(,,,,,,,,,,			(,,	-	-		
Prepaid Expenses	(302,655)	(369,317)	287,974	214,922	22,451	32,107	22,041	-	-	-	-	-	-	(92,475)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-			
Accounts Payable	(235,986)	(327,292)	685,179	312,982	(360,383)	(100,870)	519,485	-	-	-	-	-	70,853	563,968	Pupil:Tea	cher Ratio
Accrued Expenses	(326,541)	475,114	(654,696)	140,691	348,314	(261,873)	91,370	-	-	-	-	-	-	(187,621)	19.42	
Other Liabilities	272,165	(140,264)	(176,325)	(32,317)	(82,902)	1,090,465	647,520	-	-	-	-	-	-	1,578,342	•	
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)		
	(700.070)	(050.005)	4 465 330	573 500	(52,520)	(075.04.0)	040.007	447.000	005.040	4 405 500	202.040	(252 705)				
Total Change in Cash	(798,072)	(959,995)	1,465,229	573,509	(52,638)	(975,210)	910,667	147,296	335,213	1,495,689	293,040	(359,786)				
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	3,049,798	3,197,094	3,532,307	5,027,996	5,321,036				
Cash, End of Month	2,088,236	1,128,241	2,593,470	3,166,980	3,114,341	2,139,131	3,049,798	3,197,094	3,532,307	5,027,996	5,321,036	4,961,249				

CHARTER IMPACT

Budget vs Actual

	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	\$ 11,502,730	\$ 10,904,112	\$ 598,618	\$ 24,803,512
Education Protection Account	118,844	125,979	(7,135)	237,688	251,958	(14,270)	503,916
State Aid - Prior Year	-	-	-	4,349	-	4,349	-
In Lieu of Property Taxes	-	51,842	(51,842)	645,970	324,014	321,956	678,070
Total State Aid - Revenue Limit	2,369,378	2,311,234	58,144	12,390,737	11,480,084	910,653	25,985,498
Federal Revenue							
Special Education - Entitlement	-	26,223	(26,223)		134,027	(134,027)	304,869
Title I, Part A - Basic Low Income	98,724	· · · · ·	98,724	98,724	314,919	(216,195)	314,919
Other Federal Revenue	-	-	-	1,861,308	-	1,861,308	1,272,146
Total Federal Revenue	98,724	26,223	72,501	1,960,032	448,946	1,511,087	1,891,934
Other State Revenue							
State Special Education	169,322	177,707	(8,385)	1,039,442	908,279	131,163	2,066,056
Mandated Cost	-	-		56,316	52,635	3,681	52,635
State Lottery	172,180	119,796	52,385	172,180	119,796	52,385	501,396
Prior Year Revenue	77,745	-	77,745	102,401	-	102,401	-
Other State Revenue	154,768	-	154,768	615,085	-	615,085	60,000
Total Other State Revenue	574,015	297,502	276,512	1,985,424	1,080,709	904,715	2,680,087
Other Local Revenue							
Interest Revenue	1,917	-	1,917	6,408	-	6,408	-
Other Fees and Contracts	-	-	-	-	-	-	-
Total Other Local Revenue	1,917	-	1,917	6,408	-	6,408	-
Total Revenues	\$ 3,044,033	\$ 2,634,959	\$ 409,074	\$ 16,342,601	\$ 13,009,739	\$ 3,332,862	\$ 30,557,519
_							
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 630,248	\$ 688,192	\$ 57,944	\$ 3,760,693	\$ 4,129,152		\$ 7,570,112
Teachers' Substitute Hours	-	-	-	968	-	(968)	-
Teachers' Extra Duty/Stipends	104,700	172,989	68,289	736,176	864,944	128,767	1,729,887
Pupil Support Salaries	228,108	74,473	(153,635)	1,384,315	446,836	(937,479)	819,199
Administrators' Salaries Other Certificated Salaries	89,278	25,227	(64,051) 11,818	591,759	151,364 70,909	(440,395) 70,909	277,500 130,000
Total Certificated Salaries	1,052,334	11,818 972,699	(79,635)	6,473,910	5,663,204	(810,705)	10,526,698
Classified Salaries	1,032,534	572,055	(75,055)	0,475,910	3,003,204	(810,703)	10,320,098
Instructional Salaries	12,052	6,478	(5,574)	69,883	45,346	(24,537)	77,736
Support Salaries	12,052		(3,574)	8,300	-3,5+0	(8,300)	-
Supervisors' and Administrators' Salaries	4,725		(4,725)	34,127		(34,127)	
Clerical and Office Staff Salaries	23,188	30,896	7,708	166,831	216,271	49,440	370,751
Other Classified Salaries	13,007	4,356	(8,651)	67,102	30,491	(36,611)	52,270
Total Classified Salaries	52,971	41,730	(11,242)	346,244	292,108	(54,136)	500,757
Benefits	,	,		,	,	,	
State Teachers' Retirement System, certificated positions	195,453	155,826	(39,626)	1,145,071	907,245	(237,826)	1,686,377
OASDI/Medicare/Alternative, certificated positions	3,136	2,587	(548)	20,687	18,111	(2,576)	31,047
Medicare/Alternative, certificated positions	15,329	14,709	(620)	94,637	86,352	(8,285)	159,898
Health and Welfare Benefits, certificated positions	112,145	106,667	(5,479)	783,566	746,667	(36,899)	1,280,000
State Unemployment Insurance, certificated positions	15,993	16,048	55	43,374	35,305	(8,070)	64,190
Workers' Compensation Insurance, certificated positions	5,424	9,130	3,706	50,473	53,598	3,124	99,247
Total Benefits	347,479	304,967	(42,512)	2,137,808	1,847,277	(290,531)	3,320,759
Books & Supplies							
School Supplies	247,698	129,827	(117,871)	1,463,374	1,219,355	(244,019)	2,829,833
Software	66,239	25,000	(41,239)	472,679	175,000	(297,679)	300,000
Office Expense	5,493	6,150	657	73,609	43,050	(30,559)	73,800
Business Meals	-	-	-	571	-	(571)	-
Noncapitalized Equipment	213,256	426	(212,830)	255,456	4,002	(251,454)	9,287
Total Books & Supplies	532,687	161,403	(371,283)	2,265,689	1,441,407	(824,282)	3,212,920
Subagreement Services							
Special Education	231,768	133,333	(98,434)	802,718	933,333	130,615	1,600,000
Other Educational Consultants	335,973	132,975	(202,998)	1,599,802	1,248,919	(350,883)	2,898,444
Instructional Services	519,969	267,378	(252,591)	2,017,449	1,871,648	(145,801)	3,208,539
Total Subagreement Services	1,087,710	533,687	(554,024)	4,419,969	4,053,901	(366,068)	7,706,984

Budget vs Actual

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	3,748	1,383	(2,365)	39,164	9,683	(29,480)	16,600
Dues & Memberships	-	108	108	10,617	758	(9,859)	1,300
Insurance	21,826	18,342	(3,484)	154,178	128,392	(25,786)	220,100
Utilities	-	-	-	-	-	-	-
Janitorial Services	200	192	(8)	1,200	1,342	142	2,300
Miscellaneous Expense	382	217	(165)	556	1,517	961	2,600
Communications	14,971	5,342	(9,630)	60,686	37,392	(23,294)	64,100
Postage and Shipping	75	250	175	7,566	1,750	(5,816)	3,000
Total Operations & Housekeeping	41,202	25,833	(15,368)	273,966	180,833	(93,132)	310,000
Facilities, Repairs & Other Leases							
Rent	3,713	3,750	37	25,776	26,250	474	45,000
Additional Rent	-	-	-	440	-	(440)	-
Other Leases	-	92	92	1,100	642	(458)	1,100
Total Facilities, Repairs & Other Leases	3,713	3,842	129	27,316	26,892	(424)	46,100
Professional/Consulting Services							
Audit & Taxes	-	-	-	3,900	9,900	6,000	9,900
Legal	35,348	5,400	(29,948)	133,588	37,800	(95,788)	64,800
Professional Development	4,175	14,900	10,725	28,707	104,300	75,593	178,800
General Consulting		1,375	1,375	4,525	9,625	5,100	16,500
Special Activities/Field Trips	2,998	654	(2,344)	21,846	6,145	(15,701)	14,261
Bank Charges		817	817	380	5,717	5,336	9,800
Printing	-	8	8	-	58	58	100
Other Taxes and Fees	1,916	2,083	167	37,137	14,583	(22,553)	25,000
Payroll Service Fee	2,090	1,633	(457)	9,927	11,433	1,506	19,600
Management Fee	31,279	44,563	13,284	329,702	311,941	(17,761)	534,757
District Oversight Fee	71,081	69,337	(1,744)	371,592	344,403	(27,189)	779,565
Total Professional/Consulting Services	148,888	140,771	(8,117)	941,305	855,906	(85,399)	1,653,083
Depreciation							
Depreciation Expense	3,774	3,774	0	26,415	26,418	3	45,288
Total Depreciation	3,774	3,774	0	26,415	26,418	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	\$ 3,270,757	\$ 2,188,705	\$ (1,082,052)	\$ 16,953,479	\$ 14,524,839	\$ (2,428,640)	\$ 27,459,482
	(		()	(	(		
Change in Net Assets	(226,724)	446,254	(672,978)	(610,878)	(1,515,100)	904,222	3,098,036
Net Assets, Beginning of Period	622,919			1,007,073			
Net Assets, End of Period	\$ 396,195			\$ 396,195			

### Statement of Financial Position

January 31, 2023

	Current Balance	Be	ginning Year Balance	Y	TD Change	YTD % Change
Assets						
Current Assets						
Unrestricted Cash	\$ 317,106	\$	2,886,308	\$	(2,569,202)	-89%
Restricted Cash	 2,732,692		-		2,732,692	0%
Total Cash & Cash Equivalents	3,049,798		2,886,308		163,489	(1)
Accounts Receivable	558,577		232,835		325,742	140%
Public Funding Receivable	1,892,045		3,016,528		(1,124,484)	-37%
Factored Receivables	-		(1,810,900)		1,810,900	-100%
Due To/From Related Parties	(205,588)		(205 <i>,</i> 588)		-	0%
Prepaid Expenses	 145,520		53 <i>,</i> 045		92 <i>,</i> 475	174%
Total Current Assets	5,440,351		4,172,229		1,268,122	1
Long-Term Assets						
Property & Equipment, Net	154,714		181,128		(26,415)	-15%
Total Long Term Assets	 154,714		181,128		(26,415)	-15%
Total Assets	\$ 5,595,065	\$	4,353,357	\$	1,241,708	29%
Liabilities						
Current Liabilities						
Accounts Payable	\$ 1,417,424	\$	924,309	\$	493,115	53%
Accrued Liabilties	960,213		1,147,834		(187,621)	-16%
Deferred Revenue	2,732,692		1,154,350		1,578,342	137%
Notes Payable, Current Portion	62,500		62,500		-	0%
Total Current Liabilities	 5,172,828		3,288,993		1,883,835	57%
Long Torm Lightlitics						
Long-Term Liabilities	26.042		F7 202		(21.250)	
Notes Payable, Net of Current Portion	 26,042		57,292		(31,250)	-55%
Total Long-Term Liabilities	 26,042		57,292		(31,250)	-55%
Total Liabilities	 5,198,870		3,346,284		1,852,585	55%
Total Net Assets	 396,195		1,007,073		(610,878)	-61%
Total Liabilities and Net Assets	\$ 5,595,065	\$	4,353,357	\$	1,241,708	29%

### Statement of Cash Flows

	Month Ended 01/31/23			YTD Ended 01/31/23
Cash Flows from Operating Activities				
Change in Net Assets	\$	(226,724)	\$	(610,878)
Adjustments to reconcile change in net assets to net cash flows				
from operating activities:				
Depreciation		3,774		26,415
Decrease/(Increase) in Operating Assets:				
Public Funding Receivable		(161,151)		1,124,484
Grants, Contributions & Pledges Receivable		19,559		(2,136,642)
Prepaid Expenses		22,041		(92,475)
(Decrease)/Increase in Operating Liabilities:				
Accounts Payable		519,485		493,115
Accrued Expenses		91,370		(187,621)
Deferred Revenue		647,520		1,578,342
Total Cash Flows from Operating Activities		915,875		194,739
Cash Flows from Financing Activities				
Proceeds from (payments on) Long-Term Debt		(5,208)		(31,250)
Total Cash Flows from Financing Activities		(5,208)		(31,250)
Change in Cash & Cash Equivalents		910,667		163,489
Cash & Cash Equivalents, Beginning of Period		2,139,131		2,886,308
Cash and Cash Equivalents, End of Period	\$	3,049,798	\$	3,049,798

Check Register

Check Number	Vendor Name	Check Date	Check Amount
19880	Zoom Video Communications Inc	1/5/2023	\$ 7,228.98
19881	Allyson Huntington	1/6/2023	116.20
19882	Amy Guerrero	1/6/2023	30.76
19883	Ashley Nabavi	1/6/2023	68.75
19884	Axia Group	1/6/2023	249,580.00
19885	Barbara Cook	1/6/2023	21.76
19886	Blue Shield of California	1/6/2023	151,983.98
19887	BookShark	1/6/2023	8,496.29
19888	Brave Writer LLC	1/6/2023	596.95
19889	Carrie Stumpfhauser	1/6/2023	250.00
19890	Christianna Adams Fuller	1/6/2023	208.04
19891	Courtney Hernandez	1/6/2023	48.75
19892	Dayna Hopkins	1/6/2023	387.81
19893	Department of Justice	1/6/2023	64.00
19894	Erin Soares	1/6/2023	101.25
19895	Institute for Excellence in Writing	1/6/2023	307.79
19896	Jacky Bertz	1/6/2023	73.26
19897	Jennifer Daddino	1/6/2023	88.28
19898	Jonna Durst	1/6/2023	250.00
19899	Kim Patterson	1/6/2023	102.51
19900	Kristen Rhodes	1/6/2023	55.19
19901	Larry Jarocki	1/6/2023	250.00
19902	Learn-It Systems LLC	1/6/2023	832.50
19903	Margo Sue	1/6/2023	65.21
19904	Marnie Young	1/6/2023	160.00
19905	Megan Kilgore	1/6/2023	108.51
19906	Michelle Egoroy	1/6/2023	23.51
19907	Monarch River Academy	1/6/2023	147,631.57
19908	Mutual of Omaha	1/6/2023	2,967.29
19909	Patrick Ketter	1/6/2023	2,833.05
19910			
	Principal Life Insurance Company	1/6/2023	11,818.76
19911	Roxi Slakey	1/6/2023	128.02
19912	Sara Maguire	1/6/2023	93.89
19913	Savvas Learning Company LLC	1/6/2023	603.81
19914	Sheila Walsh	1/6/2023	70.89
19915	Singapore Math, Inc.	1/6/2023	113.87
19916	Sondra White	1/6/2023	58.94
19917	Stacey Munro	1/6/2023	81.13
19918	T-Mobile	1/6/2023	65.80
19919	Tanell Herbert	1/6/2023	15.50
19920	Alison Kelley	1/11/2023	240.00
19921	All About Learning Press, Inc.	1/11/2023	734.74
19922	America's Kids Inc.	1/11/2023	2,146.25
19923	Amy Spano	1/11/2023	200.00
19924	Art of Problem Solving	1/11/2023	192.00
19925	Beautiful Feet Books, Inc.	1/11/2023	352.94
19929	BookShark	1/11/2023	29,651.17
19930	Brenda Myers	1/11/2023	250.00
19931	Brian Hammons Piano	1/11/2023	3,210.00
19932	BrightThinker	1/11/2023	1,087.93
19933	Bungalow Lane ALC, Inc	1/11/2023	895.00
19934	Bushido Kai Karate-do	1/11/2023	150.00
19935	CARD - Center for Autism and Related Disorders, LLC	1/11/2023	2,953.75
19936	Cen Cal Dance Academy	1/11/2023	112.00
19937	Classical Learning Resource Center	1/11/2023	1,419.60
19938	Cornerstone Dance	1/11/2023	306.00
19939	Craig Daniel	1/11/2023	320.00
	-		
19940	Dance Explosion	1/11/2023	95.00

Check Register

Check Number	Vendor Name	Check Date	Check Amount
19942	Dennis Murphy School of Music	1/11/2023	45.00
19943	Diana Porter	1/11/2023	380.00
19944	Discount School Supply	1/11/2023	31.18
19945	Educational Development Corporation	1/11/2023	190.82
19946	eDynamic Learning	1/11/2023	255.00
19947	Emily Catron	1/11/2023	38.63
19948	Erilynne Christiansen	1/11/2023	400.00
19949	Evan-Moor	1/11/2023	19.49
19950	Flying Colors Dance	1/11/2023	775.00
19951	Fuel Education c/o K12 Management	1/11/2023	960.00
19952	Gateway Ice Center	1/11/2023	180.00
19953	Generation Genius, Inc.	1/11/2023	900.00
19954	Good Dirt Pottery Studio	1/11/2023	2,327.00
19955	Goodfellow Occupational Therapy, Inc.	1/11/2023	360.00
19956	H4B Team LLC	1/11/2023	150.99
19957	High School Math Live LLC	1/11/2023	350.00
19958	Hollywood Martial Arts Studio	1/11/2023	100.00
19959	Home Science Tools	1/11/2023	58.18
19960	Hope, Horses & Kids	1/11/2023	170.00
19961	Institute for Excellence in Writing	1/11/2023	294.52
19962	Jazz Fresno	1/11/2023	70.00
19963	Juli Jones	1/11/2023	625.00
19964	Kathleen Scrivner	1/11/2023	36.37
19965	Kids Club Spanish School LLC	1/11/2023	360.00
19966	Kim Patterson	1/11/2023	66.76
19967	KiwiCo, Inc	1/11/2023	3,345.35
19968	Kumon Center of Clovis	1/11/2023	600.00
19969	Laura Thiessen	1/11/2023	58.25
19970	Linda Odom	1/11/2023	440.00
19971	Little Passports	1/11/2023	181.54
19972	Logic of English	1/11/2023	118.60
19973	Lorie Hochberg	1/11/2023	164.34
19974	Macy Corby	1/11/2023	78.76
19975	Maria A. Lazo	1/11/2023	45.00
19976	Michele Lafferre	1/11/2023	280.00
19977	Michelle Hill	1/11/2023	20.89
19978	Molly C. Oliver	1/11/2023	1,260.00
19979	Moving Beyond the Page	1/11/2023	663.59
19980	Nessy Learning LLC	1/11/2023	572.00
19981	Nicole the Math Lady LLC	1/11/2023	228.00
19982	Omni Learning Center Inc	1/11/2023	500.00
19983	Outschool, Inc.	1/11/2023	1,193.00
19984	Outside the Box Creation	1/11/2023	347.64
19985	Peace Hill Press, Inc. dba Well Trained Mind Press	1/11/2023	65.90
19986	PRN Nursing Consultants LLC	1/11/2023	4,230.00
19987	Rachel Robbins	1/11/2023	320.00
19989	Rainbow Resource Center	1/11/2023	2,931.38
19990	Roberta Chatman	1/11/2023	335.00
19991	Rojeski Student Support	1/11/2023	655.00
19992	Rose Music Studios LLC	1/11/2023	30.00
19993	Sarah Michelle Rebecca Russell	1/11/2023	225.00
19995	Sarah Siliznoff	1/11/2023	2,775.00
19996	Shauna Fleuridor	1/11/2023	100.00
19997	Shiller Learning	1/11/2023	715.79
19998	Simin Cruz	1/11/2023	120.00
19999	Singapore Math Live, LLC	1/11/2023	55.00
20000	Singapore Math, Inc.	1/11/2023	212.42
20004	Stacy Oliver	1/11/2023	855.00
20001	Staty Oliver	1/11/2025	055.00

Check Register

Check Number	Vendor Name	Check Date	Check Amount
20003	Talkbox.Mom, Inc.	1/11/2023	113.76
20004	Teacher Synergy, LLC	1/11/2023	255.68
20005	Teaching Textbooks	1/11/2023	165.24
20006	The Dance Center LLC	1/11/2023	2,240.10
20007	Time4Learning	1/11/2023	550.00
20008	Tina M. Carter	1/11/2023	509.75
20009	Trigger Memory Co.	1/11/2023	158.90
20010	Tutoring Club	1/11/2023	270.00
20011	Westside Elementary School District	1/11/2023	50,000.00
20012	Williamsburg Learning	1/11/2023	425.00
20013	Wrightwood Education Studio LLC	1/11/2023	400.00
20014	Zoe Rebekah Pettitt	1/11/2023	450.00
20015	Voya Financial FBO CalSTRS Pension2	1/12/2023	8,987.00
20016	Allyson Huntington	1/18/2023	79.63
20017	Amy Heinrichs	1/18/2023	183.01
20018	Arabic Homeschool LLC	1/18/2023	212.00
20019	Brave Writer LLC	1/18/2023	49.95
20020	BYU Independent Study	1/18/2023	295.00
20021	Dayna Hopkins	1/18/2023	72.39
20022	E-Therapy, LLC	1/18/2023	16,817.30
20023	Fidelity Security Life Insurance Co.	1/18/2023	1,656.20
20024	Growing Healthy Children Therapy Services, Inc.	1/18/2023	105.00
20025	Jennifer Clymer	1/18/2023	129.93
20026	Jennifer Vernon	1/18/2023	31.38
20020	Kaiser Foundation Health Plan	1/18/2023	53,060.52
20027	Kimberly Souder	1/18/2023	251.88
20028	Kristen Rhodes	1/18/2023	251.88
20029	Lori Boles	1/18/2023	213.21 201.20
20030		1/18/2023	201.20
20031	Mandie's Cleaning Service Marcia Maunder		99.13
20032		1/18/2023	
	Mary Callagy	1/18/2023	420.00
20034	McColgan & Associates Inc.	1/18/2023	5,267.50
20035 20036	McGraw-Hill, LLC	1/18/2023	542.83
	Melissa Ens	1/18/2023	280.00
20037	MicroAge	1/18/2023	213,256.43
20038	Mr. D Math, LLC	1/18/2023	197.00
20039	Pacific Martial Arts	1/18/2023	25.00
20040	Professional Tutors of America Inc.	1/18/2023	450.00
20044	Project Learn	1/18/2023	27,300.00
20045	Roberta Chatman	1/18/2023	60.00
20046	Sherilyn Collins	1/18/2023	27.21
20047	Silver Bell Barn & Equestrain Center	1/18/2023	700.00
20048	Singapore Math, Inc.	1/18/2023	154.84
20049	Sylvan Learning	1/18/2023	800.00
20050	T-Mobile	1/18/2023	120.00
20051	Traffic Depot, Inc	1/18/2023	390.00
20052	Transamerica	1/18/2023	1,154.66
20053	Vikki Shumaker	1/18/2023	85.65
20054	Westside Elementary School District	1/18/2023	40,460.41
20055	Zoom Video Communications Inc	1/18/2023	57.79
20056	America's Kids Inc.	1/24/2023	253.00
20057	Amy Friesen	1/24/2023	652.00
20058	Amy Heinrichs	1/24/2023	198.58
20059	Aspire Speech & Learning Center	1/24/2023	1,644.00
20060	Beach Cities Learning Center	1/24/2023	5,877.00
20061	Braille Plus	1/24/2023	4,790.50
20062	California Dental	1/24/2023	350.68
20063	Courtney Hernandez	1/24/2023	86.81
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Check Register

For the period ended January 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
20065	Effectual Educational Consulting Services	1/24/2023	60,088.00
20066	Ereflect Pty Ltd	1/24/2023	67.00
20067	Erin Soares	1/24/2023	19.65
20068	Evan-Moor	1/24/2023	118.98
20069	Fagen Friedman & Fulfrost LLP	1/24/2023	3,001.00
20070	Gateway Ice Center	1/24/2023	180.00
20071	Generation Genius, Inc.	1/24/2023	175.00
20072	Jade Davis	1/24/2023	177.50
20073	Jillian Johnson	1/24/2023	69.93
20074	Law Office of Jennifer McQuarrie	1/24/2023	286.00
20075	Lindsey Warren-Kaup	1/24/2023	54.78
20076	Little Passports	1/24/2023	907.24
20077	Live Online Math	1/24/2023	275.00
20078	Lorraine Sewell	1/24/2023	245.00
20079	Marcia Maunder	1/24/2023	185.37
20080	Mathnasium of North Fresno	1/24/2023	329.00
20081	MicroAge	1/24/2023	27,750.00
20082	Monarch River Academy	1/24/2023	247,593.78
20083	Natalie Douty	1/24/2023	156.02
20084	Nessy Learning LLC	1/24/2023	110.00
20085	Old Dominion Capital	1/24/2023	3,713.15
20086	Outschool, Inc.	1/24/2023	1,174.00
20087	PRN Nursing Consultants LLC	1/24/2023	1,880.00
20088	Singapore Math, Inc.	1/24/2023	265.66
20089	Specialized Therapy Services, Inc	1/24/2023	3,139.35
20090	Stacey Munro	1/24/2023	75.63
20091	Studies Weekly	1/24/2023	161.70
20091	Teacher Synergy, LLC	1/24/2023	44.00
20092	Teaching Textbooks	1/24/2023	113.86
20094	Texthelp	1/24/2023	64.80
20095	The Riekes Center	1/24/2023	1,380.00
20095	Timberdoodle.com	1/24/2023	84.95
20090	Zweiback, Fiset & Zalduendo LLC	1/24/2023	2,513.38
20097	High Performance Academy LLC	1/27/2023	750.00
20098	Fresno County Office of Education	1/31/2023	300,901.75
20099	,		-
ACH	Fresno County Office of Education	1/31/2023 1/4/2023	650.00
ACH	Divvy Pay	1/1/2023	1,253.49
ACH	Employment Development Department (EDD)		18,964.30 19,652.21
	Divvy Pay	1/11/2023	
ACH	Employment Development Department (EDD)	1/11/2023	27,209.18
ACH	Internal Revenue Service	1/11/2023	57,286.55
ACH	Employment Development Department (EDD)	1/18/2023	81.03
ACH	Divvy Pay	1/18/2023	38,442.12
ACH	Divvy Pay	1/25/2023	34,917.79
ACH	Employment Development Department (EDD)	1/26/2023	13,828.81
ACH	Employment Development Department (EDD)	1/26/2023	27,342.32
ACH	Internal Revenue Service	1/26/2023	57,648.91
ACH	California Department of Tax and Fee Adminsitration	1/30/2023	873.00
ACH	Charter Impact, Inc.	1/6/2023	47,133.00
ACH	Charter Impact, Inc.	1/18/2023	1,098.50
ACH	Charter Impact, Inc.	1/18/2023	20.00
ACH	AATK2, LLC	1/24/2023	5,208.34

Total Disbursements Issued in August \$ 2,119,186.91

Accounts Payable Aging

January 31, 2023

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
Monarch River Academy	SO010YVC	11/10/2022	11/10/2022	106,867	-	-	-	-	106,867
Monarch River Academy	SO011YVC	12/8/2022	12/8/2022	206,867	-	-	-	-	206,867
Fuel Education c/o K12 Management	INV-38776	11/18/2022	12/18/2022	1,160	-	-	-	-	1,160
Patrick Ketter	CJPA-3373A1	1/3/2023	1/3/2023	3,339	-	-	-	-	3,339
Monarch River Academy	SO1222YVC	1/4/2023	1/4/2023	206,867	-	-	-	-	206,867
Kimberly Moore	MOOR011323	1/13/2023	1/13/2023	75	-	-	-	-	75
Laura Thiessen	THIE011423	1/14/2023	1/14/2023	82	-	-	-	-	82
Margo Sue	SUEX011523	1/15/2023	1/15/2023	46	-	-	-	-	46
Katherine Talbot	TALB011523	1/15/2023	1/15/2023	274	-	-	-	-	274
Katherine Talbot	TALB011523-01	1/15/2023	1/15/2023	196	-	-	-	-	196
Barbara Cook	COOK011623	1/16/2023	1/16/2023	41	-	-	-	-	41
Denise Voth	VOTH011723	1/17/2023	1/17/2023	1,028	-	-	-	-	1,028
Rebekah Richardson	RICH011723	1/17/2023	1/17/2023	197	-	-	-	-	197
Gateway Ice Center	23-001823-01	1/19/2023	1/19/2023	15	-	-	-	-	15
Gateway Ice Center	23-001543-01	1/19/2023	1/19/2023	160	-	-	-	-	160
Axia Group	A0722-0123YVC	1/20/2023	1/20/2023	270,389	-	-	-	-	270,389
Charter Impact, Inc.	W2s2022	1/25/2023	1/25/2023	972	-	-	-	-	972
Teacher Synergy, LLC	216688205	1/5/2023	1/26/2023	5	-	-	-	-	5
PRN Nursing Consultants LLC	223080	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223039	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223078	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222936	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222940	12/27/2022	1/26/2023	235	-	_	-	_	235
PRN Nursing Consultants LLC	223007	12/27/2022	1/26/2023	470	-	-	-	-	470
PRN Nursing Consultants LLC	223008	12/27/2022	1/26/2023	235	-	_	-	_	235
PRN Nursing Consultants LLC	223021	12/27/2022	1/26/2023	235	-	_	-	_	235
PRN Nursing Consultants LLC	223089	12/27/2022	1/26/2023	235		_	-	_	235
Teacher Synergy, LLC	216692789	1/5/2023	1/26/2023	235		_	-	_	233
Teacher Synergy, LLC	216690687	1/5/2023	1/26/2023	7	_	_	_	_	7
PRN Nursing Consultants LLC	222870	12/27/2022	1/26/2023	235	-	_	_	_	235
PRN Nursing Consultants LLC	223020	12/27/2022	1/26/2023	235	-	_	_	_	235
PRN Nursing Consultants LLC	223025	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223025	12/27/2022	1/26/2023	235	-	-	-	-	235
	223084	12/27/2022		235	-	-	-	-	235
PRN Nursing Consultants LLC	223084 222879		1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC		12/27/2022	1/26/2023		-	-	-	-	
PRN Nursing Consultants LLC	222932	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222937	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223019	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222566	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223009	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223010	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223013	12/27/2022	1/26/2023	470	-	-	-	35 of 218	470
PRN Nursing Consultants LLC	223076	12/27/2022	1/26/2023	235	-	-	-	00 01 210	235 84

Accounts Payable Aging

January 31, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
PRN Nursing Consultants LLC	223077	12/27/2022	1/26/2023	235	Due -	Past Due	Past Due	Past Due	235
PRN Nursing Consultants LLC	223081	12/27/2022	1/26/2023	235			-	-	235
PRN Nursing Consultants LLC	223082	12/27/2022	1/26/2023	235	_	-	_	-	235
PRN Nursing Consultants LLC	223082	12/27/2022	1/26/2023	235		_			235
PRN Nursing Consultants LLC	222943	12/27/2022	1/26/2023	235		_			235
Goodfellow Occupational Therapy, Inc.		1/3/2023	1/28/2023	233	-	-	-	-	233
Zoom Video Communications Inc	INV181956650	12/29/2022	1/28/2023	7,565	-	-	-	-	7,565
eDynamic Learning	22-03-0452	12/29/2022	1/20/2023	85	-	-	-	-	85
, ,		1/9/2023	1/30/2023		-	-	-	-	
Teacher Synergy, LLC	217109107	1/9/2023		68 416	-	-	-	-	68 416
The Advantage Group	152674		1/30/2023		-	-	-	-	
Teacher Synergy, LLC	217110499	1/9/2023	1/30/2023	37	-	-	-	-	37
Growing Healthy Children Therapy Serv	-	12/31/2022	1/30/2023	210	-	-	-	-	210
E-Therapy, LLC	28851	12/31/2022	1/30/2023	920	-	-	-	-	920
eDynamic Learning	22-03-0453	12/31/2022	1/30/2023	85	-	-	-	-	85
Alison Kelley	22-067819-01	1/1/2023	1/31/2023	180	-	-	-	-	180
Alison Kelley	22-068063-01	1/1/2023	1/31/2023	300	-	-	-	-	300
Brian Hammons Piano	22-064730-02	1/1/2023	1/31/2023	120	-	-	-	-	120
Brian Hammons Piano	22-065438-04	1/1/2023	1/31/2023	150	-	-	-	-	150
Brian Hammons Piano	22-065443-02	1/1/2023	1/31/2023	150	-	-	-	-	150
Brian Hammons Piano	22-066697-01	1/1/2023	1/31/2023	130	-	-	-	-	130
The Advantage Group	755	1/1/2023	1/31/2023	5,616	-	-	-	-	5,616
Brian Hammons Piano	22-061903-03	1/1/2023	1/31/2023	150	-	-	-	-	150
Brian Hammons Piano	22-062889-02	1/1/2023	1/31/2023	150	-	-	-	-	150
Brian Hammons Piano	22-067120-01	1/1/2023	1/31/2023	160	-	-	-	-	160
Brian Hammons Piano	22-067152-01	1/1/2023	1/31/2023	120	-	-	-	-	120
Amy Spano	22-057555-02	1/1/2023	1/31/2023	200	-	-	-	-	200
Amy Spano	22-057558-02	1/1/2023	1/31/2023	200	-	-	-	-	200
Brian Hammons Piano	22-067031-01	1/1/2023	1/31/2023	130	-	-	-	-	130
Brian Hammons Piano	22-067857-01	1/1/2023	1/31/2023	130	-	-	-	-	130
Brian Hammons Piano	22-068074-01	1/1/2023	1/31/2023	120	-	-	-	-	120
Alison Kelley	22-068819-01	1/1/2023	1/31/2023	240	-	_	_		240
Brian Hammons Piano	22-068475-01	1/1/2023	1/31/2023	120	_	_	_	_	120
Amy Spano	22-057557-02	1/1/2023	1/31/2023	200	_	_	_	_	200
Brian Hammons Piano	22-062913-02	1/1/2023	1/31/2023	150					150
Brian Hammons Piano	22-067151-01	1/1/2023	1/31/2023	130	-	-	-	-	130
		1/1/2023			-	-	-	-	
Brian Hammons Piano	22-067219-01 22-067855-01		1/31/2023	120 130	-	-	-	-	120
Brian Hammons Piano		1/1/2023	1/31/2023		-	-	-	-	130
Brian Hammons Piano	22-068058-01	1/1/2023	1/31/2023	160	-	-	-	-	160
Melanie Sweet	22-060312-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Melanie Sweet	22-062421-02	1/2/2023	2/1/2023	160	-	-	-	-	160
Melanie Sweet	22-063527-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Traffic Depot, Inc	22-048479-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-050026-01	1/2/2023	2/1/2023	390	-	-	-	-	390
Traffic Depot, Inc	22-062172-01	1/2/2023	2/1/2023	390	-	-	-	-	390
Braille Abilities, LLC	17045	1/2/2023	2/1/2023	11,745	-	-	-	36 o <u>f</u> 218	11,745 <b>85</b>

#### Accounts Payable Aging

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
Brenda Myers	22-062919-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Brenda Myers	22-063181-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Brenda Myers	22-067708-01	1/2/2023	2/1/2023	125	-	-	-	-	125
CenCal Youth Sports	22-066287-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Central California Gymnastics Institu	ite   22-060147-01	1/2/2023	2/1/2023	72	-	-	-	-	72
United Conservatory of Music	22-061337-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-063845-02	1/2/2023	2/1/2023	240	-	-	-	-	240
United Conservatory of Music	22-065563-01	1/2/2023	2/1/2023	240	-	-	-	-	240
United Conservatory of Music	22-061336-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-067809-02	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-068765-01	1/2/2023	2/1/2023	160	-	-	-	-	160
Voice Advocacy Center	22-060455-02	1/2/2023	2/1/2023	400	-	-	-	-	400
Ultimate Martial Arts Inc	22-066810-01	1/2/2023	2/1/2023	189	-	-	-	-	189
Ultimate Martial Arts Inc	22-066812-01	1/2/2023	2/1/2023	189	-	-	-	-	189
United Conservatory of Music	22-059975-02	1/2/2023	2/1/2023	160	-	_		-	160
United Conservatory of Music	22-063678-01	1/2/2023	2/1/2023	160	-	_	_	-	160
United Conservatory of Music	22-065944-02	1/2/2023	2/1/2023	160	_	_	_	_	160
United Conservatory of Music	22-066015-02	1/2/2023	2/1/2023	160					160
United Conservatory of Music	22-066706-01	1/2/2023	2/1/2023	160	-	-	-	-	160
,	22-067809-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music					-	-	-	-	
United Conservatory of Music	22-068832-01	1/2/2023	2/1/2023	320	-	-	-	-	320
The Dance Center LLC	22-065394-01	1/2/2023	2/1/2023	326	-	-	-	-	326
Pacific Martial Arts	22-066859-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Traffic Depot, Inc	22-059613-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-039282-01	1/2/2023	2/1/2023	390	-	-	-	-	390
The Dance Center LLC	22-065383-01	1/2/2023	2/1/2023	326	-	-	-	-	326
The Dance Center LLC	22-065386-01	1/2/2023	2/1/2023	326	-	-	-	-	326
The Dance Center LLC	22-066104-02	1/2/2023	2/1/2023	89	-	-	-	-	89
The English Learner Group, Inc.	YVCA2012023	1/16/2023	2/1/2023	11,813	-	-	-	-	11,813
America's Kids Inc.	22-060412-01	1/2/2023	2/1/2023	20	-	-	-	-	20
America's Kids Inc.	22-062004-02	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-062009-02	1/2/2023	2/1/2023	105	-	-	-	-	105
America's Kids Inc.	22-063925-01	1/2/2023	2/1/2023	149	-	-	-	-	149
America's Kids Inc.	22-064215-01	1/2/2023	2/1/2023	270	-	-	-	-	270
America's Kids Inc.	22-065219-01	1/2/2023	2/1/2023	75	-	-	-	-	75
America's Kids Inc.	22-065405-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-065958-01	1/2/2023	2/1/2023	207	-	-	-	-	207
America's Kids Inc.	22-066707-01	1/2/2023	2/1/2023	186	-	-	-	-	186
America's Kids Inc.	22-067208-01	1/2/2023	2/1/2023	94	-	-	-	-	94
America's Kids Inc.	22-067555-01	1/2/2023	2/1/2023	78	-	-	-	-	78
Dolce Dance Studio	22-062684-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Dolce Dance Studio	22-068753-01	1/2/2023	2/1/2023	110	-	-	-	-	110
America's Kids Inc.	22-068237-01	1/2/2023	2/1/2023	114	-	-	-	-	114
Outschool, Inc.	12345710034	1/2/2023	2/1/2023	120	-	-	-	-	120
The Dance Center LLC	22-063281-01	1/2/2023	2/1/2023	326	-	-	-	37 o <u>f</u> 218	326 86

#### Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
Vendor Name					Due	Past Due	Past Due	Past Due	
The Dance Center LLC	22-065387-01	1/2/2023	2/1/2023	326	-	-	-	-	326
The Dance Center LLC	22-068535-01	1/2/2023	2/1/2023	89	-	-	-	-	89
Traffic Depot, Inc	22-062876-01	1/2/2023	2/1/2023	390	-	-	-	-	390
Ultimate Martial Arts Inc	22-066710-01	1/2/2023	2/1/2023	169	-	-	-	-	169
United Conservatory of Music	22-063678-02	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-069119-01	1/2/2023	2/1/2023	160	-	-	-	-	160
Denise Nicholes	22-062399-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-065470-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-068658-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-068660-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-069108-01	1/2/2023	2/1/2023	75	-	-	-	-	75
Dolce Dance Studio	22-062680-01	1/2/2023	2/1/2023	110	-	-	-	-	110
United Conservatory of Music	22-069117-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-066071-01	1/2/2023	2/1/2023	160	-	-	-	-	160
Sona Atoyan	22-069303-01	1/2/2023	2/1/2023	100	-	-	-	-	100
The Dance Center LLC	22-054646-03	1/2/2023	2/1/2023	110	-	-	-	-	110
The Dance Center LLC	22-063284-01	1/2/2023	2/1/2023	293	-	-	-	-	293
The Dance Center LLC	22-067492-01	1/2/2023	2/1/2023	89	-	-	-	-	89
The Dance Center LLC	22-058796-03	1/2/2023	2/1/2023	80	-	-	-	-	80
The Dance Center LLC	22-063283-01	1/2/2023	2/1/2023	293	-	-	-	-	293
Melanie Sweet	22-060165-02	1/2/2023	2/1/2023	160	-	-	-	-	160
Melanie Sweet	22-060969-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Central California Gymnastics Institute I		1/2/2023	2/1/2023	335	-	-	-	-	335
Central California Gymnastics Institute I		1/2/2023	2/1/2023	385	-	-	-	-	385
Denise Nicholes	22-067811-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Melanie Sweet	22-062843-02	1/2/2023	2/1/2023	235	-	-	-	-	235
Melanie Sweet	22-062916-02	1/2/2023	2/1/2023	120	-	-	-	-	120
America's Kids Inc.	22-060179-02	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-062008-02	1/2/2023	2/1/2023	105	_	-	_	-	105
America's Kids Inc.	22-063745-01	1/2/2023	2/1/2023	143	_	-	_	-	103
America's Kids Inc.	22-066437-01	1/2/2023	2/1/2023	233	_	_	_	_	233
America's Kids Inc.	22-066704-01	1/2/2023	2/1/2023	186		_			186
America's Kids Inc.	22-068546-01	1/2/2023	2/1/2023	311		_		_	311
America's Kids Inc.	22-068990-01	1/2/2023	2/1/2023	101	-	-	-	_	101
	22-063250-02	1/2/2023	2/1/2023	101	-	-	-	-	101
Brenda Myers		1/2/2023	2/1/2023	315	-	-	-	-	315
Michele Lafferre	22-065818-01				-	-	-	-	
Outschool, Inc.	12345710033	1/2/2023	2/1/2023	60	-	-	-	-	60
Pacific Martial Arts	22-066859-02	1/2/2023	2/1/2023	25	-	-	-	-	25
Melanie Sweet	22-062184-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Melanie Sweet	22-062435-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Melanie Sweet	22-062917-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Melanie Sweet	22-067482-01	1/2/2023	2/1/2023	105	-	-	-	-	105
Melanie Sweet	22-068206-01	1/2/2023	2/1/2023	160	-	-	-	-	160
Lab Rat Academy	22-065636-01	1/2/2023	2/1/2023	120	-	-	-	- 20 - f 010	120
Pacific Martial Arts	22-066878-02	1/2/2023	2/1/2023	25	-	-	-	38 o <u>f</u> 218	87 <sup>25</sup>

Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
					Due	Past Due	Past Due	Past Due	
The Dance Center LLC	22-063289-01	1/2/2023	2/1/2023	293	-	-	-	-	293
The Dance Center LLC	22-065390-01	1/2/2023	2/1/2023	326	-	-	-	-	326
Reverent School of Movement LLC	22-065325-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Brenda Myers	22-063346-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Brenda Myers	22-063347-02	1/2/2023	2/1/2023	100	-	-	-	-	100
The Dance Center LLC	22-065384-01	1/2/2023	2/1/2023	326	-	-	-	-	326
Sona Atoyan	22-068357-01	1/2/2023	2/1/2023	200	-	-	-	-	200
Sona Atoyan	22-068354-01	1/2/2023	2/1/2023	200	-	-	-	-	200
Kimberly Schapansky	22-067220-01	1/2/2023	2/1/2023	90	-	-	-	-	90
Susan Hancock	22-067729-01	1/2/2023	2/1/2023	245	-	-	-	-	245
Arabic Homeschool LLC	22-059869-02	1/2/2023	2/1/2023	212	-	-	-	-	212
Brenda Myers	22-064952-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Reverent School of Movement LLC	22-064129-01	1/2/2023	2/1/2023	425	-	-	-	-	425
America's Kids Inc.	22-059907-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-062792-02	1/2/2023	2/1/2023	144	-	-	-	-	144
America's Kids Inc.	22-063395-02	1/2/2023	2/1/2023	84	-	-	-	-	84
America's Kids Inc.	22-063533-01	1/2/2023	2/1/2023	61	-	-	-	-	61
America's Kids Inc.	22-063866-01	1/2/2023	2/1/2023	100	-	-	-	-	100
America's Kids Inc.	22-065233-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-067644-01	1/2/2023	2/1/2023	259	-	-	-	-	259
America's Kids Inc.	22-067647-01	1/2/2023	2/1/2023	208	-	-	-	-	208
America's Kids Inc.	22-067932-01	1/2/2023	2/1/2023	203	-	-	-	-	203
America's Kids Inc.	22-068239-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-068315-01	1/2/2023	2/1/2023	75	-	-	-	-	75
America's Kids Inc.	22-068451-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-068742-01	1/2/2023	2/1/2023	143	-	-	-	-	143
Jazz Fresno	22-063267-02	1/2/2023	2/1/2023	35	-	-	-	-	35
Reverent School of Movement LLC	22-062996-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-064128-01	1/2/2023	2/1/2023	425	_	-	_	-	425
Reverent School of Movement LLC	22-062049-01	1/2/2023	2/1/2023	425	_	-	_	-	425
Reverent School of Movement LLC	22-065619-01	1/2/2023	2/1/2023	425	_	-	_	-	425
Rob's Music Lessons	2393	1/2/2023	2/1/2023	120	_	-	_		120
Jessica Pyne	22-063518-01	1/2/2023	2/1/2023	120	_	-	_	-	120
Brenda Myers	22-063238-02	1/2/2023	2/1/2023	120	_	_	_	_	120
Ultimate Martial Arts Inc	22-065711-01	1/2/2023	2/1/2023	100	_	_		_	100
	22-063202-02	1/2/2023	2/1/2023	149	-	-	-	-	149
United Conservatory of Music United Conservatory of Music	22-063202-02	1/2/2023	2/1/2023	200	-	-	-	-	200
•					-	-	-	-	
United Conservatory of Music	22-063683-02	1/2/2023	2/1/2023	200		-	-	-	200
United Conservatory of Music	22-063684-01	1/2/2023	2/1/2023	160		-	-	-	160
United Conservatory of Music	22-068762-01	1/2/2023	2/1/2023	160	-	-	-	-	160
Melanie Sweet	22-060974-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Melanie Sweet	22-062185-02	1/2/2023	2/1/2023	120	-	-	-	-	120
Voice Advocacy Center	22-057915-02	1/2/2023	2/1/2023	400	-	-	-	-	400
Traffic Depot, Inc	22-066902-01	1/2/2023	2/1/2023	335	-	-	-	- 39 o <u>f</u> 218	335
Traffic Depot, Inc	22-047591-01	1/2/2023	2/1/2023	390	-	-	-	39 UI 2 IO	<sup>390</sup> 88

Accounts Payable Aging

Vander News	Invoice (Credit Number	Invoice Data	Data Dua	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	Due	Past Due	Past Due	Past Due	Total
Traffic Depot, Inc	22-057413-01	1/2/2023	2/1/2023	30	-	-	-	-	30
Traffic Depot, Inc	22-059612-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-068808-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Ultimate Martial Arts Inc	22-063953-01	1/2/2023	2/1/2023	169	-	-	-	-	169
Ultimate Martial Arts Inc	22-066712-01	1/2/2023	2/1/2023	169	-	-	-	-	169
Ultimate Martial Arts Inc	22-068963-01	1/2/2023	2/1/2023	189	-	-	-	-	189
Central California Gymnastics Institute I	22-060167-01	1/2/2023	2/1/2023	103	-	-	-	-	103
Denise Nicholes	22-063121-02	1/2/2023	2/1/2023	100	-	-	-	-	100
America's Kids Inc.	22-060178-02	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-064214-01	1/2/2023	2/1/2023	270	-	-	-	-	270
America's Kids Inc.	22-065406-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-066891-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-068900-01	1/2/2023	2/1/2023	400	-	-	-	-	400
Brenda Myers	22-063242-02	1/2/2023	2/1/2023	100	-	-	-	-	100
United Conservatory of Music	22-059977-02	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-064624-02	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-066570-01	1/2/2023	2/1/2023	160		-	-	-	160
United Conservatory of Music	22-067216-01	1/2/2023	2/1/2023	160		-	-	-	160
United Conservatory of Music	22-067224-01	1/2/2023	2/1/2023	160		-	-	-	160
United Conservatory of Music	22-067648-01	1/2/2023	2/1/2023	160		-	-	-	160
Voice Advocacy Center	22-065735-01	1/2/2023	2/1/2023	400	-	-	-	-	400
Traffic Depot, Inc	22-034705-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-047178-01	1/2/2023	2/1/2023	390	-	-	_	-	390
Traffic Depot, Inc	22-062477-01	1/2/2023	2/1/2023	390	-	-	_	-	390
Traffic Depot, Inc	22-062988-01	1/2/2023	2/1/2023	335	-	-	_		335
United Conservatory of Music	22-068829-01	1/2/2023	2/1/2023	320	-	-	_	_	320
Melanie Sweet	22-060971-02	1/2/2023	2/1/2023	120	_	_	_	_	120
Melanie Sweet	22-062329-02	1/2/2023	2/1/2023	80	-	-	-	-	80
America's Kids Inc.	22-063531-01	1/2/2023	2/1/2023	61	-	-	-	-	61
America's Kids Inc.	22-065230-01	1/2/2023	2/1/2023	75	-	-	-	-	75
				182	-	-	-	-	182
Little Passports	IN-0000994870 IN-0000994871	1/2/2023 1/2/2023	2/1/2023 2/1/2023	182	-	-	-	-	182
Little Passports				73	-	-	-	-	73
America's Kids Inc.	22-059971-01	1/2/2023	2/1/2023		-	-	-	-	
America's Kids Inc.	22-062007-02	1/2/2023	2/1/2023	180	-	-	-	-	180
America's Kids Inc.	22-063002-01	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-063003-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-063789-02	1/2/2023	2/1/2023	50	-	-	-	-	50
America's Kids Inc.	22-063865-01	1/2/2023	2/1/2023	100	-	-	-	-	100
America's Kids Inc.	22-063868-01	1/2/2023	2/1/2023	100	-	-	-	-	100
America's Kids Inc.	22-063939-01	1/2/2023	2/1/2023	149	-	-	-	-	149
America's Kids Inc.	22-067155-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-067603-01	1/2/2023	2/1/2023	400	-	-	-	-	400
America's Kids Inc.	22-068312-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-068766-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Lab Rat Academy	22-057897-01	1/2/2023	2/1/2023	500	-	-	-	40 o <u>f</u> 218	500 89

#### Accounts Payable Aging

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
Arabic Homeschool LLC	22-059868-02	1/2/2023	2/1/2023	212	-	-	- rast Due	-	212
The Dance Center LLC	22-058797-03	1/2/2023	2/1/2023	80	-	-	-	-	80
The Dance Center LLC	22-063290-01	1/2/2023	2/1/2023	293	-	-	-	-	293
The Dance Center LLC	22-065392-01	1/2/2023	2/1/2023	326	-	-	-	-	326
The Dance Center LLC	22-068535-02	1/2/2023	2/1/2023	89	-	-	-	-	89
Reverent School of Movement LLC	22-062617-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-067334-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Outschool, Inc.	12345710035	1/2/2023	2/1/2023	136	-	-	-	-	136
Pacific Martial Arts	22-066577-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Pacific Martial Arts	22-066878-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Jazz Fresno	22-062882-01	1/2/2023	2/1/2023	140	-	-	-	-	140
Jessica Pyne	22-063516-01	1/2/2023	2/1/2023	180	-	-	-	-	180
Jessica Pyne	22-063520-01	1/2/2023	2/1/2023	120	-	-	-	-	120
Lab Rat Academy	22-068901-01	1/2/2023	2/1/2023	350	-	-	-	-	350
Jessica Pyne	22-063515-01	1/2/2023	2/1/2023	180	-	-	-	-	180
Lab Rat Academy	22-065637-01	1/2/2023	2/1/2023	120	-	-	-	-	120
High Performance Academy LLC	22-068143-01	1/2/2023	2/1/2023	350	-	-	-	-	350
America's Kids Inc.	22-059922-01	1/2/2023	2/1/2023	270	-	-	-	-	270
America's Kids Inc.	22-063001-01	1/2/2023	2/1/2023	54	-	-	-	-	54
America's Kids Inc.	22-064879-02	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-065409-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-065961-01	1/2/2023	2/1/2023	233	-	-	-	-	233
America's Kids Inc.	22-067175-01	1/2/2023	2/1/2023	311	-	-	-	-	311
America's Kids Inc.	22-067712-01	1/2/2023	2/1/2023	143	-	-	-	-	143
America's Kids Inc.	22-067742-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-068026-01	1/2/2023	2/1/2023	186	-	-	-	-	186
America's Kids Inc.	22-068415-01	1/2/2023	2/1/2023	203	-	-	-	-	203
America's Kids Inc.	22-069007-01	1/2/2023	2/1/2023	105	-	-	-	-	105
Melanie Sweet	22-067176-01	1/2/2023	2/1/2023	160	-	-	-	-	160
Melanie Sweet	22-069055-01	1/2/2023	2/1/2023	160	-	-	-	-	160
High Performance Academy LLC	22-067170-01	1/2/2023	2/1/2023	340	-	-	-	-	340
Brenda Myers	22-059909-02	1/2/2023	2/1/2023	125	-	-	-	-	125
Dolce Dance Studio	22-068758-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Denise Nicholes	22-058501-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-058502-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-067847-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-067850-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-065469-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-066061-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-066362-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Pacific Martial Arts	22-063702-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Pacific Martial Arts	22-066863-02	1/2/2023	2/1/2023	25	-	-	-	-	25
Fresno Fencing Academy	22-068455-01	1/2/2023	2/1/2023	175	-	-	-	-	175
America's Kids Inc.	22-065664-01	1/2/2023	2/1/2023	94	-	-	-	-	94
America's Kids Inc.	22-066050-01	1/2/2023	2/1/2023	254	-	-	-	41 o <u>f</u> 218	254
	22 00000 01	1, 2, 2023	2, 1, 2023	234					90

#### Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
America's Kids Inc.	22-067213-01	1/2/2023	2/1/2023	75	Due	Past Due	Past Due	Past Due	75
America's Kids Inc.	22-067225-01	1/2/2023	2/1/2023	105	-	-	-	-	105
America's Kids Inc.	22-068079-01	1/2/2023	2/1/2023	105				-	103
America's Kids Inc.	22-068345-01	1/2/2023	2/1/2023	339	-	-	_	-	339
America's Kids Inc.	22-068996-01	1/2/2023	2/1/2023	75	-	-	-	-	75
	22-059009-02			260	-	-	-	-	260
Dolce Dance Studio Dolce Dance Studio	22-063386-01	1/2/2023	2/1/2023 2/1/2023	110	-	-	-	-	110
Denise Nicholes	22-063120-02	1/2/2023 1/2/2023	2/1/2023	110	-	-	-	-	110
				75	-	-	-	-	75
Denise Nicholes	22-069107-01	1/2/2023	2/1/2023		-	-	-	-	125
Brenda Myers	22-066035-01	1/2/2023	2/1/2023	125	-	-	-	-	
Reverent School of Movement LLC	22-062189-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-067822-01	1/2/2023	2/1/2023	35	-	-	-	-	35
CenCal Youth Sports	22-066289-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Central California Gymnastics Institute I		1/2/2023	2/1/2023	225	-	-	-	-	225
Jazz Fresno	22-063271-02	1/2/2023	2/1/2023	35	-	-	-	-	35
Denise Nicholes	22-067810-01	1/2/2023	2/1/2023	100	-	-	-	-	100
High Performance Academy LLC	22-067169-01	1/2/2023	2/1/2023	340	-	-	-	-	340
Jessica Pyne	22-063517-01	1/2/2023	2/1/2023	120	-	-	-	-	120
Jessica Pyne	22-063519-01	1/2/2023	2/1/2023	120	-	-	-	-	120
America's Kids Inc.	22-068269-01	1/2/2023	2/1/2023	233	-	-	-	-	233
America's Kids Inc.	22-068703-01	1/2/2023	2/1/2023	167	-	-	-	-	167
Pacific Martial Arts	22-066863-01	1/2/2023	2/1/2023	150	-	-	-	-	150
America's Kids Inc.	22-059908-01	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-059991-03	1/2/2023	2/1/2023	200	-	-	-	-	200
America's Kids Inc.	22-063392-02	1/2/2023	2/1/2023	75	-	-	-	-	75
America's Kids Inc.	22-065812-01	1/2/2023	2/1/2023	203	-	-	-	-	203
America's Kids Inc.	22-066292-01	1/2/2023	2/1/2023	203	-	-	-	-	203
America's Kids Inc.	22-066664-01	1/2/2023	2/1/2023	84	-	-	-	-	84
America's Kids Inc.	22-066708-01	1/2/2023	2/1/2023	186	-	-	-	-	186
America's Kids Inc.	22-066771-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-066923-01	1/2/2023	2/1/2023	171	-	-	-	-	171
America's Kids Inc.	22-067156-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-067204-01	1/2/2023	2/1/2023	167	-	-	-	-	167
America's Kids Inc.	22-067205-01	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-067222-01	1/2/2023	2/1/2023	105	-	-	-	-	105
America's Kids Inc.	22-067741-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-068125-01	1/2/2023	2/1/2023	89	-	_	-	-	89
Aspire Speech & Learning Center	22-057519-01	1/3/2023	2/2/2023	300		_	-		300
All About Learning Press, Inc.	914070	1/3/2023	2/2/2023	48		_		-	48
All About Learning Press, Inc.	914070	1/3/2023	2/2/2023	48	-	-	-	_	48
-	914056	1/3/2023	2/2/2023	32 54	-	-	-	-	32 54
All About Learning Press, Inc.					-	-	-	-	
All About Learning Press, Inc.	914053	1/3/2023	2/2/2023	83	-	-	-	-	83
Peace Hill Press, Inc. dba Well Trained N		1/3/2023	2/2/2023	60	-	-	-	-	60
Monterey Bay Taekwondo Academy	22-058058-03	1/3/2023	2/2/2023	185	-	-	-	- 42 o <u>f</u> 218	185
Monterey Bay Taekwondo Academy	22-058062-03	1/3/2023	2/2/2023	185	-	-	-	12 01 210	<sup>185</sup> 91

#### Accounts Payable Aging

Good Dirt Pottery Studio22Good Dirt Pottery Studio22Neil Boyer22The Talk Team11The Talk Team11The Talk Team12Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22The Talk Team11Teacher Synergy, LLC21Neil Boyer22	2-068014-01 2-065926-01 2-068314-01 2-066253-01 14544 14545 2-062180-02 2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/12/2023 1/3/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	400 179 179 160 125 475 89 185 192 300 400 250	Due	Past Due	Past Due - - - - - - - - - - - - - - - - - - -	Past Due	400 179 179 160 125 475 89 185 192 300
Junction22Good Dirt Pottery Studio22Good Dirt Pottery Studio22Neil Boyer22I'he Talk Team11I'he Talk Team11I'he Talk Team12I'he Talk Team22Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22Aspire Speech & Learning Center22I'he Talk Team11Feacher Synergy, LLC21Neil Boyer22	2-065926-01 2-068314-01 2-066253-01 14544 14545 2-062180-02 2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	179 179 160 125 475 89 185 192 300 400		-		- - - -	179 179 160 125 475 89 185 192 300
Good Dirt Pottery Studio22Neil Boyer22The Talk Team11The Talk Team11The Dance Center LLC22Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22Spire Speech & Learning Center22The Talk Team11Teacher Synergy, LLC21Neil Boyer22	2-068314-01 2-066253-01 14544 14545 2-062180-02 2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	179 160 125 475 89 185 192 300 400		-			179 160 125 475 89 185 192 300
Neil Boyer22The Talk Team11The Talk Team11The Talk Team11The Dance Center LLC22Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22Aspire Speech & Learning Center22The Talk Team11Teacher Synergy, LLC21Neil Boyer22	2-066253-01 14544 14545 2-062180-02 2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	160 125 475 89 185 192 300 400		-			160 125 475 89 185 192 300
The Talk Team11.The Talk Team11.The Dance Center LLC22Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22Aspire Speech & Learning Center22The Talk Team11.Teacher Synergy, LLC21Neil Boyer22	14544 14545 2-062180-02 2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	125 475 89 185 192 300 400					125 475 89 185 192 300
The Talk Team11.The Dance Center LLC22Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22Aspire Speech & Learning Center22The Talk Team11.Teacher Synergy, LLC21Neil Boyer22	14545 2-062180-02 2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/12/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	475 89 185 192 300 400		-	-		475 89 185 192 300
The Dance Center LLC22Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22Aspire Speech & Learning Center22The Talk Team11Teacher Synergy, LLC21Neil Boyer22	2-062180-02 2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/12/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	89 185 192 300 400		-	-	- - -	89 185 192 300
Monterey Bay Taekwondo Academy22Bitsbox50Aspire Speech & Learning Center22Aspire Speech & Learning Center22The Talk Team11Teacher Synergy, LLC21Neil Boyer22	2-066451-01 072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/12/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023 2/2/2023	185 192 300 400			-	-	185 192 300
Bitsbox50Aspire Speech & Learning Center22Aspire Speech & Learning Center22The Talk Team11Teacher Synergy, LLC21Neil Boyer22	072 2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/3/2023 1/12/2023	2/2/2023 2/2/2023 2/2/2023 2/2/2023	192 300 400	-	-	-	-	192 300
Aspire Speech & Learning Center 22 Aspire Speech & Learning Center 22 The Talk Team 11 Teacher Synergy, LLC 21 Neil Boyer 22	2-057520-01 2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/3/2023 1/12/2023	2/2/2023 2/2/2023 2/2/2023	300 400	-	-	-	-	300
Aspire Speech & Learning Center 22 The Talk Team 11 Teacher Synergy, LLC 21 Neil Boyer 22	2-068012-01 14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/3/2023 1/12/2023	2/2/2023 2/2/2023	400	-	-	-	-	
The Talk Team11Teacher Synergy, LLC21Neil Boyer22	14552 17566871 2-065956-01 2-069116-01	1/3/2023 1/12/2023	2/2/2023		-	-			400
Teacher Synergy, LLC21Neil Boyer22	17566871 2-065956-01 2-069116-01	1/12/2023		211			-	-	400 250
Neil Boyer 22	2-065956-01 2-069116-01				-	-	-	-	
,	2-069116-01		2/2/2023	21	-	-	-	-	21
iveli boyer 22		1/3/2023	2/2/2023 2/2/2023	160 160	-	-	-	-	160 160
Old Town Yogo 22				220	-	-	-	-	220
•	2-063466-01	1/3/2023	2/2/2023	185	-	-	-	-	185
	2-058060-03 17568021	1/3/2023	2/2/2023		-	-	-	-	185
1 617		1/12/2023	2/2/2023	15	-	-	-	-	
0	2-063467-01	1/3/2023	2/2/2023	220	-	-	-	-	220
,	2-065960-01	1/3/2023	2/2/2023	160	-	-	-	-	160
	14543	1/3/2023	2/2/2023	250	-	-	-	-	250
	14548	1/3/2023	2/2/2023	130	-	-	-	-	130
	14549	1/3/2023	2/2/2023	235	-	-	-	-	235
	14554	1/3/2023	2/2/2023	188	-	-	-	-	188
	14540	1/3/2023	2/2/2023	250	-	-	-	-	250
	14541	1/3/2023	2/2/2023	250	-	-	-	-	250
	14553	1/3/2023	2/2/2023	360	-	-	-	-	360
	2-057245-01	1/3/2023	2/2/2023	400	-	-	-	-	400
	2-059592-01	1/3/2023	2/2/2023	400	-	-	-	-	400
	14542	1/3/2023	2/2/2023	250	-	-	-	-	250
	14551	1/3/2023	2/2/2023	110	-	-	-	-	110
	14546	1/3/2023	2/2/2023	130	-	-	-	-	130
	14547	1/3/2023	2/2/2023	175	-	-	-	-	175
	14550	1/3/2023	2/2/2023	260	-	-	-	-	260
,	2-065957-01	1/3/2023	2/2/2023	160	-	-	-	-	160
1	2-066397-01	1/3/2023	2/2/2023	240	-	-	-	-	240
Bullett Performance Training 22	2-061912-01	1/3/2023	2/2/2023	270	-	-	-	-	270
	N-0000994886	1/4/2023	2/3/2023	183	-	-	-	-	183
Specialized Therapy Services, Inc YV	VCS01-1122	11/30/2022	2/3/2023	4,246	-	-	-	-	4,246
United Conservatory of Music 22	2-069250-01	1/4/2023	2/3/2023	160	-	-	-	-	160
Teacher Synergy, LLC 21	17720500	1/13/2023	2/3/2023	10	-	-	-	-	10
Silver Bell Barn & Equestrain Center 22	2-056014-01	1/4/2023	2/3/2023	240	-	-	-	-	240
Singapore Math, Inc. S2	256183	1/4/2023	2/3/2023	56	-	-	-	-	56
Project Learn 23	3-000223-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Teacher Synergy, LLC 21	17721161	1/13/2023	2/3/2023	4	-	-	-	43 o <u>f</u> 218	92 4

#### Accounts Payable Aging

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
Coastline Academy	4141	1/4/2023	2/3/2023	439	-	-	-	-	439
Project Learn	23-000221-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Lighthouse Therapy LLC	882	12/20/2022	2/3/2023	24,039	-	-	-	-	24,039
Logic of English	SI-169239	1/4/2023	2/3/2023	96	-	-	-	-	96
Art of Problem Solving	INV228589	1/4/2023	2/3/2023	60	-	-	-	-	60
Rainbow Resource Center	3958409	1/4/2023	2/3/2023	64	-	-	-	-	64
Rainbow Resource Center	3956345	1/4/2023	2/3/2023	35	-	-	-	-	35
Rainbow Resource Center	3956347	1/4/2023	2/3/2023	48	-	-	-	-	48
Sandy Torosian	22-063590-01	1/4/2023	2/3/2023	90	-	-	-	-	90
Teacher Synergy, LLC	217719891	1/13/2023	2/3/2023	4	-	-	-	-	4
Rainbow Resource Center	3956346	1/4/2023	2/3/2023	38	-	-	-	-	38
Kevin Freeman	22-068814-01	1/4/2023	2/3/2023	195	-	-	-	-	195
Activities for Learning Inc.	387095	1/4/2023	2/3/2023	81	-	-	-	-	81
Aikido of Fresno	22-068279-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Academics in a Box Incorporated	17132	1/4/2023	2/3/2023	168	-	-	-	-	168
United Conservatory of Music	22-069056-01	1/4/2023	2/3/2023	160	-	-	-	-	160
Art of Problem Solving	INV228588	1/4/2023	2/3/2023	96	-	-	-	-	96
Silver Bell Barn & Equestrain Center	22-056013-01	1/4/2023	2/3/2023	240	-	-	-	-	240
Singapore Math, Inc.	S256188	1/4/2023	2/3/2023	56	-	-	-	-	56
Jessica Cromar	22-068806-01	1/4/2023	2/3/2023	60	-	-	-	-	60
Institute for Excellence in Writing	965319	1/3/2023	2/3/2023	83	-	-	-	-	83
Project Learn	22-069193-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Pacific Martial Arts	22-069027-01	1/4/2023	2/3/2023	150	-	-	-	-	150
Coastline Academy	4140	1/4/2023	2/3/2023	439	-	-	-	-	439
DW Educational Research Inc.	1860	1/4/2023	2/3/2023	66,000	_	-	_	_	66,000
Angelina Dimitrashuk	22-068998-01	1/4/2023	2/3/2023	80	-	-	-	-	80
BrightThinker	SINV5664	1/4/2023	2/3/2023	249	_	-	_	_	249
BrightThinker	SINV5665	1/4/2023	2/3/2023	124	_	-	_	_	124
Dennis Murphy School of Music	22-067710-01	1/4/2023	2/3/2023	225	-	-	-		225
Dennis Murphy School of Music	22-066340-01	1/4/2023	2/3/2023	225	-	-	-		225
Aikido of Fresno	22-066537-01	1/4/2023	2/3/2023	300	_	_	_	_	300
Aikido of Fresno	22-068281-01	1/4/2023	2/3/2023	300	-	-	-		300
Generation Genius, Inc.	GG167629	1/4/2023	2/3/2023	125	-	-	-		125
Aikido of Fresno	22-068276-01	1/4/2023	2/3/2023	300	-	_		-	300
Kevin Freeman	22-068368-01	1/4/2023	2/3/2023	825	-	-	-		825
Jessica Cromar	22-068807-01	1/4/2023	2/3/2023	60	-	_	-		60
Fresno State	22-059337-01	1/4/2023	2/3/2023	175	-	-	-	-	175
Art of Problem Solving	INV228623	1/5/2023	2/4/2023	96	_	_	-	_	96
Jessica Knutson	22-069235-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Jessica Knutson	22-069235-01	1/5/2023	2/4/2023	100	-	-	-	-	100
	22-069236-01 22-068793-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Neil Boyer					-	-	-	-	
Fresno State	22-050862-01	1/5/2023	2/4/2023	175	-	-	-	-	175 175
Fresno State	22-051729-01	1/5/2023	2/4/2023	175	-	-	-	-	
Fresno State	22-061123-01	1/5/2023	2/4/2023	175	-	-	-	- 44 of 218	175
All About Learning Press, Inc.	914111	1/5/2023	2/4/2023	48	-	-	-		93 <sup>48</sup>

#### Accounts Payable Aging

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	22-069035-01	1/5/2023	2/4/2023	140	-	-	-	-	140
Fresno State	22-051727-01	1/5/2023	2/4/2023	175	-	-	-	-	175
Fresno State	22-059338-01	1/5/2023	2/4/2023	175	-	-	-	-	175
Jessica Knutson	22-069237-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Fresno State	22-042617-01	1/5/2023	2/4/2023	175	-	-	-	-	175
Fresno State	22-042618-01	1/5/2023	2/4/2023	175	-	-	-	-	175
Dethrone MMA	23-000232-01	1/5/2023	2/4/2023	150	-	-	-	-	150
Playground Training Academy, LLC	22-060164-03	1/5/2023	2/4/2023	77	-	-	-	-	77
Art of Problem Solving	INV228624	1/5/2023	2/4/2023	945	-	-	-	-	945
Dethrone MMA	22-063741-02	1/5/2023	2/4/2023	150	-	-	-	-	150
Pacific Martial Arts	22-068547-01	1/5/2023	2/4/2023	150	-	-	-	-	150
Playground Training Academy, LLC	22-062250-02	1/5/2023	2/4/2023	77	-	-	-	-	77
Playground Training Academy, LLC	22-066607-01	1/5/2023	2/4/2023	83	-	-	-	-	83
Playground Training Academy, LLC	22-068891-01	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-069312-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Institute for Excellence in Writing	965842	1/4/2023	2/4/2023	94	-	-	-	-	94
Fresno State	22-049053-01	1/5/2023	2/4/2023	175	-	-	-	-	175
GL Kenpo	22-066018-01	1/5/2023	2/4/2023	410	-	-	-	-	410
Fresno State	22-059649-01	1/5/2023	2/4/2023	175		-	-	-	175
Institute for Excellence in Writing	965724	1/4/2023	2/4/2023	325		-	-	-	325
Linda Odom	22-068596-01	1/5/2023	2/4/2023	60	_	_	_	_	60
Madella Stables LLC	22-057614-01	1/5/2023	2/4/2023	55	-			_	55
Madella Stables LLC	22-061302-02	1/5/2023	2/4/2023	55	_	-	_	-	55
Institute for Excellence in Writing	965855	1/3/2023	2/4/2023	94	-	-	-	-	94
Michele Lafferre	22-068782-01	1/4/2023	2/4/2023	210	-	-	-	-	210
	23-000306-01			160	-	-	-	-	210 160
United Conservatory of Music		1/5/2023	2/4/2023		-	-	-	-	
Law Offices of Young, Minney, & Corr, L		1/5/2023	2/4/2023	32,549	-	-	-	-	32,549
Little Passports	IN-0000994898	1/5/2023	2/4/2023	216	-	-	-	-	216
Roberta Chatman	22-062970-02	1/5/2023	2/4/2023	140	-	-	-	-	140
Roberta Chatman	23-000249-01	1/5/2023	2/4/2023	60	-	-	-	-	60
Savvas Learning Company LLC	6001646778	1/5/2023	2/4/2023	(203)	-	-	-	-	(203
Roberta Chatman	22-064802-01	1/5/2023	2/4/2023	60	-	-	-	-	60
Roberta Chatman	22-067933-01	1/5/2023	2/4/2023	60	-	-	-	-	60
Roberta Chatman	22-068038-01	1/5/2023	2/4/2023	140	-	-	-	-	140
Roberta Chatman	23-000251-01	1/5/2023	2/4/2023	60	-	-	-	-	60
Institute for Excellence in Writing	965777	1/4/2023	2/4/2023	44	-	-	-	-	44
Playground Training Academy, LLC	22-061463-01	1/5/2023	2/4/2023	40	-	-	-	-	40
Playground Training Academy, LLC	22-062252-02	1/5/2023	2/4/2023	77	-	-	-	-	77
Playground Training Academy, LLC	22-066057-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Roberta Chatman	22-068780-01	1/5/2023	2/4/2023	60	-	-	-	-	60
Roberta Chatman	22-069036-01	1/5/2023	2/4/2023	105	-	-	-	-	105
Playground Training Academy, LLC	22-062075-02	1/5/2023	2/4/2023	77	-	-	-	-	77
Playground Training Academy, LLC	22-064967-03	1/5/2023	2/4/2023	70	-	-	-	-	70
Playground Training Academy, LLC	22-066056-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	22-066606-01	1/5/2023	2/4/2023	83	-	-	-	45 o <u>f</u> 218	94 <sup>83</sup>

Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
	-				Due	Past Due	Past Due	Past Due	
Playground Training Academy, LLC	22-068262-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	22-068893-01	1/5/2023	2/4/2023	77	-	-	-	-	77
Playground Training Academy, LLC	22-052151-01	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-061290-02	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-062248-02	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-066058-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Roberta Chatman	22-067935-01	1/5/2023	2/4/2023	60	-	-	-	-	60
Roberta Chatman	22-069033-01	1/5/2023	2/4/2023	140	-	-	-	-	140
Roberta Chatman	22-069034-01	1/5/2023	2/4/2023	105	-	-	-	-	105
Roberta Chatman	23-000250-01	1/5/2023	2/4/2023	60	-	-	-	-	60
Simba School of Music	22-063475-02	1/5/2023	2/4/2023	175	-	-	-	-	175
Madella Stables LLC	22-057612-01	1/5/2023	2/4/2023	55	-	-	-	-	55
Starfall Education Foundation	9359-5670-8495	1/5/2023	2/4/2023	35	-	-	-	-	35
Teaching Textbooks	48047	1/5/2023	2/4/2023	46	-	-	-	-	46
Simba School of Music	22-063473-02	1/5/2023	2/4/2023	175	-	-	-	-	175
Playground Training Academy, LLC	22-062253-02	1/5/2023	2/4/2023	77	-	-	-	-	77
Playground Training Academy, LLC	22-063474-02	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-064967-04	1/5/2023	2/4/2023	40	-	-	-	-	40
Playground Training Academy, LLC	22-065410-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	22-066607-02	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	22-068263-01	1/5/2023	2/4/2023	110	-	-	-	-	110
United Conservatory of Music	22-069071-01	1/5/2023	2/4/2023	160	-	-	-	-	160
Playground Training Academy, LLC	22-052148-01	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-052150-01	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-066606-02	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	23-000159-01	1/5/2023	2/4/2023	85	-	-	-	-	85
Dethrone MMA	23-000230-01	1/5/2023	2/4/2023	150	-	-	-	-	150
United Conservatory of Music	23-000167-02	1/5/2023	2/4/2023	160	-	-	-	-	160
Playground Training Academy, LLC	22-061463-02	1/5/2023	2/4/2023	40	-	-	-	_	40
Playground Training Academy, LLC	22-062249-02	1/5/2023	2/4/2023	77	-	-	-	-	77
United Conservatory of Music	23-000167-01	1/5/2023	2/4/2023	320		-	-	_	320
United Conservatory of Music	23-000307-01	1/5/2023	2/4/2023	160		-	-	_	160
McGraw-Hill, LLC	126294585001	1/5/2023	2/4/2023	73	-	-	-	_	73
Dethrone MMA	22-063738-02	1/5/2023	2/4/2023	150	_	_	_	_	150
Dethrone MMA	22-063740-02	1/5/2023	2/4/2023	150				_	150
Art of Problem Solving	INV228622	1/5/2023	2/4/2023	96	-	-	-	-	96
, and the second s	INV228625	1/5/2023	2/4/2023	945	-	-	-	-	945
Art of Problem Solving					-	-	-	-	
Fresno Music Academy & Arts	22-062545-01	1/6/2023	2/5/2023	144	-	-	-	-	144
Project Learn	22-068925-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn	23-000204-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Fresno Music Academy & Arts	22-058851-02	1/6/2023	2/5/2023	144	-	-	-	-	144
The Wahine Project	22-056873-01	1/6/2023	2/5/2023	320	-	-	-	-	320
The Wahine Project	22-056876-01	1/6/2023	2/5/2023	320	-	-	-	-	320
Christopher Trevisan	22-053416-01	1/6/2023	2/5/2023	220	-	-	-	46 of 218	220
Christopher Trevisan	22-053419-02	1/6/2023	2/5/2023	275	-	-	-	40 UI 210	275 95

#### Accounts Payable Aging

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
Christopher Trevisan	22-053421-02	1/6/2023	2/5/2023	225	-	-	-	-	225
Christopher Trevisan	22-063509-01	1/6/2023	2/5/2023	110	-	-	-	-	110
Fresno Music Academy & Arts	22-066092-01	1/6/2023	2/5/2023	144	-	-	-	-	144
Project Learn	22-068922-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn	22-069282-01	1/6/2023	2/5/2023	300	-	-	-	-	300
The Wahine Project	22-059705-01	1/6/2023	2/5/2023	320	-	-	-	-	320
Talkbox.Mom, Inc.	605364	1/6/2023	2/5/2023	38	-	-	-	-	38
Christopher Trevisan	22-053419-01	1/6/2023	2/5/2023	220	-	-	-	-	220
Christopher Trevisan	22-053420-01	1/6/2023	2/5/2023	220	-	-	-	-	220
Christopher Trevisan	22-053422-01	1/6/2023	2/5/2023	180	-	-	-	-	180
Christopher Trevisan	22-063511-02	1/6/2023	2/5/2023	220	-	-	-	-	220
Project Learn	22-069311-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Shiloh Mininger	22-068309-01	1/6/2023	2/5/2023	136	-	-	-	-	136
Project Learn	22-069279-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn	22-069281-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Little Passports	IN-0000994910	1/6/2023	2/5/2023	182	-	-	-	-	182
Rose Music Studios LLC	22-069292-01	1/6/2023	2/5/2023	90	-	-	-	-	90
Rainbow Resource Center	3959710	1/6/2023	2/5/2023	40	-	-	-	-	40
School Pathways, LLC	140-INV4450	1/6/2023	2/5/2023	34,774	-	-	-	-	34,774
Shiloh Mininger	22-063432-02	1/6/2023	2/5/2023	115	-	-	-	-	115
Shiloh Mininger	22-066182-01	1/6/2023	2/5/2023	115	-	-	-	-	115
Shiloh Mininger	22-069278-01	1/6/2023	2/5/2023	115	-	-	-	-	115
Rose Music Studios LLC	22-064898-02	1/6/2023	2/5/2023	120	-	-	-	-	120
Shiloh Mininger	22-063430-02	1/6/2023	2/5/2023	115	-	-	-	-	115
Shiloh Mininger	22-065933-01	1/6/2023	2/5/2023	157	-	-	-	-	157
Rose Music Studios LLC	22-064899-02	1/6/2023	2/5/2023	120	-	-	-	-	120
Roberta Chatman	23-001010-01	1/6/2023	2/5/2023	70	-	-	-	-	70
Project Learn	22-069114-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Sona Atoyan	23-000449-01	1/6/2023	2/5/2023	75	-	-	-	-	75
Roberta Chatman	23-000288-01	1/6/2023	2/5/2023	105	-	-	-	-	105
Rose Music Studios LLC	22-061266-01	1/6/2023	2/5/2023	90	-	-	-	-	90
Rose Music Studios LLC	22-068741-01	1/6/2023	2/5/2023	90	-	-	-	-	90
Shiloh Mininger	22-065932-01	1/6/2023	2/5/2023	115	-	-	-	-	115
Shiloh Mininger	22-065934-01	1/6/2023	2/5/2023	157	-	-	-	-	157
Roberta Chatman	23-000287-01	1/6/2023	2/5/2023	105	-	-	-	-	105
Christopher Trevisan	22-053421-01	1/6/2023	2/5/2023	180	-	-	-	-	180
Christopher Trevisan	22-063504-01	1/6/2023	2/5/2023	90	-	-	-	-	90
Institute for Excellence in Writing	967289	1/6/2023	2/5/2023	386	-	-	-	-	386
Global Village School	GVS-01062023Pet	1/6/2023	2/5/2023	133	-	-	-	-	133
Fresno Music Academy & Arts	22-062474-01	1/6/2023	2/5/2023	144	-	-	-	-	144
Roberta Chatman	23-000303-01	1/6/2023	2/5/2023	175	-	-	-	-	175
Fresno Music Academy & Arts	22-058051-01	1/6/2023	2/5/2023	144	-	-	-	-	144
Christopher Trevisan	22-053420-02	1/6/2023	2/5/2023	275	-	-	-	-	275
Christopher Trevisan	22-063506-02	1/6/2023	2/5/2023	220	-	-	-	-	220
Christopher Trevisan	22-063511-01	1/6/2023	2/5/2023	110	-	-	-	47 o <u>f</u> 218	110
		_, -,=0	_, _,						96

#### Accounts Payable Aging

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
Christopher Trevisan	22-063512-02	1/6/2023	2/5/2023	220	-	-	-	-	220
Project Learn	22-069096-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Christopher Trevisan	22-053418-01	1/6/2023	2/5/2023	220	-	-	-	-	220
Christopher Trevisan	22-063504-02	1/6/2023	2/5/2023	180	-	-	-	-	180
Christopher Trevisan	22-063506-01	1/6/2023	2/5/2023	110	-	-	-	-	110
Christopher Trevisan	22-053418-02	1/6/2023	2/5/2023	275	-	-	-	-	275
Christopher Trevisan	22-063501-01	1/6/2023	2/5/2023	90	-	-	-	-	90
Christopher Trevisan	22-063501-02	1/6/2023	2/5/2023	180	-	-	-	-	180
Christopher Trevisan	22-063509-02	1/6/2023	2/5/2023	220	-	-	-	-	220
All About Learning Press, Inc.	914120	1/6/2023	2/5/2023	54	-	-	-	-	54
Christopher Trevisan	22-053416-02	1/6/2023	2/5/2023	275	-	-	-	-	275
Christopher Trevisan	22-053422-02	1/6/2023	2/5/2023	225	-	-	-	-	225
Christopher Trevisan	22-063512-01	1/6/2023	2/5/2023	110	-	-	-	-	110
Fresno Music Academy & Arts	22-055022-03	1/6/2023	2/5/2023	144	-	-	-	-	144
Savvas Learning Company LLC	6001647097	1/6/2023	2/5/2023	(443)	-	-	-	-	(443)
Shiloh Mininger	22-066031-02	1/6/2023	2/5/2023	115	-	-	-	-	115
Shiloh Mininger	22-066032-02	1/6/2023	2/5/2023	115	-	-	-	-	115
Shiloh Mininger	22-069257-01	1/6/2023	2/5/2023	115	-	-	-	-	115
Rose Music Studios LLC	22-068739-01	1/6/2023	2/5/2023	90	-	-	-	-	90
Fresno Music Academy & Arts	22-056200-02	1/6/2023	2/5/2023	144	-	-	-		144
Fresno Music Academy & Arts	22-059473-02	1/6/2023	2/5/2023	144	_	_	_	_	144
Institute for Excellence in Writing	967371	1/6/2023	2/5/2023	59	-	-	-		59
Fresno Music Academy & Arts	22-061289-01	1/7/2023	2/6/2023	144	_	_	_	_	144
Fresno Music Academy & Arts	22-063539-01	1/7/2023	2/6/2023	144			_	-	164
Denise Nicholes	22-069210-01	1/7/2023	2/6/2023	104	_	_	_	-	104
Denise Nicholes	22-069336-01	1/7/2023	2/6/2023	100			_		100
America's Kids Inc.	22-069152-01	1/7/2023	2/6/2023	167				-	160
America's Kids Inc.	22-069153-01	1/7/2023	2/6/2023	167			_		167
Nessy Learning LLC	NESUS4991	1/7/2023	2/6/2023	107	-	-	-	-	107
Fresno Music Academy & Arts	22-063540-01	1/7/2023	2/6/2023	110	-	-	-	-	110
Fresno Music Academy & Arts	22-058914-02	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-059004-02	1/7/2023	2/6/2023	164	-	-	-	-	164
•	22-060113-01	1/7/2023	2/6/2023	104	-	-	-	-	104
Fresno Music Academy & Arts				144	-	-	-	-	
Fresno Music Academy & Arts	22-061312-01 22-063539-02	1/7/2023 1/7/2023	2/6/2023 2/6/2023		-	-	-	-	144
Fresno Music Academy & Arts				144	-	-	-	-	144
DeRoche LLC	22-057017-01	1/7/2023	2/6/2023	60	-	-	-	-	60
DeRoche LLC	22-058296-01	1/7/2023	2/6/2023	48	-	-	-	-	48
DeRoche LLC	22-057026-01	1/7/2023	2/6/2023	50	-	-	-	-	50
Fresno Music Academy & Arts	22-058131-02	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-058128-02	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-058879-02	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-060115-02	1/7/2023	2/6/2023	164	-	-	-	-	164
Fresno Music Academy & Arts	22-060311-01	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-063540-02	1/7/2023	2/6/2023	144	-	-	-	48 of 218	144
Fresno Music Academy & Arts	22-060113-02	1/7/2023	2/6/2023	144	-	-	-	40 UI 210	97 <sup>144</sup>

#### Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
resno Music Academy & Arts	22-060115-01	1/7/2023	2/6/2023	144	Due	Past Due	Past Due	Past Due	144
merica's Kids Inc.	22-060113-01	1/7/2023	2/6/2023	73	-	-	-	-	73
DeRoche LLC	22-05313-01	1/7/2023	2/6/2023	60		-			60
DeRoche LLC	22-059428-01	1/7/2023	2/6/2023	60	-	-	-	-	60 60
Brian Hammons Piano	22-068970-01	1/7/2023	2/6/2023	120		-			120
Math-U-See Inc.	0805566-IN	12/8/2022	2/6/2023	120	-	-	-	-	120
Math-U-See Inc.	0805569-IN	12/8/2022	2/6/2023	51	-	-	-	-	51
America's Kids Inc.	22-069153-02	1/7/2023	2/6/2023	81		-			81
Brian Hammons Piano	23-000026-01	1/7/2023	2/6/2023	160	-	-	-	-	160
Brian Hammons Piano	23-000276-01	1/7/2023	2/6/2023	150	-	-	-	-	100
America's Kids Inc.	22-069152-02	1/7/2023	2/6/2023	81	-	-	-	-	81
	22-069152-02	1/7/2023	2/6/2023	300	-	-	-	-	300
Project Learn					-	-	-	-	
Brian Hammons Piano Brian Hammons Piano	23-000277-01 23-000506-01	1/7/2023 1/7/2023	2/6/2023 2/6/2023	150 130	-	-	-	-	150 130
				130	-	-	-	-	
Nessy Learning LLC	NESUS4992	1/7/2023	2/6/2023		-	-	-	-	110 144
Fresno Music Academy & Arts	22-055026-03	1/7/2023	2/6/2023	144	-	-	-	-	
Fresno Music Academy & Arts	22-059010-02	1/7/2023	2/6/2023	164	-	-	-	-	164
Fresno Music Academy & Arts	22-062464-01	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-062466-01	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-066091-01	1/7/2023	2/6/2023	144	-	-	-	-	144
DeRoche LLC	22-058297-01	1/7/2023	2/6/2023	60	-	-	-	-	60
Fresno Music Academy & Arts	22-062470-01	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-058042-02	1/7/2023	2/6/2023	164	-	-	-	-	164
America's Kids Inc.	23-000105-01	1/7/2023	2/6/2023	50	-	-	-	-	50
Paul Niemand	23-000284-01	1/8/2023	2/7/2023	140	-	-	-	-	140
Moore's Martial Arts Clovis	22-067777-01	1/8/2023	2/7/2023	130	-	-	-	-	130
Melanie Sweet	22-068975-01	1/8/2023	2/7/2023	160	-	-	-	-	160
Teacher Synergy, LLC	218005687	1/17/2023	2/7/2023	13	-	-	-	-	13
Paul Niemand	23-000284-02	1/8/2023	2/7/2023	140	-	-	-	-	140
Tonia Hemme Fine Art & Creations	22-057597-03	1/8/2023	2/7/2023	75	-	-	-	-	75
Tonia Hemme Fine Art & Creations	22-059759-02	1/8/2023	2/7/2023	60	-	-	-	-	60
Paul Niemand	22-068880-01	1/8/2023	2/7/2023	53	-	-	-	-	53
Paul Niemand	22-068877-01	1/8/2023	2/7/2023	53	-	-	-	-	53
Full Mount LLC	22-060940-01	1/9/2023	2/8/2023	140	-	-	-	-	140
Bojuka Ryu	22-067493-01	1/9/2023	2/8/2023	95	-	-	-	-	95
Bojuka Ryu	23-000012-02	1/9/2023	2/8/2023	70	-	-	-	-	70
BookShark	BI0016636	1/9/2023	2/8/2023	57	-	-	-	-	57
ARIEL Theatrical	22-066594-01	1/9/2023	2/8/2023	195	-	-	-	-	195
Flying Colors Dance	22-067462-01	1/9/2023	2/8/2023	130	-	-	-	-	130
Flying Colors Dance	22-067980-01	1/9/2023	2/8/2023	65	-	-	-	-	65
Flying Colors Dance	22-067987-01	1/9/2023	2/8/2023	65	-	-	-	-	65
Flying Colors Dance	22-067988-01	1/9/2023	2/8/2023	65	-	-	-	-	65
BrightThinker	SINV5680	1/9/2023	2/8/2023	124	-	-	-	-	124
Good Dirt Pottery Studio	23-000960-01	1/9/2023	2/8/2023	179	-	-	-	-	179
Reverent School of Movement LLC	23-000083-01	1/9/2023	2/8/2023	50	-	-	-	49 o <u>f</u> 218	50
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#### Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
Guido's Martial Arts Academy	22-062306-02	1/9/2023	2/8/2023	148	Due -	Past Due	Past Due	Past Due	148
Guido's Martial Arts Academy	22-062300-02	1/9/2023	2/8/2023	148					148
Hope, Horses & Kids	22-067635-01	1/9/2023	2/8/2023	35	_	-	_	_	35
Hope, Horses & Kids	22-067731-01	1/9/2023	2/8/2023	35		-	-		35
Full Mount LLC	22-060942-01	1/9/2023	2/8/2023	140	_	-	_	_	140
Guido's Martial Arts Academy	22-063205-02	1/9/2023	2/8/2023	140		-	-		175
Good Dirt Pottery Studio	22-069226-01	1/9/2023	2/8/2023	175	_	_			175
Good Dirt Pottery Studio	23-000778-01	1/9/2023	2/8/2023	55	_	-	_	_	55
Good Dirt Pottery Studio	23-000959-01	1/9/2023	2/8/2023	179	_	_	_	_	179
ARIEL Theatrical	22-063543-01	1/9/2023	2/8/2023	195	_	-	_	_	175
Bojuka Ryu	23-000012-01	1/9/2023	2/8/2023	85		_			85
Hope, Horses & Kids	22-063132-02	1/9/2023	2/8/2023	30		-			30
Shirley Winters Ballet	22-065533-01	1/9/2023	2/8/2023	268	-	-	_	-	268
Shirley Winters Ballet	22-065035-01	1/9/2023	2/8/2023	190	-	-	-	-	190
Shirley Winters Ballet	23-000151-01	1/9/2023	2/8/2023	64	-	-	-	-	64
Shirley Winters Ballet	23-000151-01	1/9/2023	2/8/2023	64	-	-	-	-	64 64
Flying Colors Dance	22-067344-01	1/9/2023	2/8/2023	60	-	-	-	-	60
Flying Colors Dance	22-067344-01 22-067459-01	1/9/2023	2/8/2023	130	-	-	-	-	130
Flying Colors Dance	22-067439-01	1/9/2023	2/8/2023	65	-	-	-	-	65
Full Mount LLC	22-060941-01	1/9/2023	2/8/2023	140	-	-	-	-	140
				140	-	-	-	-	140
Guido's Martial Arts Academy	22-065765-02 23-000779-01	1/9/2023 1/9/2023	2/8/2023 2/8/2023	55	-	-	-	-	55
Good Dirt Pottery Studio Generation Genius, Inc.	GG168280			175	-	-	-	-	175
,	22-063132-03	1/9/2023 1/9/2023	2/8/2023 2/8/2023	30	-	-	-	-	30
Hope, Horses & Kids					-	-	-	-	
Hope, Horses & Kids	22-067730-01	1/9/2023	2/8/2023	35	-	-	-	-	35
Guido's Martial Arts Academy	22-066741-01	1/9/2023	2/8/2023	169	-	-	-	-	169
Hope, Horses & Kids	22-067730-02	1/9/2023	2/8/2023	35	-	-	-	-	35
Guido's Martial Arts Academy	22-065767-02	1/9/2023	2/8/2023	169	-	-	-	-	169
Guido's Martial Arts Academy	22-066434-01	1/9/2023	2/8/2023	169	-	-	-	-	169
Guido's Martial Arts Academy	22-067071-01	1/9/2023	2/8/2023	169	-	-	-	-	169
Guido's Martial Arts Academy	22-061234-02	1/9/2023	2/8/2023	169	-	-	-	-	169
Guido's Martial Arts Academy	22-062303-02	1/9/2023	2/8/2023	148 90	-	-	-	-	148 90
Sarah Michelle Rebecca Russell	22-068565-01	1/9/2023	2/8/2023		-	-	-	-	
Shirley Winters Ballet	22-068757-01	1/9/2023	2/8/2023	64	-	-	-	-	64
Shirley Winters Ballet	23-000150-01	1/9/2023	2/8/2023	64	-	-	-	-	64
Reverent School of Movement LLC	22-067727-01	1/9/2023	2/8/2023	425	-	-	-	-	425
Reverent School of Movement LLC	23-000082-01	1/9/2023	2/8/2023	50	-	-	-	-	50
Reverent School of Movement LLC	23-000119-01	1/9/2023	2/8/2023	425	-	-	-	-	425
Outschool, Inc.	12345710133	1/9/2023	2/8/2023	165	-	-	-	-	165
Pacific Martial Arts	23-000296-01	1/9/2023	2/8/2023	150	-	-	-	-	150
Pacific Martial Arts	23-000942-01	1/9/2023	2/8/2023	150	-	-	-	-	150
Hope, Horses & Kids	22-067731-02	1/9/2023	2/8/2023	35	-	-	-	-	35
Good Dirt Pottery Studio	22-069225-01	1/9/2023	2/8/2023	179	-	-	-	-	179
Will Aylsworth	22-063440-02	1/9/2023	2/8/2023	88	-	-	-	- 50 o <u>f</u> 218	88
United Conservatory of Music	23-000231-01	1/9/2023	2/8/2023	240	-	-	-	00 0 <u>1</u> 2 10	99 <sup>240</sup>

Accounts Payable Aging

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
Will Aylsworth	22-063442-02	1/9/2023	2/8/2023	132	-	-	-	-	132
Bojuka Ryu	22-068145-01	1/9/2023	2/8/2023	95	-	-	-	-	95
Flying Colors Dance	22-068242-01	1/9/2023	2/8/2023	60	-	-	-	-	60
ARIEL Theatrical	22-069134-01	1/9/2023	2/8/2023	275	-	-	-	-	275
ARIEL Theatrical	22-069135-01	1/9/2023	2/8/2023	275	-	-	-	-	275
Arlene Steffen	23-000191-01	1/9/2023	2/8/2023	900	-	-	-	-	900
Outschool, Inc.	12345710131	1/9/2023	2/8/2023	120	-	-	-	-	120
Outschool, Inc.	12345710132	1/9/2023	2/8/2023	15	-	-	-	-	15
ARIEL Theatrical	22-066594-02	1/9/2023	2/8/2023	275	-	-	-	-	275
Arlene Steffen	22-065543-01	1/9/2023	2/8/2023	935	-	-	-	-	935
Arlene Steffen	22-066254-01	1/9/2023	2/8/2023	788	-	-	-	-	788
Rainbow Resource Center	3960058	1/9/2023	2/8/2023	22	-	-	-	-	22
Rainbow Resource Center	3960917	1/9/2023	2/8/2023	75	-	-	-	-	75
Shirley Winters Ballet	22-067109-01	1/9/2023	2/8/2023	64	-	-	-	-	64
Shirley Winters Ballet	22-067954-01	1/9/2023	2/8/2023	114	-	-	-	-	114
Rose Music Studios LLC	23-000302-01	1/9/2023	2/8/2023	120	-	-	-	-	120
Sarah Michelle Rebecca Russell	22-068560-01	1/9/2023	2/8/2023	45	-	-	-	-	45
Sarah Michelle Rebecca Russell	22-068651-01	1/9/2023	2/8/2023	15	-	-	-	-	15
Sarah Michelle Rebecca Russell	22-068651-03	1/9/2023	2/8/2023	15	-	-	-	-	15
Little Passports	IN-0000994938	1/9/2023	2/8/2023	182	-	-	-	-	182
Brian Hammons Piano	23-001384-01	1/9/2023	2/8/2023	160	-	-	-	-	160
Rainbow Resource Center	3960459	1/9/2023	2/8/2023	29	-	-	-	-	29
Reverent School of Movement LLC	23-000120-01	1/9/2023	2/8/2023	425	-	-	-	-	425
BrightThinker	SINV5671	1/9/2023	2/8/2023	124	-	-	-	-	124
BrightThinker	SINV5673	1/9/2023	2/8/2023	124	-	-	-	-	124
Good Dirt Pottery Studio	22-069133-01	1/9/2023	2/8/2023	179	-	-	-	-	179
Sarah Michelle Rebecca Russell	22-068651-02	1/9/2023	2/8/2023	15	-	-	-	-	15
Reverent School of Movement LLC	22-067726-01	1/9/2023	2/8/2023	425	-	-	-	-	425
Arlene Steffen	22-065542-01	1/9/2023	2/8/2023	935	-	-	-	-	935
Shirley Winters Ballet	22-068823-02	1/9/2023	2/8/2023	151	-	-	-	-	151
Shirley Winters Ballet	23-000149-01	1/9/2023	2/8/2023	64	-	-	-	-	64
Shirley Winters Ballet	22-067212-01	1/9/2023	2/8/2023	114	-	-	-	-	114
Shirley Winters Ballet	22-068823-01	1/9/2023	2/8/2023	80	-	-	-	-	80
Hope, Horses & Kids	22-067637-01	1/9/2023	2/8/2023	35	-	-	-	-	35
Sarah Michelle Rebecca Russell	22-067177-01	1/9/2023	2/8/2023	90	-	-	-	-	90
C'est La Vie Arts	22-063666-01	1/9/2023	2/8/2023	280	-	-	-	-	280
United Conservatory of Music	23-001097-01	1/9/2023	2/8/2023	160	-	-	-	-	160
Will Aylsworth	22-063441-02	1/9/2023	2/8/2023	132	-	-	-	-	132
United Conservatory of Music	23-000848-01	1/9/2023	2/8/2023	160	-	-	-	-	160
United Conservatory of Music	23-000920-01	1/9/2023	2/8/2023	160	-	-	-	-	160
Bojuka Ryu	23-000672-01	1/9/2023	2/8/2023	95	-	-	-	-	95
Bojuka Ryu	23-000674-01	1/9/2023	2/8/2023	85	-	-	-	-	85
United Conservatory of Music	23-000233-01	1/9/2023	2/8/2023	160	-	-	-	-	160
Arlene Steffen	23-000190-01	1/9/2023	2/8/2023	900	-	-	-	-	900
Pacific Martial Arts	23-000943-01	1/9/2023	2/8/2023	150	-	-	-	51 o <u>f</u> 218	150
	20 000000	1, 5, 2025	2/0/2023	100					100

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
	· · · · · · · · · · · · · · · · · · ·				Due	Past Due	Past Due	Past Due	
Thimble Sewciety	22-057610-02	1/9/2023	2/8/2023	35	-	-	-	-	35
Will Aylsworth	22-063444-02	1/9/2023	2/8/2023	132	-	-	-	-	132
Will Aylsworth	22-063445-02	1/9/2023	2/8/2023	132	-	-	-	-	132
United Conservatory of Music	22-069316-01	1/9/2023	2/8/2023	160	-	-	-	-	160
Flying Colors Dance	22-068236-01	1/9/2023	2/8/2023	65	-	-	-	-	65
Pacific Martial Arts	23-000068-01	1/9/2023	2/8/2023	150	-	-	-	-	150
Pacific Martial Arts	23-000294-01	1/9/2023	2/8/2023	150	-	-	-	-	150
Pacific Martial Arts	23-000458-01	1/9/2023	2/8/2023	150	-	-	-	-	150
Pacific Martial Arts	23-000461-01	1/9/2023	2/8/2023	150	-	-	-	-	150
Pacific Martial Arts	23-000070-01	1/9/2023	2/8/2023	150	-	-	-	-	150
Pacific Martial Arts	23-000295-01	1/9/2023	2/8/2023	150	-	-	-	-	150
United Conservatory of Music	23-000922-01	1/9/2023	2/8/2023	160	-	-	-	-	160
United Conservatory of Music	23-001042-01	1/9/2023	2/8/2023	160	-	-	-	-	160
Think Outside, LLC	129946	1/10/2023	2/9/2023	223	-	-	-	-	223
Teaching Textbooks	48118	1/10/2023	2/9/2023	108	-	-	-	-	108
Project Learn	23-000127-01	1/10/2023	2/9/2023	300	-	-	-	-	300
Thimble Sewciety	22-062984-01	1/10/2023	2/9/2023	35	-	-	-	-	35
Teacher Synergy, LLC	218299716	1/19/2023	2/9/2023	6	-	-	-	-	6
Teacher Synergy, LLC	218335876	1/19/2023	2/9/2023	190	-	-	-	-	190
Thimble Sewciety	22-061780-01	1/10/2023	2/9/2023	140	-	_	-	-	140
Teacher Synergy, LLC	218314758	1/19/2023	2/9/2023	100		_	-	_	100
Dominic Camany Music Academy	22-058126-01	1/10/2023	2/9/2023	135		_	-	-	135
Thimble Sewciety	22-062984-02	1/10/2023	2/9/2023	35	_	_	_	_	35
Cullinan Education Center, Inc.	22-066257-01	1/10/2023	2/9/2023	260	_	_	_	_	260
Nayoung Ryoo	22-063900-01	1/10/2023	2/9/2023	140	-	-	_	-	140
Katherine Sullivan	22-061369-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-061369-01	1/10/2023	2/9/2023	430	-	-	-	-	430
Katherine Sullivan	22-068211-01 22-068604-01	1/10/2023		400	-	-	-	-	400
			2/9/2023		-	-	-	-	
Katherine Sullivan	22-069076-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-069211-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Rainbow Resource Center	3962041	1/10/2023	2/9/2023	33	-	-	-	-	33
The Dance Company	22-067448-01	1/10/2023	2/9/2023	312	-	-	-	-	312
The Dance Company	22-068817-01	1/10/2023	2/9/2023	120	-	-	-	-	120
BrightThinker	SINV5691	1/10/2023	2/9/2023	465	-	-	-	-	465
Steinway Piano Gallery of Fresno	22-068852-01	1/10/2023	2/9/2023	210	-	-	-	-	210
Thimble Sewciety	22-058649-02	1/10/2023	2/9/2023	65	-	-	-	-	65
Katherine Sullivan	22-068207-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-068578-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-069212-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Janet Williams Group LLC	22-064174-01	1/10/2023	2/9/2023	319	-	-	-	-	319
Katherine Sullivan	22-068600-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	23-001382-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Project Learn	23-000966-01	1/10/2023	2/9/2023	300	-	-	-	-	300
The Dance Studio 2	22-065220-01	1/10/2023	2/9/2023	64	-	-	-	-	64
Teaching Textbooks	48104	1/10/2023	2/9/2023	59	-	-	-	52 o <u>f</u> 218	101 <sup>59</sup>

Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
(ath asia a Cullinea	22.061266.01	1/10/2022	2/0/2022	450	Due	Past Due	Past Due	Past Due	450
Katherine Sullivan	22-061366-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan Katherine Sullivan	22-068580-01 22-068714-01	1/10/2023 1/10/2023	2/9/2023 2/9/2023	450 450	-	-	-	-	450 450
					-	-	-	-	
Katherine Sullivan	23-000193-01	1/10/2023	2/9/2023 2/9/2023	450 450	-	-	-	-	450 450
Katherine Sullivan	23-000194-01	1/10/2023			-	-	-	-	
Katherine Sullivan	22-068579-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-068601-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-069176-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-069178-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	23-000501-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-068208-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	22-069078-01	1/10/2023	2/9/2023	400	-	-	-	-	400
Katherine Sullivan	22-069272-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Katherine Sullivan	23-000077-01	1/10/2023	2/9/2023	450	-	-	-	-	450
Dominic Camany Music Academy	22-062353-01	1/10/2023	2/9/2023	270	-	-	-	-	270
Janet Williams Group LLC	23-000003-01	1/10/2023	2/9/2023	319	-	-	-	-	319
Katherine Sullivan	22-068212-01	1/10/2023	2/9/2023	400	-	-	-	-	400
Katherine Sullivan	23-000903-01	1/10/2023	2/9/2023	450	-	-	-	-	450
All About Learning Press, Inc.	914152	1/10/2023	2/9/2023	104	-	-	-	-	104
Dominic Camany Music Academy	22-059046-01	1/10/2023	2/9/2023	270	-	-	-	-	270
Brenda Myers	23-000826-01	1/10/2023	2/9/2023	150	-	-	-	-	150
BrightThinker	SINV5706	1/11/2023	2/10/2023	124	-	-	-	-	124
Cornerstone Dance	22-065247-01	1/11/2023	2/10/2023	124	-	-	-	-	124
Cornerstone Dance	22-063099-02	1/11/2023	2/10/2023	48	-	-	-	-	48
Cornerstone Dance	22-069098-01	1/11/2023	2/10/2023	48	-	-	-	-	48
Project Learn	23-000921-01	1/11/2023	2/10/2023	300	-	-	-	-	300
Kevin Freeman	23-000601-01	1/11/2023	2/10/2023	325	-	-	-	-	325
Singapore Math, Inc.	S257090	1/11/2023	2/10/2023	70	-	-	-	-	70
Singapore Math Live, LLC	111231	1/11/2023	2/10/2023	115	-	-	-	-	115
Rainbow Resource Center	3962053	1/11/2023	2/10/2023	22	-	-	-	-	22
Cornerstone Dance	22-063100-03	1/11/2023	2/10/2023	48	-	-	-	-	48
Cornerstone Dance	22-068711-03	1/11/2023	2/10/2023	38	-	-	-	-	38
Cornerstone Dance	22-068711-05	1/11/2023	2/10/2023	38	-	_	_	-	38
Cornerstone Dance	22-068711-06	1/11/2023	2/10/2023	38		_	_		38
Teacher Synergy, LLC	218462629	1/20/2023	2/10/2023	26	_	_	_		26
Minds on Education Inc	183613A	1/20/2023	2/10/2023	110	-	-	-	-	110
Cornerstone Dance	22-063100-04	1/11/2023	2/10/2023	38	-	-	-	-	38
					-	-	-	-	
CARD - Center for Autism and Related		1/11/2023	2/10/2023	1,794	-	-	-	-	1,794
Little Passports	IN-0000994944	1/11/2023	2/10/2023	181	-	-	-	-	181
Project Learn	23-000645-01	1/11/2023	2/10/2023	300	-	-	-	-	300
Project Learn	23-000648-01	1/11/2023	2/10/2023	300	-	-	-	-	300
Roberta Chatman	23-000948-01	1/11/2023	2/10/2023	80	-	-	-	-	80
Roberta Chatman	23-001127-02	1/11/2023	2/10/2023	105	-	-	-	-	105
Roberta Chatman	23-001123-02	1/11/2023	2/10/2023	105	-	-	-	- 52 of 010	105
Susan Hancock	22-069330-01	1/11/2023	2/10/2023	270	-	-	-	53 o <u>f</u> 218	<sup>270</sup> 102

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3962925	1/11/2023	2/10/2023	26		-	-	-	26
Roberta Chatman	23-001127-01	1/11/2023	2/10/2023	105	-	-	-	-	105
Rainbow Resource Center	3962926	1/11/2023	2/10/2023	26	-	-	-	-	26
Roberta Chatman	23-001123-01	1/11/2023	2/10/2023	105	-	-	-	-	105
Cornerstone Dance	22-068711-01	1/11/2023	2/10/2023	48	-	-	-	-	48
Cornerstone Dance	22-068711-02	1/11/2023	2/10/2023	38	-	-	-	-	38
Cornerstone Dance	22-068711-04	1/11/2023	2/10/2023	38	-	-	-	-	38
Teacher Synergy, LLC	218455211	1/20/2023	2/10/2023	38	-	-	-	-	38
Teacher Synergy, LLC	218462421	1/20/2023	2/10/2023	18	-	-	-	-	18
Singapore Math, Inc.	\$257105	1/11/2023	2/10/2023	70	-	-	-	-	70
The Critical Thinking Co.	205231A	1/12/2023	2/11/2023	25	-	-	-	-	25
McRuffy Press LLC	7342	1/12/2023	2/11/2023	326	-	-	-	-	326
Simin Cruz	22-069028-01	1/12/2023	2/11/2023	120	-	-	-	-	120
Simin Cruz	22-069029-01	1/12/2023	2/11/2023	120	-	-	-	-	120
Teaching Textbooks	48183	1/12/2023	2/11/2023	46	-	-	-	-	46
BookShark	BI0016757	1/12/2023	2/11/2023	1,009	-	-	-	-	1,009
Jazz Fresno	22-067774-01	1/12/2023	2/11/2023	70	-	-	-	-	-,
Sarah Michelle Rebecca Russell	23-001802-01	1/12/2023	2/11/2023	45	-	-	-	-	45
Hooked on Phonics	HOP1565	1/12/2023	2/11/2023	141	-	-	_	-	141
Simin Cruz	22-068894-01	1/12/2023	2/11/2023	120	-	-	_	-	120
Singapore Math, Inc.	S257213	1/12/2023	2/11/2023	82	-		_		82
Kumon Center of Clovis	22-057167-03	1/12/2023	2/11/2023	150	-		_		150
Neil Boyer	23-002113-01	1/12/2023	2/11/2023	150	_	_	_	_	150
Sarah Michelle Rebecca Russell	23-001946-01	1/12/2023	2/11/2023	150	-		_		150
Singapore Math, Inc.	S257347	1/12/2023	2/11/2023	30	_	_	_	_	30
Simin Cruz	22-068895-01	1/12/2023	2/11/2023	120	_			-	120
Lori Pope	22-063709-01	1/12/2023	2/11/2023	120	_	_	-	-	120
Kumon Center of Clovis	22-057166-04	1/12/2023	2/11/2023	110		-	-		110
Kumon Center of Clovis	22-057166-03	1/12/2023	2/11/2023	150	-	-	-	-	150
	205228A		2/11/2023	339	-	-	-	-	339
The Critical Thinking Co.	205229A 205229A	1/12/2023		353	-	-	-	-	
The Critical Thinking Co.		1/12/2023	2/11/2023		-	-	-	-	353
Math Crazy	23-001812-01	1/12/2023	2/11/2023	600	-	-	-		600
Neil Boyer	23-002116-01	1/12/2023	2/11/2023	160	-	-	-	-	160
Lori Pope	23-000389-01	1/12/2023	2/11/2023	125	-	-	-	-	125
Home Science Tools	000478982	1/12/2023	2/11/2023	240	-	-	-	-	240
Neil Boyer	23-002084-01	1/12/2023	2/11/2023	160	-	-	-	-	160
Dominic Camany Music Academy	22-067157-01	1/12/2023	2/11/2023	270	-	-	-	-	270
Kumon Center of Clovis	22-057167-04	1/12/2023	2/11/2023	150	-	-	-	-	150
Singapore Math, Inc.	S257191	1/12/2023	2/11/2023	135	-	-	-	-	135
Institute for Excellence in Writing	985991	1/12/2023	2/12/2023	208	-	-	-	-	208
All About Learning Press, Inc.	914221	1/13/2023	2/12/2023	248	-	-	-	-	248
Rose Music Studios LLC	23-001468-01	1/13/2023	2/12/2023	120	-	-	-	-	120
All About Learning Press, Inc.	914217	1/13/2023	2/12/2023	84	-	-	-	-	84
JMJ 21 Elite Basketball and MJ Soccer C		1/13/2023	2/12/2023	65	-	-	-	- 51 of 219	65
All About Learning Press, Inc.	914216	1/13/2023	2/12/2023	183	-	-	-	54 o <u>f</u> 218	183 103

#### Accounts Payable Aging

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Learning Without Tears	INV166452	1/13/2023	2/12/2023	18	-	-	-	-	18
Neil Boyer	23-002119-01	1/13/2023	2/12/2023	160	-	-	-	-	160
Phantom Virtual LLC	22-069160-01	1/13/2023	2/12/2023	179	-	-	-	-	179
San Joaquin County Office of Educatio	on 23-02101	1/13/2023	2/12/2023	441	-	-	-	-	441
Sarah Michelle Rebecca Russell	22-067906-01	1/13/2023	2/12/2023	180	-	-	-	-	180
Rainbow Resource Center	3963937	1/13/2023	2/12/2023	40	-	-	-	-	40
United Conservatory of Music	23-001009-01	1/13/2023	2/12/2023	160	-	-	-	-	160
United Conservatory of Music	23-000907-01	1/13/2023	2/12/2023	240	-	-	-	-	240
Neil Boyer	23-002120-01	1/13/2023	2/12/2023	160	-	-	-	-	160
Beautiful Feet Books, Inc.	18803	1/13/2023	2/12/2023	252	-	-	-	-	252
Tina M. Carter	22-067186-02	1/14/2023	2/13/2023	115	-	-	-	-	115
Tina M. Carter	22-068112-01	1/14/2023	2/13/2023	154	-	-	-	-	154
Teacher Synergy, LLC	218655427	1/23/2023	2/13/2023	8	-	-	-	-	8
Tina M. Carter	22-067185-02	1/14/2023	2/13/2023	154	-	-	-	-	154
Institute for Excellence in Writing	986184	1/13/2023	2/13/2023	324	-	-	-	-	324
Maria A. Lazo	22-067890-01	1/14/2023	2/13/2023	135	-	-	-	-	135
Tina M. Carter	22-064434-02	1/14/2023	2/13/2023	154	-	-	-	-	154
Institute for Excellence in Writing	986181	1/13/2023	2/13/2023	322	-	-	-	-	322
Institute for Excellence in Writing	986186	1/13/2023	2/13/2023	44	-	-	-	-	44
Discount School Supply	P41920770101	1/14/2023	2/13/2023	91	-	-	-	-	91
Cen Cal Dance Academy	22-069197-01	1/15/2023	2/14/2023	112	-	-	-	-	112
Cen Cal Dance Academy	23-000685-01	1/15/2023	2/14/2023	45	-	-	-	-	45
Nessy Learning LLC	NESUS5025	1/15/2023	2/14/2023	170	-	-	-	-	170
KiwiCo, Inc	766	12/31/2022	2/14/2023	2,239	-	-	-	-	2,239
Reverent School of Movement LLC	23-001469-01	1/15/2023	2/14/2023	425	-	-	-	-	425
Rainbow Resource Center	3964550	1/16/2023	2/15/2023	81	-	-	-	-	81
Sherry Dees	22-065939-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Snowcreek Athletic Club	23-002066-01	1/16/2023	2/15/2023	225	-	-	-	-	225
Snowcreek Athletic Club	23-001596-02	1/16/2023	2/15/2023	160	-	_	_	-	160
Snowcreek Athletic Club	23-001598-01	1/16/2023	2/15/2023	130	-	-	-	-	130
Wendy DeRaud	22-063889-03	1/16/2023	2/15/2023	30		_	_	-	30
Wendy DeRaud	23-000893-01	1/16/2023	2/15/2023	60	-	_	_	-	60
Wendy DeRaud	22-067750-01	1/16/2023	2/15/2023	90	-	_	_	-	90
Wendy DeRaud	22-068896-01	1/16/2023	2/15/2023	120		_	_	-	120
Wendy DeRaud	23-001652-01	1/16/2023	2/15/2023	90		_	_	-	90
Wendy DeRaud	23-002277-01	1/16/2023	2/15/2023	90	_	_	_	_	90
Wendy DeRaud	23-001648-01	1/16/2023	2/15/2023	90 90				_	90 90
Wendy DeRaud	22-069010-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	23-001829-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	22-069302-01	1/16/2023	2/15/2023	60	-	-	-	-	60
Wendy DeRaud	23-000725-01	1/16/2023	2/15/2023	90	-	-	-	-	90
•	23-000725-01	1/16/2023		90 120	-	-	-	-	
Wendy DeRaud			2/15/2023	120	-	-	-	-	120 190
Snowcreek Athletic Club	23-001596-01	1/16/2023	2/15/2023		-	-	-	-	
Outschool, Inc.	12345710366	1/16/2023	2/15/2023	45 72	-	-	-	- 55 of 218	45 72
Outschool, Inc.	12345710365	1/16/2023	2/15/2023	72	-	-	-		104

Accounts Payable Aging

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
Snowcreek Athletic Club	22-067423-01	1/16/2023	2/15/2023	180	-	-	- Fast Due	-	180
Snowcreek Athletic Club	23-001594-01	1/16/2023	2/15/2023	130	-	-	-	-	130
Wendy DeRaud	22-065079-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	22-068066-01	1/16/2023	2/15/2023	90	-	-	-	-	90
, Wendy DeRaud	23-000261-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	23-002039-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-064477-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-067752-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	23-000438-01	1/16/2023	2/15/2023	210	-	-	-	-	210
, Wendy DeRaud	23-000889-01	1/16/2023	2/15/2023	60	-	-	-	-	60
Wendy DeRaud	23-001056-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	23-001058-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	22-063889-04	1/16/2023	2/15/2023	30	-	-	-	-	30
Wendy DeRaud	22-064880-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-068897-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	22-068953-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	22-068955-01	1/16/2023	2/15/2023	120	-	-	-	-	120
America's Kids Inc.	22-069168-01	1/17/2023	2/16/2023	73	-	-	-	-	73
America's Kids Inc.	23-000165-01	1/17/2023	2/16/2023	81	-	-	-	-	81
America's Kids Inc.	23-000654-01	1/17/2023	2/16/2023	149	-	-	-	-	149
Lab Rat Academy	23-000081-01	1/17/2023	2/16/2023	550	-	-	-	-	550
America's Kids Inc.	23-000051-01	1/17/2023	2/16/2023	110	-	-	-	-	110
America's Kids Inc.	23-000164-01	1/17/2023	2/16/2023	400	-	-	_	-	400
Enlightened Minds LLC	23-001329-01	1/17/2023	2/16/2023	98	-	-	_	-	98
America's Kids Inc.	22-068119-02	1/17/2023	2/16/2023	89	-	-	_		89
Lab Rat Academy	22-068987-01	1/17/2023	2/16/2023	550	-	-	_	-	550
Gracie Jiu-Jitsu Clovis	22-063322-01	1/17/2023	2/16/2023	120	-	-	_		120
Gracie Jiu-Jitsu Clovis	22-064167-01	1/17/2023	2/16/2023	120	-	-	_	-	120
Gracie Jiu-Jitsu Clovis	22-067238-01	1/17/2023	2/16/2023	120	_	_	_	_	120
Gracie Jiu-Jitsu Clovis	22-068071-01	1/17/2023	2/16/2023	120	-	-	_		120
Gracie Jiu-Jitsu Clovis	22-068480-01	1/17/2023	2/16/2023	120	_	_	_	_	120
Gracie Jiu-Jitsu Clovis	22-069308-01	1/17/2023	2/16/2023	120	_	_	_	-	120
America's Kids Inc.	23-000004-01	1/17/2023	2/16/2023	120	_	_	_	-	149
America's Kids Inc.	23-000163-01	1/17/2023	2/16/2023	81	_	_	_	_	81
America's Kids Inc.	23-000380-01	1/17/2023	2/16/2023	75	_		_	-	75
America's Kids Inc.	23-000562-01	1/17/2023	2/16/2023	270	_	_	_	_	270
America's Kids Inc.	23-000632-01	1/17/2023	2/16/2023	203	_		_		203
America's Kids Inc.	23-000714-01	1/17/2023	2/16/2023	112	-	-	-	-	112
America's Kids Inc.	23-001246-01	1/17/2023	2/16/2023	84	-	-	-	-	84
America's Kids Inc.	23-001246-01 23-001589-01			224	-	-	-	-	84 224
	22-068244-01	1/17/2023 1/17/2023	2/16/2023 2/16/2023	50	-	-	-	-	224 50
America's Kids Inc.					-	-	-	-	
Lab Rat Academy	22-068584-01	1/17/2023	2/16/2023	625	-	-	-	-	625 120
Gracie Jiu-Jitsu Clovis	22-067596-01	1/17/2023	2/16/2023	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-069159-01	1/17/2023	2/16/2023	120	-	-	-	- 56 o <u>f</u> 218	120
Gracie Jiu-Jitsu Clovis	22-060896-02	1/17/2023	2/16/2023	120	-	-	-		120 105

Accounts Payable Aging

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
Gracie Jiu-Jitsu Clovis	22-062354-01	1/17/2023	2/16/2023	120	-	-	-	-	120
Enlightened Minds LLC	23-001331-01	1/17/2023	2/16/2023	98	-	-	-	-	98
Gracie Jiu-Jitsu Clovis	22-063967-01	1/17/2023	2/16/2023	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-069276-01	1/17/2023	2/16/2023	120	-	-	-	-	120
Enlightened Minds LLC	23-000859-01	1/17/2023	2/16/2023	130	-	-	-	-	130
Enlightened Minds LLC	23-002038-01	1/17/2023	2/16/2023	98	-	-	-	-	98
America's Kids Inc.	22-069255-01	1/17/2023	2/16/2023	261	-	-	-	-	261
America's Kids Inc.	22-069314-01	1/17/2023	2/16/2023	149	-	-	-	-	149
America's Kids Inc.	23-000006-01	1/17/2023	2/16/2023	149	-	-	-	-	149
America's Kids Inc.	23-000308-01	1/17/2023	2/16/2023	233	-	-	-	-	233
Gracie Jiu-Jitsu Clovis	22-067239-01	1/17/2023	2/16/2023	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	22-068078-01	1/17/2023	2/16/2023	120	-	-	-	-	120
America's Kids Inc.	22-068252-01	1/17/2023	2/16/2023	89	-	-	-	-	89
America's Kids Inc.	22-068124-01	1/17/2023	2/16/2023	62	-	-	-	-	62
Beautiful Feet Books, Inc.	18810	1/17/2023	2/16/2023	274	-	-	-	-	274
Enlightened Minds LLC	23-002534-01	1/17/2023	2/16/2023	98	-	-	-	-	98
America's Kids Inc.	22-069046-01	1/17/2023	2/16/2023	400	-	-	-	-	400
America's Kids Inc.	22-069070-02	1/17/2023	2/16/2023	75	-	-	-	-	75
America's Kids Inc.	23-000052-01	1/17/2023	2/16/2023	203	-	-	_	-	203
America's Kids Inc.	23-000071-01	1/17/2023	2/16/2023	114	-	-	_	-	114
America's Kids Inc.	23-000072-01	1/17/2023	2/16/2023	114			_		114
America's Kids Inc.	23-001104-01	1/17/2023	2/16/2023	350			_		350
Gracie Jiu-Jitsu Clovis	22-057828-01	1/17/2023	2/16/2023	120	_	_	_	_	120
Gracie Jiu-Jitsu Clovis	22-057833-01	1/17/2023	2/16/2023	120			_		120
Gracie Jiu-Jitsu Clovis	22-064163-01	1/17/2023	2/16/2023	120	_	_	_	_	120
Gracie Jiu-Jitsu Clovis	22-068477-01	1/17/2023	2/16/2023	120				-	120
Enlightened Minds LLC	23-000412-01	1/17/2023	2/16/2023	120	_	_	-	-	120
Enlightened Minds LLC	23-001997-01	1/17/2023	2/16/2023	98	-	-	-	-	98
America's Kids Inc.	23-000652-01	1/17/2023	2/16/2023	149	-	-	-	-	149
America's Kids Inc.	23-000881-01			75	-	-	-	-	75
		1/17/2023	2/16/2023	160	-	-	-	-	160
Lab Rat Academy	23-001119-01	1/17/2023	2/16/2023		-	-	-	-	
America's Kids Inc.	22-069251-01	1/17/2023	2/16/2023	261	-	-	-	-	261
America's Kids Inc.	22-068119-01	1/17/2023	2/16/2023	78		-	-	-	78
Teaching Textbooks	48222	1/17/2023	2/16/2023	46		-	-	-	46
Lab Rat Academy	22-068985-01	1/17/2023	2/16/2023	550	-	-	-	-	550
Lab Rat Academy	23-001609-02	1/17/2023	2/16/2023	160	-	-	-	-	160
Omni Learning Center Inc	22-068019-01	1/17/2023	2/16/2023	450	-	-	-	-	450
Lab Rat Academy	23-001609-01	1/17/2023	2/16/2023	160	-	-	-	-	160
America's Kids Inc.	22-069315-01	1/17/2023	2/16/2023	81	-	-	-	-	81
America's Kids Inc.	23-000123-01	1/17/2023	2/16/2023	114	-	-	-	-	114
America's Kids Inc.	23-000310-01	1/17/2023	2/16/2023	149	-	-	-	-	149
America's Kids Inc.	22-069070-01	1/17/2023	2/16/2023	73	-	-	-	-	73
America's Kids Inc.	23-000007-01	1/17/2023	2/16/2023	224	-	-	-	-	224
America's Kids Inc.	23-000311-01	1/17/2023	2/16/2023	149	-	-	-	- 57 of 019	149
Gracie Jiu-Jitsu Clovis	22-057170-02	1/17/2023	2/16/2023	120	-	-	-	57 o <u>f</u> 218	120 106

Accounts Payable Aging

Manada an Niana a		Investor Data	Data Dua	<b>6</b>	1 - 30 Days Past	31 - 60 Days	61 - 90 Days	Over 90 Days	Tetal
Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	Due	Past Due	Past Due	Past Due	Total
Just Dance	22-065986-01	1/18/2023	2/17/2023	275	-	-	-	-	275
Rose Music Studios LLC	23-003384-01	1/18/2023	2/17/2023	90	-	-	-	-	90
Rainbow Resource Center	3967311	1/18/2023	2/17/2023	72	-	-	-	-	72
Kumon Math & Reading Center of F	resr 22-063698-01	1/18/2023	2/17/2023	420	-	-	-	-	420
Rose Music Studios LLC	23-003383-01	1/18/2023	2/17/2023	90	-	-	-	-	90
Just Dance	22-068973-01	1/18/2023	2/17/2023	230	-	-	-	-	230
Just Dance	23-000392-01	1/18/2023	2/17/2023	180	-	-	-	-	180
Singapore Math, Inc.	S258002	1/18/2023	2/17/2023	186	-	-	-	-	186
Singapore Math, Inc.	S257876	1/18/2023	2/17/2023	101	-	-	-	-	101
Thimble Sewciety	22-067153-01	1/18/2023	2/17/2023	155	-	-	-	-	155
Omni Learning Center Inc	22-068540-01	1/18/2023	2/17/2023	530	-	-	-	-	530
Enlightened Minds LLC	22-069118-01	1/18/2023	2/17/2023	98	-	-	-	-	98
Enlightened Minds LLC	22-069263-01	1/18/2023	2/17/2023	65	-	-	-	-	65
Enlightened Minds LLC	23-001124-01	1/18/2023	2/17/2023	98	-	-	-	-	98
Imagine Learning LLC	918217	1/18/2023	2/17/2023	650		-	-	-	650
Rainbow Resource Center	3967314	1/18/2023	2/17/2023	121	-	-	-	-	121
Enlightened Minds LLC	22-069240-01	1/18/2023	2/17/2023	65	-	-	-	-	65
Just Dance	23-001111-01	1/18/2023	2/17/2023	65	-	-	-	-	65
Enlightened Minds LLC	22-069120-01	1/18/2023	2/17/2023	98	_	_	-	_	98
Just Dance	22-060183-03	1/18/2023	2/17/2023	65	_	_	-	_	65
Just Dance	22-063528-02	1/18/2023	2/17/2023	125	_	_	-	-	125
Just Dance	22-065987-01	1/18/2023	2/17/2023	230	_	_	-	-	230
Just Dance	23-000399-01	1/18/2023	2/17/2023	230		_	-	-	230
Thimble Sewciety	22-067724-01	1/18/2023	2/17/2023	155	_	-	_	-	155
Thimble Sewciety	22-067725-01	1/18/2023	2/17/2023	155	_	-	_	_	155
Yuliya Hess	22-064944-02	1/18/2023	2/17/2023	225	-	-	-	-	225
Lighthouse Therapy LLC	019	1/19/2023	2/18/2023	16,480	-	-	-	-	16,480
• • • •	22-064943-02	1/19/2023		225	-	-	-	-	225
Yuliya Hess			2/18/2023		-	-	-	-	
Gymnastics Beat	23-000692-01	1/19/2023	2/18/2023	90	-	-	-	-	90
Gymnastics Beat	22-068999-01	1/19/2023	2/18/2023	90	-	-	-	-	90
GL Kenpo	23-002297-01	1/19/2023	2/18/2023	410	-	-	-	-	410
Gymnastics Beat	22-067489-01	1/19/2023	2/18/2023	84	-	-	-	-	84
Gymnastics Beat	22-068629-01	1/19/2023	2/18/2023	105	-	-	-	-	105
Gymnastics Beat	22-069328-01	1/19/2023	2/18/2023	140	-	-	-	-	140
Gymnastics Beat	22-069329-01	1/19/2023	2/18/2023	84	-	-	-	-	84
Gymnastics Beat	22-067461-01	1/19/2023	2/18/2023	84	-	-	-	-	84
Gymnastics Beat	22-069327-01	1/19/2023	2/18/2023	84	-	-	-	-	84
Gymnastics Beat	23-001887-01	1/19/2023	2/18/2023	115	-	-	-	-	115
Gymnastics Beat	22-060781-02	1/19/2023	2/18/2023	84	-	-	-	-	84
Gymnastics Beat	22-068628-01	1/19/2023	2/18/2023	84	-	-	-	-	84
Gymnastics Beat	23-000298-01	1/19/2023	2/18/2023	90	-	-	-	-	90
Gymnastics Beat	22-067464-01	1/19/2023	2/18/2023	80	-	-	-	-	80
GL Kenpo	23-002295-01	1/19/2023	2/18/2023	410	-	-	-	-	410
Rainbow Resource Center	3967760	1/19/2023	2/18/2023	79	-	-	-	-	79
Bushido Kai Karate-do	22-069259-01	1/19/2023	2/18/2023	480	-	-	-	58 o <u>f</u> 218	480 107

Accounts Payable Aging

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
Bushido Kai Karate-do	22-069258-01	1/19/2023	2/18/2023	480	-	-	- Fast Due	-	480
Bushido Kai Karate-do	23-000282-01	1/19/2023	2/18/2023	480	-	-	-	-	480
Yuliya Hess	22-068997-01	1/19/2023	2/18/2023	225	-	-	-	-	225
Learning Without Tears	INV166637	1/19/2023	2/18/2023	11	-	-	-	-	11
Teaching Textbooks	48252	1/19/2023	2/18/2023	73	-	-	-	-	73
Lori Pope	22-060216-02	1/19/2023	2/18/2023	110	-	-	-	-	110
Starfall Education Foundation	6280-4968-7964	1/19/2023	2/18/2023	35	-	-	-	-	35
Bushido Kai Karate-do	23-000283-01	1/19/2023	2/18/2023	480	-	-	-	-	480
Moving Beyond the Page	276317	1/19/2023	2/18/2023	101	-	-	-	-	102
Learning Without Tears	INV166634	1/19/2023	2/18/2023	101	_	-	_	_	1
Moving Beyond the Page	276316	1/19/2023	2/18/2023	101	_	-	_		10:
Moving Beyond the Page	276328	1/19/2023	2/18/2023	66	_	-	_		66
Singapore Math, Inc.	S258028	1/19/2023	2/18/2023	85	_	_	_	_	85
Rainbow Resource Center	3967761	1/19/2023	2/18/2023	58	_		_		58
Gymnastics Beat	23-000297-01	1/19/2023	2/18/2023	90	-	-	-	-	90
Singapore Math, Inc.	\$258138	1/19/2023	2/19/2023	90 64	-	-	-	-	64
				90	-	-	-	-	9(
Rainbow Resource Center	3968783	1/20/2023	2/19/2023		-	-	-	-	
Moving Beyond the Page	276362	1/20/2023	2/19/2023	183	-	-	-	-	183
Traffic Depot, Inc	22-068179-01	1/20/2023	2/19/2023	335	-	-	-	-	33
Singapore Math, Inc.	S258139	1/20/2023	2/19/2023	64	-	-	-	-	64
Traffic Depot, Inc	22-067717-01	1/20/2023	2/19/2023	335	-	-	-	-	33
Traffic Depot, Inc	23-000118-01	1/20/2023	2/19/2023	355	-	-	-	-	35
Traffic Depot, Inc	23-001055-01	1/20/2023	2/19/2023	30	-	-	-	-	3
Traffic Depot, Inc	22-069261-01	1/20/2023	2/19/2023	390	-	-	-	-	39
Traffic Depot, Inc	22-068978-01	1/20/2023	2/19/2023	335	-	-	-	-	33
Generation Genius, Inc.	GG166971-R1	1/20/2023	2/19/2023	175	-	-	-	-	17
Rainbow Resource Center	3968981	1/20/2023	2/19/2023	203	-	-	-	-	20
Omni Learning Center Inc	23-001827-01	1/20/2023	2/19/2023	400	-	-	-	-	400
Home Science Tools	000481621	1/20/2023	2/19/2023	153	-	-	-	-	153
Wild Hearts Adventure Co LLC	22-068529-01	1/20/2023	2/19/2023	175	-	-	-	-	17
Traffic Depot, Inc	22-067378-01	1/20/2023	2/19/2023	390	-	-	-	-	390
Traffic Depot, Inc	23-001152-01	1/20/2023	2/19/2023	335	-	-	-	-	33
Beautiful Feet Books, Inc.	18826	1/20/2023	2/19/2023	28	-	-	-	-	2
Brittany Yager	23-002303-01	1/20/2023	2/19/2023	300	-	-	-	-	30
Brittany Yager	23-003215-01	1/20/2023	2/19/2023	60	-	-	-	-	6
Traffic Depot, Inc	23-000256-01	1/20/2023	2/19/2023	355	-	-	-	-	35
Traffic Depot, Inc	23-003504-01	1/20/2023	2/19/2023	390	-	-	-	-	39
Roberta Chatman	23-001948-01	1/21/2023	2/20/2023	105	-	-	-	-	10
Katie Verrue	23-001088-01	1/22/2023	2/21/2023	40	-	-	-	-	4
Katie Verrue	23-001093-01	1/22/2023	2/21/2023	40	-	-	-	-	4
Nicole the Math Lady LLC	5860	1/22/2023	2/21/2023	149	-	-	-	-	14
Nicole the Math Lady LLC	5861	1/22/2023	2/21/2023	59	-	-	-	-	5
Will Aylsworth	23-001898-01	1/22/2023	2/21/2023	88	-	-	-	-	8
Will Aylsworth	23-002356-01	1/22/2023	2/21/2023	132	-	-	-	-	132
Katie Verrue	22-069198-01	1/22/2023	2/21/2023	40	-	-	-	59 o <u>f</u> 218	108 40

Accounts Payable Aging

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
Katie Verrue	22-069156-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	23-000069-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	22-069072-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	22-069201-01	1/22/2023	2/21/2023	40	-	-	-	-	40
Katie Verrue	23-001043-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Playground Training Academy, LLC	23-000568-01	1/22/2023	2/21/2023	110	-	-	-	-	110
Katie Verrue	23-000618-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	22-068890-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	22-069112-01	1/22/2023	2/21/2023	40	-	-	-	-	40
Katie Verrue	22-069113-01	1/22/2023	2/21/2023	40	-	-	-	-	40
Katie Verrue	22-069155-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	23-000067-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	23-001021-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	22-068889-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	22-069073-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	22-069200-01	1/22/2023	2/21/2023	40	-	-	-	-	40
Katie Verrue	22-069203-01	1/22/2023	2/21/2023	40	-	-	-	-	40
Katie Verrue	23-000619-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Juli Jones	22-066000-02	1/23/2023	2/22/2023	120	-	-	-	-	120
Juli Jones	23-000208-01	1/23/2023	2/22/2023	175	-	-	-	-	175
Juli Jones	23-000210-01	1/23/2023	2/22/2023	175	-	-	-	-	175
Juli Jones	23-002138-01	1/23/2023	2/22/2023	210	-	-	-	-	210
Aspire Speech & Learning Center	23-000126-01	1/23/2023	2/22/2023	400	-	-	-	-	400
Outschool, Inc.	12345710805	1/23/2023	2/22/2023	128	-	-	-	-	128
Rainbow Resource Center	3969884	1/23/2023	2/22/2023	46	-	-	-	-	46
Rainbow Resource Center	3969885	1/23/2023	2/22/2023	38	-	-	-	-	38
Maureen M. Solomon	22-067510-01	1/23/2023	2/22/2023	35	-	-	-	-	35
Juli Jones	23-002141-01	1/23/2023	2/22/2023	210	-	-	-	-	210
Maureen M. Solomon	22-067446-01	1/23/2023	2/22/2023	55	-	-	-	-	55
Maureen M. Solomon	22-067445-01	1/23/2023	2/22/2023	55	-	-	-	-	55
Maureen M. Solomon	22-069045-01	1/23/2023	2/22/2023	180	-	-	-	-	180
Maureen M. Solomon	22-067508-01	1/23/2023	2/22/2023	35	-	-	-	-	35
Maureen M. Solomon	22-068746-01	1/23/2023	2/22/2023	420	-	-	-	-	420
United Conservatory of Music	23-001701-01	1/23/2023	2/22/2023	160	-	-	-	-	160
Maureen M. Solomon	22-067510-02	1/23/2023	2/22/2023	35	-	-	-	-	35
Outschool, Inc.	12345710804	1/23/2023	2/22/2023	18	-	-	-	-	18
Maureen M. Solomon	22-067446-02	1/23/2023	2/22/2023	80	-	-	-	-	80
Maureen M. Solomon	22-067508-02	1/23/2023	2/22/2023	35	-	-	-	-	35
Maureen M. Solomon	22-067445-02	1/23/2023	2/22/2023	80	-	-	-	-	80
Rainbow Resource Center	3969726	1/23/2023	2/22/2023	75	-	-	-	-	75
Good Dirt Pottery Studio	23-000904-01	1/23/2023	2/22/2023	150	-	-	-	-	150
Rainbow Resource Center	3969725	1/23/2023	2/22/2023	75	-	-	-	-	75
WM Music Lessons	22-062280-02	1/30/2023	3/1/2023	150	-	-	-	-	150
Young Music, LLC	30051	1/30/2023	3/1/2023	83	-	-	-	-	83
WM Music Lessons	22-068774-01	1/30/2023	3/1/2023	90	-	-	-	60 o <u>f</u> 218	90
		2,00,2020	5, 1, 2025	50					109 <sup>~~</sup>

#### Accounts Payable Aging

January 31, 2023

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
WM Music Lessons	22-068777-01	1/30/2023	3/1/2023	90	-	-	-	-	90
WM Music Lessons	23-002081-01	1/30/2023	3/1/2023	90	-	-	-	-	90
KiwiCo, Inc	797	1/15/2023	3/1/2023	2,338	-	-	-	-	2,338
Math-U-See Inc.	0807254-IN	1/4/2023	3/5/2023	155	-	-	-	-	155
Math-U-See Inc.	0807829-IN	1/9/2023	3/10/2023	78	-	-	-	-	78
Math-U-See Inc.	0808511-IN	1/11/2023	3/12/2023	67		-			67

 Total Outstanding Payables in January
 \$ 1,213,980
 \$ \$ \$ 203,444
 \$ 1,417,424

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA		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	https://www.cde.ca.gov/ta/ac/sa/questions.asp
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/
FINANCE	Feb-28	E-Rate FCC Form 470 Due date (FY2023) - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2023 filing window.	Client	No	No	https://www.usac.org/si/tools/forms/
FINANCE	Feb-28	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
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
FINANCE	Mar-01	Prop 39 (facilities) - Deadline for a charter school to respond to a district's preliminary Proposition 39 proposal.	Client	No	Yes	https://www.cde.ca.gov/sp/cs/as/proposition39.asp

# Cover Sheet Second Interim Report

Section: Item: Purpose: Related Material: II. Finance B. Second Interim Report Discussion & Potential Action - Vote January Financials & 2nd Interim Report - YV

## **BACKGROUND:**

• Charter Impact has prepared the school's Second Interim Report.

## **RECOMMENDATION:**

• Consider the approval of the Second Interim Report.

# **Cover Sheet** Superintendent & Deputy Director Divvy Expenses

Section: Item: Purpose: Related Material: II. Finance C. Superintendent & Deputy Director Divvy Expenses Discussion & Potential Action

# **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.

# Cover Sheet 2021-2022 Audit

Section: Item: Purpose: Related Material: II. Finance D. 2021-2022 Audit Presentation & Potential Discussion (Informational) 2021-2022 Audit Report - Yosemite Valley Charter

# **BACKGROUND:**

• Final copy of the school's 2021-2022 audit report from Wilkinson, Hadley, & King.

Charter #1841

Audit Report

June 30, 2022

WILKINSON HADLEY KING & CO. LLP

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WILKINSON HADLEY KING & CO. LLP CPAS AND ADVISORS El Cajon, CA | Berkeley, CA

Independent Auditor's Report

To the Board of Directors Yosemite Valley Charter School

# **Report on the Audit of the Financial Statements**

## **Opinion**

We have audited the accompanying financial statements of Yosemite Valley Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Yosemite Valley Charter School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

# **Basis for Opinion**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Yosemite Valley Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Yosemite Valley Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

# Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Yosemite Valley Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Yosemite Valley Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

# Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The additional accompanying supplementary information, as identified in the Table of Contents and as required by the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements and certain additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and additional accompanying supplementary information, as identified in the Table of Contents, are fairly stated, in all material respects, in relation to the financial statements as a whole.

# Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 23, 2023, on our consideration of Yosemite Valley Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Yosemite Valley Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Yosemite Valley Charter School's internal reporting and compliance.

Wilkinson Hadley King + ColliP El Cajon, California January 23, 2023

**Financial Statements** 

Statement of Financial Position June 30, 2022

Assets	
Cash and cash equivalents	\$ 2,886,308
Accounts receivable	3,083,601
Accounts receivable - related entities	165,762
Prepaid expenses	53,045
Property and equipment, net	 181,128
Total Assets	\$ 6,369,844
Liabilities and Net Assets	
Liabilities	
Accounts payable - vendors	\$ 920,436
Accounts payable - related entities	229,274
Accounts payable - grantor governments	692,500
Accrued payroll liabilities	435,519
Unearned revenue	1,154,350
Notes payable	119,792
Short term loans payable	 1,810,900
Total Liabilities	 5,362,771
Net Assets	
Without donor restrictions	
Undesignated	 1,007,073
Total Net Assets	 1,007,073
Total Liabilities and Net Assets	\$ 6,369,844

The accompanying notes are an integral part of this statement.

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Statement of Activities Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 21,610,459	\$ -	\$ 21,610,459
Education protection account state aid	475,376	-	475,376
Transfers in lieu of property taxes	645,988		645,988
Total LCFF sources	22,731,823		22,731,823
Federal contracts and grants	-	2,151,498	2,151,498
Paycheck Protection Program Loan Forgiveness	-	1,704,572	1,704,572
State contracts and grants	1,357,021	2,019,078	3,376,099
Interest income	10,141	-	10,141
Net assets released from restriction -			
Grant restrictions satisfied	5,875,148	(5,875,148)	
Total revenue, support, and gains	29,974,133		29,974,133
Expenses and Losses			
Program services expense	25,037,249	-	25,037,249
Supporting services expense	2,809,601	-	2,809,601
Total expenses and losses	27,846,850		27,846,850
Change in Net Assets	2,127,283	-	2,127,283
Net Assets, Beginning of Year	(1,120,210)	-	(1,120,210)
Net Assets, End of Year	\$ 1,007,073	\$ -	\$ 1,007,073

The accompanying notes are an integral part of this statement.

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Statement of Functional Expenses Year Ended June 30, 2022

	Program Services Educational Programs		Supporting Services Management and General		Total
Salaries and wages	\$	9,033,107	\$	586,928	\$ 9,620,035
Pension expense		2,209,438		143,559	2,352,997
Other employee benefits		1,115,925		72,507	1,188,432
Payroll taxes		243,242		15,805	259,047
Fees for services:					
Management		-		539,691	539,691
Legal		-		127,221	127,221
Audit		-		13,575	13,575
Professional consulting		5,495,678		22,300	5,517,978
District oversight		-		690,460	690,460
Banking and payroll charges		-		28,505	28,505
Office expenses		117,108		-	117,108
Occupancy		44,080		-	44,080
Professional development		-		117,780	117,780
Interest		-		250,430	250,430
Depreciation		45,282		-	45,282
Insurance		-		197,594	197,594
Other expenses:					
Books and supplies		4,448,271		-	4,448,271
Noncapitalized equipment		296,110		-	296,110
Special education encroachment		1,960,633		-	1,960,633
Student events		28,375		-	28,375
Miscellaneous		-		3,246	 3,246
Total expenses by function	\$	25,037,249	\$	2,809,601	\$ 27,846,850

The accompanying notes are an integral part of this statement.

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Statement of Cash Flows Year Ended June 30, 2022

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	\$ 37,290,673
Receipts from property taxes	645,988
Other reciepts	10,141
Payments for salaries and benefits	(13,246,836)
Payments to vendors	(13,186,614)
Interest paid	(250,430)
Net Cash Provided by Operating Activities	 11,262,922
Cash Flows from Financing Activities	
Decrease in short term loans payable	(7,803,852)
Forgiveness of Paycheck Protection Program Loan	(1,772,280)
Net Cash Used For Financing Activities	(9,576,132)
Net Change in Cash and Cash Equivalents	1,686,790
Cash and Cash Equivalents, Beginning of Year	 1,199,518
Cash and Cash Equivalents, End of Year	\$ 2,886,308
Reconciliation of Change in Net Assets to Net Cash	
Reconciliation of Change in Net Assets to Net Cash Used For Operating Activities	
	\$ 2,127,283
Used For Operating Activities	\$ 2,127,283
Used For Operating Activities Change in net assets	\$ 2,127,283 45,282
<b>Used For Operating Activities</b> Change in net assets Adjustments to reconcile change in net assets to net cash:	\$ 
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization	\$ 
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities	\$ 
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets	\$ 45,282
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets Accounts receivable	\$ 45,282 6,021,958
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets Accounts receivable Accounts receivable - related entities	\$ 45,282 6,021,958 103,861
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets Accounts receivable Accounts receivable - related entities Prepaid expenses	\$ 45,282 6,021,958 103,861
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets Accounts receivable Accounts receivable - related entities Prepaid expenses Increase (Decrease) in liabilities	\$ 45,282 6,021,958 103,861 1,327,265 (406,938) 23,686
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets Accounts receivable Accounts receivable - related entities Prepaid expenses Increase (Decrease) in liabilities Accounts payable - vendors Accounts payable - related entities Accounts payable - related entities	\$ 45,282 6,021,958 103,861 1,327,265 (406,938)
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets Accounts receivable Accounts receivable - related entities Prepaid expenses Increase (Decrease) in liabilities Accounts payable - vendors Accounts payable - related entities Accounts payable - grantor governments Accounts payable - grantor governments Accounts payroll liabilities	\$ 45,282 6,021,958 103,861 1,327,265 (406,938) 23,686 692,500 173,675
Used For Operating Activities Change in net assets Adjustments to reconcile change in net assets to net cash: Depreciation and amortization Changes in operating assets and liabilities (Increase) Decrease in assets Accounts receivable Accounts receivable - related entities Prepaid expenses Increase (Decrease) in liabilities Accounts payable - vendors Accounts payable - related entities Accounts payable - related entities	\$ 45,282 6,021,958 103,861 1,327,265 (406,938) 23,686 692,500

The accompanying notes are an integral part of this statement.

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Notes to the Financial Statements Year Ended June 30, 2022

# A. Principal Activity and Summary of Significant Accounting Policies

### **Organization Structure**

Yosemite Valley Charter School (the School) was formed on August 23, 2016, as a charter school pursuant to California Education Code §47600 under a charter agreement with Westside Elementary School District (the District). The School became a nonprofit public benefit corporation in 2016. The charter agreement was approved by Westside Elementary School District and submitted to the California Board of Education in May of 2016. The School began operations on July 1, 2016.

Yosemite Valley Charter School is a tuition-free, K-12 independent study charter school. The School offers both online and offline based curricula, academically accelerated instructional program with thematic units, project-based learning, and enriched to support students who have the desire to work ahead or work deeper in their studies.

# Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The School uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

### Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

### Accounts Receivable

Accounts receivables consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

# Property and Equipment

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2022.

### Investments

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

### Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

### Revenue and Revenue Recognition

The School recognizes revenue from sales when the products are transferred, and services are provided. The School records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. Some federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense. In such cases the revenue is recognized once all performance requirements have been met.

# Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to our program services, administration, and fundraising and developing activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles.

Year Ended June 30, 2022

### Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

### Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2022, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2022.

# Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

# Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with contributions receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies.

# LCFF Revenues and Payments in Lieu of Property Taxes

The School's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 76% of the School's revenue.

The School is not at risk of losing these funding sources, as long as the School maintains a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

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# Year Ended June 30, 2022

### New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2021-22 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2017-12 - Derivatives and Hedging (Topic 815)	Aug-17
FASB Accounting Standards Update 2018-10 - Codification Improvements to Topic 842 Leases	Jul-18
FASB Accounting Standards Update 2018-15 - Intangibles, Goodwill and Other, Internal Use Software (Topic 350-40)	Aug-18
FASB Accounting Standards Update 2018-16 - Derivatives and Hedging (Topic 815)	Oct-18
FASB Accounting Standards Update 2018-17 - Consolidation (Topic 810)	Oct-18
FASB Accounting Standards Update 2018-18 - Collaborative Arrangements (Topic 808)	Nov-18
FASB Accounting Standards Update 2019-02 - Entertainment Film Costs (Topic 926-20)	Mar-19
FASB Accounting Standards Update 2019-10 - Derivatives and Hedging (Topic 815)	Nov-19
FASB Accounting Standards Update 2020-07 - Not-For-Profit Entities (Topic 958)	Sep-20

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The School has adopted provisions of effective Accounting Standards Updates. The implementation of these items did not result in a change to financial presentation for the School.

# Subsequent Events

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through January 23, 2023, the date the financial statements were available to be issued.

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### B. Liquidity and Availability

The School's financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$ 2,886,308
Accounts receivable	3,078,241
Accounts receivable - related entities	 171,122
	\$ 6,135,671

### C. Cash and Cash Equivalents

The School's cash and cash equivalents on June 30, 2022, consisted of the following:

Cash in bank accounts	\$ 2,886,308
Total cash and cash equivalents	\$ 2,886,308

### Cash in Bank

The School's cash in bank, (\$2,886,308 as of June 30, 2022) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2022, the School held \$2,952,269 in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

# D. Accounts Receivable

As of June 30, 2022, the School's accounts receivable consisted of the following:

Federal Government	
Special Education	\$ 315,520
ESSER III	16,317
Title I	324,648
State Government	
Education Protection Account	113,655
State Aid	1,834,627
Lottery Funding	308,763
Mental Health	44,782
Local Government	
Property tax payments	58,216
Other Local Sources	
Other local sources	 67,073
Total Accounts Receivable	\$ 3,083,601

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### E. Prepaid Expenses

As of June 30, 2022, the School's prepaid expenses consisted of the following:

Prepaid rent	\$ 4,705
Prepaid vendors	 48,340
Total Prepaid Expenses	\$ 53,045

### F. Property and Equipment

As of June 30, 2022, the School's property and equipment consisted of the following:

	В	eginning						
	H	Balance	Additions		Deletions		Endi	ng Balance
Depreciable Capital Assets								
Equipment, Furniture, and Fixtures	\$	226,410	\$	-	\$	-	\$	226,410
Total Depreciable Capital Assets		226,410		-		-		226,410
Total Capital Assets		226,410		-		-		226,410
Less Accumulated Depreciation		-		(45,282)		-		(45,282)
Capital Assets, Net	\$	226,410	\$	(45,282)	\$	-	\$	181,128

# G. <u>Unearned Revenue</u>

At year end the School had performance obligations remaining to expend funds for multiple state and federal programs. As such, unexpended cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2022:

Unearned Revenue, beginning of period	\$ -
Increases in unearned revenue due to cash	
received during the period	1,735,817
Decreases in unearned revenue due to	
performance obligations met during the	
period	 (581,467)
Unearned Revenue, end of period	\$ 1,154,350

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

As of June 30, 2022, unearned revenue consisted of the following:

Federal	
ESSER III	\$ 173,833
ESSER II	85,864
State	
Educator Effectiveness	162,768
Expanded Learning Opportunities	 731,885
Total Unearned Revenue	\$ 1,154,350

# H. Note Payable and Short-Term Loan Payable

### Note Payable

Yosemite Valley Charter School entered into a loan agreement with AATK2, LLC during the 2020-21 year for the purchase of an ordering system and other equipment for \$187,500. The interest rate is 4%. The future payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2023	60,000	2,500	62,500
2024	55,000	2,292	57,292
	\$ 115,000	\$ 4,792	\$ 119,792

### Short Term Loan Payable

During the 2021-22 year the School entered into agreements with Charter School Capital (CSC), whereby CSC provided discounted cash up front secured by future accounts receivables. The receivables get collected by the School following which a payment is made to CSC. The total face value and discount of receivables is shown below.

	Fa	ice Value of	Di	scount of			Effective Interest
Date of Agreement	F	Receivable	Re	ceivable	Ca	sh Received	Rate
5/4/2022	\$	1,810,900	\$	21,697	\$	1,789,203	7.77%
Total	\$	1,810,900	\$	21,697	\$	1,789,203	

The amount of the short-term loan that is outstanding as of June 30, 2022, is as follows:

							Ending
	Begi	nning Balance	Nev	v Agreements	A	mounts Paid	 Balance
2021-22 Short Term Loans	\$	9,614,752	\$	13,841,600	\$	21,645,452	\$ 1,810,900

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Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### I. <u>Related Party Transaction</u>

Related parties as defined by generally accepted accounting standards include:

- 1. Affiliates of the entity,
- 2. Management and members of their immediate families, or
- 3. Other parties that can significantly influence management or operating policies.

Monarch River Academy, Clarksville Charter School, and Feather River Charter School are related parties through common activities.

Beginning July 1, 2020, these organizations began efforts to separate from their common leadership. The Schools are allowed to govern themselves fully now and determine if they wish to continue their affiliations with any of their former related parties.

The following represent related party accounts receivable at June 30, 2022:

Affiliated Organization	Receivable	Purpose	Repayment Term
Monarch River Academy Clarksville Charter School Feather River Charter School	\$ 119,765 22,691 23,306	Operating expenditures Operating expenditures Operating expenditures	Due within 90 days Due within 90 days Due within 90 days
Total	\$ 165,762		

The following represent related party accounts payable at June 30, 2022:

Affiliated Organization	Payable	Purpose	Repayment Term
Clarksville Charter School Granite Mountain Charter School Feather River Charter School	\$ 14,72 196,87 17,67	2 Operating expenditures	Due within 90 days Due within 90 days Due within 90 days
Total	\$ 229,27	<u>.</u>	

### J. Employee Retirement System

Qualified employees are covered under a multiple-employer defined benefit pension plan by an agency of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the School chooses to stop participating in some of its multi-employer plans, the School may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

The School's participation in this plan for the fiscal year ended June 30, 2022, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the threedigit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2022, 2021 and 2020 is for the plan's year-end at June 30, 2022, 2021 and 2020, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

# Period to Period Comparability:

Yosemite Valley Charter School increased in CalSTRS contributions from 2020 to 2021 by 4.97% followed by an additional increase in 2022 of 32.49%. The increases in CalSTRS contributions were in large due to rising contribution rates along with an increase in salaries.

		t				
	EIN/		Zone Status			
	Pension Plan		Year Ended June 30,		Pending/	
Pension Fund	Number	2022	2021	2020	Implemented	
CalSTRS	10074	Yellow	Yellow	Yellow	No	
		Contributions		Number of	Surcharge	
Pension Fund	2021	2020	2019	Employees	Imposed	
CalSTRS	\$ 1,470,899	\$ 1,110,174	\$ 1,057,591	109	No	
Total	\$ 1,470,899	\$ 1,110,174	\$ 1,057,591	109		

# CalSTRS:

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2022, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.92% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2022, the State contributed \$943,914 (10.858% of certificated salaries) on behalf of the School.

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

### K. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2016-02 - Leases (Topic 842)	Feb-16	2022-23
FASB Accounting Standards Update 2016-13 - Credit Losses (Topic326)	Jun-16	2023-24
FASB Accounting Standards Update 2017-04 - Intangibles, Goodwill & Other (Topic 350)	Jan-17	2023-24
FASB Accounting Standards Update 2018-01 - Leases (Topic 842)	Jan-18	2022-23
FASB Accounting Standards Update 2018-11 - Leases Targeted Improvements (Topic 842)	Jul-18	2022-23
FASB Accounting Standards Update 2018-12 - Financial Services Insurance (Topic 944)	Aug-18	2024-25
FASB Accounting Standards Update 2018-14 - Compensation, Retirement Benefits - Defined Benefit Plans (Topic 715-20)	Aug-18	2022-23
FASB Accounting Standards Update 2018-19 - Codification Improvements for Credit Losses (Topic 326)	Nov-18	2023-24
FASB Accounting Standards Update 2018-20 - Leases (Topic 842)	Dec-18	2022-23
FASB Accounting Standards Update 2019-01 - Leases (Topic 842)	Mar-19	2022-23
FASB Accounting Standards Update 2019-09 - Financial Services, Insurance (Topic 944)	Nov-19	2024-25
FASB Accounting Standards Update 2019-10 - Financial Instruments, Credit Losses	Nov-19	2023-24
FASB Accounting Standards Update 2019-12 - Income Taxes (Topic 740)	Dec-19	2022-23
FASB Accounting Standards Update 2020-01 - Investments (Topics 321, 323, and 815)	Jan-20	2022-23
FASB Accounting Standards Update 2020-05 - Revenue from Contracts with Customers (Topic 606)	Jun-20	2022-23

Notes to the Financial Statements (Continued)

Year Ended June 30, 2022

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2020-05 - Leases (Topic 842)	Jun-20	2022-23
FASB Accounting Standards Update 2020-06 - Debt (Topic 470-20)	Aug-20	2024-25
FASB Accounting Standards Update 2020-06 - Derivatives and Hedging (Topic 815-40)	Aug-20	2024-25
FASB Accounting Standards Update 2020-08 - Codification Improvements for Receivables (Topic 310-20)	Oct-20	2022-23
FASB Accounting Standards Update 2020-10 - Codification Improvements	Nov-20	2025-26
FASB Accounting Standards Update 2021-02 - <i>Franchisors Revenue (Topic</i> 952-606)	Jan-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Earnings Per Share (Topic 260)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - Debt Modifications and Extinguishments (Topic 470-50)	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Stock Compensation (Topic</i> 718)	May-21	2022-23
FASB Accounting Standards Update 2021-04 - Derivatives and Hedging (Topic 815-40)	May-21	2022-23
FASB Accounting Standards Update 2021-05 - Leases (Topic 842)	Jul-21	2022-23
FASB Accounting Standards Update 2021-07 - <i>Stock Compensation (Topic</i> 718)	Oct-21	2022-23
FASB Accounting Standards Update 2021-08 - Business Combinations (Topic 805)	Oct-21	2024-25
FASB Accounting Standards Update 2021-09 - Leases (Topic 842)	Nov-21	2022-23
FASB Accounting Standards Update 2021-10 - Government Assistance (Topic 832)	Nov-21	2022-23
FASB Accounting Standards Update 2022-01 - Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method	Mar-22	2024-25
FASB Accounting Standards Update 2022-02 - Financial Instruments-Credit Losses (Topic 326): Troubled Debt Restructurings and Vintage Disclosures	Mar-22	2023-24
FASB Accounting Standards Update 2022-03 - Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions	Jun-22	2025-26
FASB Accounting Standards Update 2022-04 - Liabilities-Supplier Finance Programs (Subtopic 405-50): Disclosure of Supplier Finance Program Obligations	Sep-22	2023-24

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the School.

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Supplementary Information

LEA Organization Structure Year Ended June 30, 2022

Yosemite Valley Charter School began operations in the 2016-17 school year (#1841) and was approved under the Westside Elementary School District.

	GOVERNING BOARD				
Name	Office	Term and Term Expiration			
Dr. Larry Jarocki	President	Two Year Term Expires June 2024			
Jennifer McQueen	Treasurer	Four Year Term Expires July 2025			
Dr. Angela Tos	Secretary	Four Year Term Expires July 2025			
Jonna Durst	Member	Four Year Term Expires June 2024			
Carrie Stumpfhauser	Director	Two Year Term Expires June 2024			

# ADMINISTRATION

Dr. Laurie Goodman Executive Director

Stephanie Johnson Co-Director/Principal

Schedule of Average Daily Attendance Year Ended June 30, 2022

	Second Peric	od Report	Annual Report		
	Original	Revised	Original	Revised	
	E725ED36	N/A	FF6D0CD6	N/A	
Non-Classroom Based Attendance					
Grades TK/K-3	1,060.31	N/A	1,046.97	N/A	
Grades 4-6	623.10	N/A	613.91	N/A	
Grades 7-8	303.64	N/A	300.57	N/A	
Grades 9-12	389.83	N/A	384.39	N/A	
Total Non-Classroom Based Attendance	2,376.88	N/A	2,345.84	N/A	
Total ADA	2,376.88	N/A	2,345.84	N/A	

N/A – There were no audit findings which resulted in revisions to the second period or annual reports of attendance.

Schedule of Instructional Time

Year Ended June 30, 2022

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days	Total Instructional Days	Status
Transitional Kindergarten	N/A	N/A	N/A	N/A	175	0	175	Complied
Kindergarten	N/A	N/A	N/A	N/A	175	0	175	Complied
1st Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
2nd Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
3rd Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
4th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
5th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
6th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
7th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
8th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
9th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
10th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
11th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied
12th Grade	N/A	N/A	N/A	N/A	175	0	175	Complied

N/A – Testing of instructional minutes in not applicable to non-classroom based charter schools.

Schedule of Financial Trends & Analysis Year Ended June 30, 2022

	Budget 2023	2022	2021	2020
Revenues Expenses Change in Net Assets	\$ 30,557,519 27,459,482 3,098,037	\$ 29,974,133 27,846,850 2,127,283	\$ 23,471,287 26,623,968 (3,152,681)	\$ 22,303,376 20,619,179 1,684,197
Ending Net Assets	\$ 4,105,110	\$ 1,007,073	\$ (1,120,210)	\$ 2,032,471
Unrestricted Net Assets	\$ 4,105,110	\$ 1,007,073	\$ (1,120,210)	\$ 2,032,471
Unrestricted net assets as a percentage of total expenses	14.95%	3.62%	-4.21%	9.86%
Total Long Term Debt	\$ -	\$	\$ -	\$ -
ADA at P2	2,520	2,377	N/A	2,221

The School's ending net assets has decreased by \$1,025,398 (50%) over the past two fiscal years. The significant decrease is in large due to increased expenditures as a result of the COVID-19 pandemic, as well as a large drop in ADA from 2019 to 2020. Restricted ending net assets include multi-year grants that will be expended over the next two to three years.

Average daily attendance (ADA) has increased by 156 over the past two years. As a result of the COVID-19 pandemic there was no reporting for the 2020-21 fiscal year. Each LEA was funded based on the 2019-20 average daily attendance (ADA) reported.

The 2022-23 budget is presented for purposes of analysis only and has not been audited. Net assets are projected to increase by \$3,098,037 and ADA is projected to be 2,520 for the 2022-23 fiscal year.

Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements Year Ended June 30, 2022

June 30, 2022 annual financial alternative form net assets:	\$ 1,007,073	
Adjustments and reclassifications:	 -	
June 30, 2022 audited financial statements net assets:	\$ 1,007,073	

Notes to Supplementary Information Year Ended June 30, 2022

### A. Purpose of Schedules

#### LEA Organization Structure

This schedule provides information about the School's charter number, district of authorization, members of the governing board, and members of administration.

#### Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

#### Schedule of Instructional Time

This schedule provides information regarding compliance with Education Code §47612.

Compliance with Education Code §47612 includes the following:

- 1) Charter schools may operate up to 5 tracks for attendance reporting.
- 2) Each track must be operated for a minimum of 175 days.
- 3) Each track must offer the required number of instructional minutes specified in Education Code §47612.5.
- 4) No track shall have less than 55% of its school days before April 15 each school year.

Compliance with Education Code §47612 involves offering a minimum number of annual instructional minutes as defined by grade level. Non-classroom based charters do not have a requirement for auditing/testing offered instructional minutes, as a result the offerings are not reported in the schedule of instructional time.

An LEA that closed due to a qualifying emergency in the 2021-22 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The School did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

### Schedule of Financial Trends & Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the School will not be able to continue operations in the next fiscal year. Based upon the information presented, the School appears to have sufficient reserves to continue operations for the 2022-23 fiscal year.

### Reconciliation of Unaudited Actual Financial Report to Audited Financial Statements

This schedule provides information necessary to reconcile between the audited financial statements and the financial data submitted to the sponsoring school district via the unaudited actual financial report.

# Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Federal Expenditures
SPECIAL EDUCATION (IDEA) CLUSTER:				
U.S. Department of Education Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	\$ -	\$ 315,520
Total Special Education (IDEA) Cluster	04.027	15577	φ - -	315,520
OTHER PROGRAMS				
U.S. Department of Education				
Passed through State Department of Education				
Title I	84.010	14329	-	722,982
CARES Act - Elementary & Secondary School Emergency Relief II	84.425D	15547	-	961,922
CARES Act - Elementary & Secondary School Emergency Relief III	84.425D	15559	-	79,950
CARES Act - Elementary & Secondary School Emergency Relief III - Learning Loss	84.425U	10155	-	71,124
Total passed through State Department of Education			-	1,835,978
Total U.S. Department of Education				2,151,498
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$</u> -	\$ 2,151,498

### **Basis of Presentation**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the combined financial statements.

### Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

#### Indirect Cost Rate

The School did not charge indirect costs to federal programs.

Other Independent Auditor's Reports

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* 

To the Board of Directors Yosemite Valley Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Yosemite Valley Charter School(a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 23, 2023.

# **Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Yosemite Valley Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Yosemite Valley Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Yosemite Valley Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Yosemite Valley Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King + ColliP El Cajon, California

January 23, 2023

Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the *Uniform Guidance* 

To the Board of Directors Yosemite Valley Charter School

# **Report on Compliance for Each Major Federal Program**

# **Opinion on Each Major Federal Program**

We have audited Yosemite Valley Charter School's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Yosemite Valley Charter School's major federal programs for the year ended June 30, 2022. Yosemite Valley Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Yosemite Valley Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

# Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Yosemite Valley Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Yosemite Valley Charter School's compliance with the compliance requirements referred to above.

### **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Yosemite Valley Charter School's federal programs.

# Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Yosemite Valley Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Yosemite Valley Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Yosemite Valley Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Yosemite Valley Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Yosemite Valley Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

# **Report on Internal Control over Compliance**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance possibility that material noncompliance with a type of compliance requirement of a federal program. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King + Collip El Cajon, California January 23, 2023

# Independent Auditor's Report on State Compliance and on Internal Control Over State Compliance

To the Board of Directors Yosemite Valley Charter School

# **Report on Compliance for Applicable State Programs**

# **Opinion on Each Applicable State Program**

We have audited Yosemite Valley Charter School's compliance with the requirements specified in the 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in Title 5, California Code of Regulations, Section 19810 applicable to the Charter School's statutory requirements identified below for the year ended June 30, 2022.

In our opinion, Yosemite Valley Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its applicable state programs for the year ended June 30, 2022.

### Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of 2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in Title 5, California Code of Regulations, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Yosemite Valley Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of Yosemite Valley Charter School's compliance with the compliance requirements referred to above.

# **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Yosemite Valley Charter School's state programs.

# Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Yosemite Valley Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Yosemite Valley Charter School's compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Yosemite Valley Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Yosemite Valley Charter School's internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Yosemite Valley Charter School's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Charter School's compliance with the state laws and regulations applicable to the following items:

	Procedures Performed
School Districts, County Offices of Education, and Charter Schools	
Г. California Clean Energy Jobs Act	N/A
J. After/Before School Education and Safety Program	N/A
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study - Course Based	N/A
Z. Immunizations	N/A
AZ. Educator Effectiveness	Yes
3Z. Expanded Learning Opportunities Grant (ELO-G)	Yes
CZ. Career Technical Education Incentive Grant	N/A
DZ. In Person Instruction Grant	N/A
Charter Schools	
AA. Attendance	Yes
B. Mode of Instruction	Yes
CC. Nonclassroom-Based Instruction/Independent Study	Yes
DD. Determination of Funding for Nonclassroom-Based Instruction	Yes
EE. Annual Instructional Minutes - Classroom Based	Yes
F. Charter School Facility Grant Program	N/A

N/A - The School did not offer the program during the current fiscal year or the program applies to a different type of Local Education Agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control over State Compliance**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Audit Guide. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King + LollP El Cajon, California

January 23, 2023

Auditor's Results, Findings & Recommendations

Schedule of Auditor's Results Year Ended June 30, 2022

### FINANCIAL STATEMENTS

Type of additions report iss	Type of auditor's report issued:		Unmodified	
Internal control over finan	cial reporting.			
	l weakness(es) identified?	Yes	X	No
	ant deficiencies identified that are			
not considered mate		Yes	X	No
Noncompliance material to financial statements noted?		Yes	<u> </u>	No
DERAL PROGRAMS				
Type of auditor's report issued on compliance for major programs:		Unmod	ified	
Internal control over major	r programs:			
	l weakness(es) identified?	Yes	X ]	No
-	ant deficiencies identified that are			
not considered mate	erial weakness(es)?	Yes	<u> </u>	No
Compliance supplement ut	tilized for single audit	July 2022		
Any audit findings disclose	ed that are required to be			
reported in accordance w	ith 2 CFR §200.516(a)?	Yes	X	No
Identification of major pro	grams:			
Identification of major pro CFDA Number(s)	grams: Name of Federal Program or Cluster			
		ool Emergency Relie	fII	
CFDA Number(s)	Name of Federal Program or Cluster			
CFDA Number(s) 84.425D	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch	ool Emergency Relie	f III	ng l
CFDA Number(s) 84.425D 84.425D	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch	ool Emergency Relie	f III	ng I
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CFDA Number(s) 84.425D 84.425D 84.425U Dollar threshold used to di	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch stinguish between Type A	ool Emergency Relie ool Emergency Relie	f III f III - Learnin 100	ng I
CFDA Number(s) 84.425D 84.425D 84.425U Dollar threshold used to di and Type B programs	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch stinguish between Type A	ool Emergency Relie ool Emergency Relie \$750,0	f III f III - Learnin 100	
CFDA Number(s) 84.425D 84.425D 84.425U Dollar threshold used to di and Type B programs Auditee qualified as low-ri ATE PROGRAMS	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch stinguish between Type A	ool Emergency Relie ool Emergency Relie \$750,0	f III f III - Learnin 100 X	
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CFDA Number(s) 84.425D 84.425D 84.425D 2001 Stress of the second str	Name of Federal Program or Cluster         CARES Act - Elementary & Secondary Sch         CARES Act - Elementary & Secondary Sch         CARES Act - Elementary & Secondary Sch         istinguish between Type A         isk auditee?         sued on compliance for state programs:         cable state programs:         uweakness(es) identified?	ool Emergency Relie ool Emergency Relie \$750,0 Yes	f III - Learnin 100 X ified	
CFDA Number(s) 84.425D 84.425D 84.425D Dollar threshold used to di and Type B programs Auditee qualified as low-ri ATE PROGRAMS Type of auditor's report iss Internal control over applic One or more material One or more significa	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch istinguish between Type A isk auditee? sued on compliance for state programs: cable state programs: I weakness(es) identified? ant deficiencies identified that are	ool Emergency Relie ool Emergency Relie \$750,0 Yes Unmod	f III - Learnin 100 X ified	No
CFDA Number(s) 84.425D 84.425D 84.425D 2001 Stress Str	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch istinguish between Type A isk auditee? sued on compliance for state programs: cable state programs: I weakness(es) identified? ant deficiencies identified that are	ool Emergency Relie ool Emergency Relie \$750,0 Yes Unmod	f III - Learnin 00 X ified	No
CFDA Number(s) 84.425D 84.425D 84.425D 0011 ar threshold used to di and Type B programs Auditee qualified as low-rite ATE PROGRAMS Type of auditor's report isses Internal control over applie One or more material One or more significat not considered material	Name of Federal Program or Cluster CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch CARES Act - Elementary & Secondary Sch istinguish between Type A isk auditee? sued on compliance for state programs: cable state programs: I weakness(es) identified? ant deficiencies identified that are	ool Emergency Relie ool Emergency Relie \$750,0 Yes Unmod	f III - Learnin 00 X ified	No
CFDA Number(s) 84.425D 84.425D 84.425D 84.425U Dollar threshold used to di and Type B programs Auditee qualified as low-ri ATE PROGRAMS Type of auditor's report iss Internal control over applie One or more material One or more significa not considered mate Any audit findings discloss accordance with 2021-2	Name of Federal Program or Cluster         CARES Act - Elementary & Secondary Sch         CARES Act - Elementary & Secondary Sch         CARES Act - Elementary & Secondary Sch         istinguish between Type A         isk auditee?         sued on compliance for state programs:         cable state programs:         weakness(es) identified?         ant deficiencies identified that are         brial weakness(es)?         ed that are required to be reported in         2 Guide for Annual Audits of	ool Emergency Relie ool Emergency Relie \$750,0 Yes Unmod	f III - Learnin 00 X ified	No
CFDA Number(s) 84.425D 84.425D 84.425D 84.425U Dollar threshold used to di and Type B programs Auditee qualified as low-ri ATE PROGRAMS Type of auditor's report iss Internal control over applie One or more material One or more significa not considered mate Any audit findings discloss accordance with 2021-2	Name of Federal Program or Cluster         CARES Act - Elementary & Secondary Sch         CARES Act - Elementary & Secondary Sch         CARES Act - Elementary & Secondary Sch         istinguish between Type A         isk auditee?         sued on compliance for state programs:         cable state programs:         I weakness(es) identified?         ant deficiencies identified that are         grial weakness(es)?         ed that are required to be reported in         2 Guide for Annual Audits of         Education Agencies and State	ool Emergency Relie ool Emergency Relie \$750,0 Yes Unmod	f III - Learnin 00 X ified	No

Schedule of Findings and Questioned Costs Year Ended June 30, 2022

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) or the 2021-22 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting (the Audit Guide). Finding codes as identified in the Audit Guide are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

### A. Financial Statement Findings

None

### **B.** Federal Award Findings

None

# C. State Award Findings

None

Schedule of Prior Year Audit Findings Year Ended June 30, 2022

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings in the prior year audit.	N/A	N/A

# Cover Sheet Auditor Selection for the 2022-2023 Audit

Section: Item: Purpose: Related Material: II. Finance E. Auditor Selection for the 2022-2023 Audit Discussion & Potential Action - Vote None

### **BACKGROUND:**

• Each year, the school must determine which audit firm will consult the annual audit.

# **Cover Sheet** Educator Effectiveness Grant (EEG)

Section: Item: Purpose: Related Material: III. Academic ExcellenceA. Educator Effectiveness GrantDiscussion & Potential Action - VoteEducator Effectiveness Block Grant Plan - YV

# **BACKGROUND:**

• The school already held a public hearing for the EEG Plan.

### **RECOMMENDATION:**

• Consider official approval of the EEG through a Board vote.

# **Educator Effectiveness Block Grant 2021**

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter School	Stephanie Johnson - Executive Director Laurie Goodman, Ed.D Deputy Director	laurie.goodman@monarchriveracademy.org, (909) 830-1200 Ext. 2098 steph.johnson@monarchriveracademy.org, (559) 258-0787
Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
285,692	November 18, 2021	

#### <u>EC 41480</u>

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers**, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Administrator Induction Program - VCOE	12,500	7,500	10,000			30,000.00
Beginning Teacher Induction	10,000	10,000	5,688			25,688.00
Intern Mentorship Program	1,000	2,000				3,000.00
New and Veteran Teacher System Support	12,000	5,504				17,504.00

Educator Effectiveness Block Grant 2021 for Yosemite Valley Charter School

Planned Activity	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Total Budgeted
	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Subtotal	35,500.00	25,004.00	15,688.00	0.00	0.00	76,192.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
PLC Focused on Curriculum Resources	5,000	5,000				10,000.00
PD Focused on Research Based Practices	5,000	5,000				10,000.00
Development of Courses Guides K-12	3,000	3,000				6,000.00
Subtotal	13,000.00	13,000.00	0.00	0.00	0.00	26,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Daily Office Hours for Engagement	7,500	7,500				15,000.00
Clubs and mentorship Programs for HS	1,000	1,000				2,000.00
High School Tutors for Student Support	5,000	5,000				10,000.00
Subtotal	13,500.00	13,500.00	0.00	0.00	0.00	27,000.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Total Budgeted
	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Cornerstone Support Group for Services	15,000	15,000				30,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Course Development for SEL Parent and Staff	2,000	2,000				4,000.00
Website Support of SEL and Crisis Alert	1,000	1,000				2,000.00
Subtotal	18,000.00	18,000.00	0.00	0.00	0.00	36,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Parent and Community Liaison	1,500	1,500				3,000.00
Website and Newsletter Communication	500	500				1,000.00
Development of Clubs and Events/Field Trips	500	5,000				5,500.00
Theme-based District Wide Culture focus	500	500				1,000.00
Subtotal	3,000.00	7,500.00	0.00	0.00	0.00	10,500.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
PLC with Gen Ed and Special Ed	5000	5000				10,000.00
System to Co-teach and Co-monitor	5000	5000				10,000.00
PD Regarding Instructional Practices	5000	10000				15,000.00
Subtotal	15,000.00	20,000.00	0.00	0.00	0.00	35,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Dataworks Content Lessons	3,000	3,000				6,000.00
English Learner Group PD	10,000	10,000				20,000.00
High School Support Courses and Mentor	1,000	1,000				2,000.00
Subtotal	14,000.00	14,000.00	0.00	0.00	0.00	28,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Network for Research Practices	1,500	1,500				3,000.00
Professional Network for Parents - Strategies	500	1,500				2,000.00
Professional Network for IS Charters	500	500				1,000.00
Subtotal	2,500.00	3,500.00	0.00	0.00	0.00	6,000.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Aligned of courses with Community Colleges	1,000	3,000				4,000.00
Expansion of Courses for High School VA	2,000	5,000				7,000.00
PD of Culture Responsive Ethnic Studies	500	500				1,000.00

Planned Activity	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Total Budgeted
	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Subtotal	3,500.00	8,500.00	0.00	0.00	0.00	12,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Virtual Academy Course for Teachers	1,000	15,000				16,000.00
Virtual Academy Course for Parents	500	5,000				5,500.00
PLC and course development for "Launch Pad"	500	1,000				1,500.00
Behavior Management for TK- K	1,000	5,000				6,000.00
Subtotal	3,000.00	26,000.00	0.00	0.00	0.00	29,000.00

# Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	35,500.00	25,004.00	15,688.00	0.00	0.00	76,192.00
Subtotal Section (2)	13,000.00	13,000.00	0.00	0.00	0.00	26,000.00
Subtotal Section (3)	13,500.00	13,500.00	0.00	0.00	0.00	27,000.00
Subtotal Section (4)	18,000.00	18,000.00	0.00	0.00	0.00	36,000.00
Subtotal Section (5)	3,000.00	7,500.00	0.00	0.00	0.00	10,500.00
Subtotal Section (6)	15,000.00	20,000.00	0.00	0.00	0.00	35,000.00
Subtotal Section (7)	14,000.00	14,000.00	0.00	0.00	0.00	28,000.00
Subtotal Section (8)	2,500.00	3,500.00	0.00	0.00	0.00	6,000.00
Subtotal Section (9)	3,500.00	8,500.00	0.00	0.00	0.00	12,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (10)	3,000.00	26,000.00	0.00	0.00	0.00	29,000.00
Totals by year	121,000.00	149,004.00	15,688.00	0.00	0.00	285,692.00

Total planned expenditures by the LEA:285,692.00

## Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - o Teachers;
  - o Administrators;
  - o Paraprofessional educators;
  - o Classified staff.

# **Cover Sheet**

# Art & Prop 28 Grant Plans

Section: Item: Purpose: Related Material: III. Academic ExcellenceB. Art & Prop 28 Grant PlansPresentation & Potential Discussion (Informational)None

### **BACKGROUND:**

• The school is in progress of completing plans for the Art and Prop 28 Grants.

# **Cover Sheet**

# 8th Grade Promotion & High School Graduation Ceremonies

Section:	III. Academic Excellence
Item:	C. 8th Grade Promotion & High School Graduation
	Ceremonies
Purpose:	Invitation
Related Material:	HS Graduation & 8th Grade Promotion

#### **BACKGROUND:**

- At the end of each school year, the school celebrates the accomplishments and milestone achievements of 8th grade and graduating High School students.
- The Board Members are cordially invited to join in the ceremonies being held in Monterey and in Fresno.



Y B т

#### w ure you we want to ahead οf celebrate!

# SAVE THE DATE 8th grade Promotion

CA 93619

Vince DiMaggio May 19th 🔘 Park Marina, CA 93933 Clovis Hils May 25th 📀

Church Clovis,

11:00 AM-1:00 PM





# Save the Date



May 19th 🕅 May 25th 🔘

May 19th O Vince DiMaggio Park Building Marina, CA 93933

**)** 2:00-3:00

**)** 1:00-3:00

Clovis Hills Church Clovis, CA 93619

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# Cover Sheet Updated Comprehensive Safety Plan

Section: Item: Purpose: Related Material: IV. Operations A. Updated Comprehensive Safety Plan Discussion & Potential Action - Vote Comprehensive Safety Plan - YV

### **BACKGROUND:**

- Each year, schools are required to ensure that comprehensive school safety plans are reviewed, updated, and adopted by March 1st.
- Updates to the Comprehensive Safety Plan include:
  - o Executive Director was changed to Superintendent
  - o Contact was changed to Dr. Damien Phillips

### **RECOMMENDATION:**

• Consider approving updated Comprehensive Safety Plan.

# **Comprehensive Safety Plan**



# 2023-2024

# **Yosemite Valley Charter School**

# 3610 E Ashlan Ave, Fresno, CA 03726

Ph (559) 258-0800 | Fax (559) 532-0203

Rev. February 2023

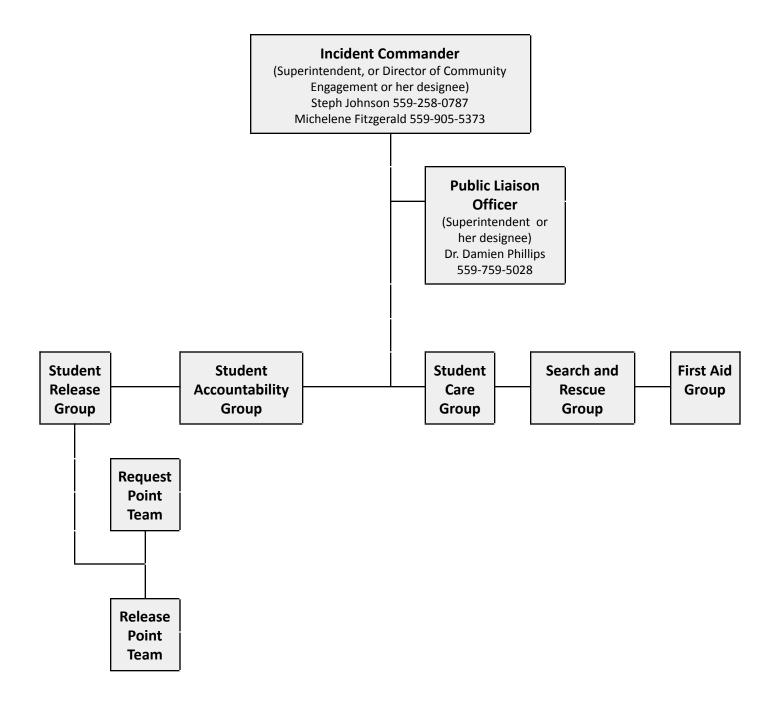
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# **Emergency Phone Numbers**

Clovis Police Department	Fresno Police Department
1233 5th St, Clovis, CA 93612	2323 Mariposa St, Fresno, CA 93721
(559) 324-2800	(559) 621-7000
For emergencies call 911	For emergencies call 911
Clovis Fire Department	Fresno Fire Department
1033 5th St, Clovis, CA 93612	911 H St, Fresno, CA 93721
(559) 324-2200	(559) 621-2489
For emergencies call 911	For emergencies call 911
<b>California Highway Patrol</b>	Clovis Community Hospital
559-441-5441	559-324-4000
<b>Poison Control</b> 1-800-222-1222	National Weather Service 584-3752 or 584-0583 (emergency only)
American Red Cross 1-800-700-2706 559-455-1000 (Fresno)	Southern California Edison (Electricity) Customer Service 1-800-655-4555 Emergency 1-800-611-1911 Downed power line/outages

# **Incident Command Structure**



# **Initial Crisis Response**

# A. Overview

This section of the Crisis Response Plan is divided into two parts. The first outlines four basic "INITIAL ACTIONS" that staff will direct students to take in response to most emergencies.

The second part outlines the three "ACTIVE SHOOTER" actions that should be taken by staff or students when they are in immediate contact with a person shooting a gun, or being confronted by a person wielding another potentially lethal weapon such as a knife or bat.

# **B. "INITIAL ACTIONS"**

Regardless of the type of emergency that occurs, the initial response will almost always include one or more of these for basic "INITIAL ACTIONS:"

- 1. Duck and Cover
- 2. Evacuate Building
- 3. Shelter-in-place
- 4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, the first reaction should be to "Duck and Cover". Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.

Although these four basic Initial Actions will suffice for the vast majority of emergencies, some emergencies may prompt the Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in this plan.

# a. Duck and Cover

Duck and Cover is used as the initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock Down", "Shelter-In-Place", or "Evacuate Building" actions.

The Duck and Cover action should also be used during a Lockdown.

# Staff will:

- If outside, direct students to crouch to the ground, tuck head between knees and cover head and face with arms and hands. Avoid a prone position to preserve mobility.
- If inside, direct students away from windows, bookshelves and carts
- When the threat is over, or it is determined that the Duck and Cover is no longer the safest course, move to a different action.
- Report injuries or other immediate safety concerns.
- The Incident Commander will notify appropriate school officials if



needed

- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- The Duck and Cover action is rescinded when it is deemed safe by the incident commander

# b. Evacuate Building (Fire Alarm)

To be used in any event where the building or scene needs to be evacuated.

## Staff will:

- Secure emergency cards
- Escort everyone away from the building or away from danger
- Once the area is clear ensure everyone is accounted for
- Report injuries or other immediate safety concerns.
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- The Evacuate Building Action is rescinded when it is deemed safe by the incident commander

## c. Shelter-In-Place

To be used in the event of a non-human emergency outside and students/staff are inside a building.

### Staff will:

- Make sure everyone is inside the building
- Close all doors and windows to exclude outside air if necessary
- Document the names of all present
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- Be prepared to shut down all HVAC systems, if stopping outside air intrusion is necessary
- Be prepared to assist with building access for emergency responders
- The Shelter-In-Place Action is rescinded when it is deemed safe by the incident commander

# d. Lock-Down

To be used in the event of a human emergency such as:

- Civil disturbance
- Gunfire/Police action in the vicinity
- Other threat situations as appropriate

### Staff will:

- Immediately secure the building
- Instruct everyone to move away from doors and windows, and then implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct everyone to remain silent
- Await further instructions from Incident Commander or Emergency Personnel

- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Direct people in route to location to stay away
- The Lock-Down Action is rescinded when it is deemed safe by the incident commander

# C. "ACTIVE SHOOTER"

One critical exception to handling basic emergencies with the four "Initial Actions" will be when there is an Active Shooter situation. In an Active Shooter situation, one of the three basic "Active Shooter Actions" must be taken immediately to protect against loss of life:

- RUN
- HIDE
- FIGHT

# **Active Shooter Actions**

When an active shooter is in the vicinity:

- 1. RUN If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
  - Have an escape route and plan in mind
  - Evacuate regardless of whether others agree to follow
  - Leave your belongings behind
  - Help others escape, if possible
  - Prevent individuals from entering the area
  - Follow the instructions of any police officers
  - Keep your hands visible at all times
  - Do not attempt to move wounded people
  - Call 911 when you are safe
- 2. HIDE If evacuation is not possible, quickly find a place to hide. Your hiding place should:
  - Be out of the active shooter's view
  - Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
  - Not trap you or restrict your options for movement
  - If the active shooter is in a nearby room or hallway lock and blockade the door, silence cell phones, hide behind large items, remain quiet
- 3. FIGHT As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

# **D. Incident Commander Structure (ICS)**

# **Incident Commander**

Responsibilities:	The Incident Commander is the Superintendent or her designee. The Incident Commander is responsible for all emergency incident activities. This will include the assignment of staff to ICS positions as necessary and the development and implementation of strategic decisions. The Incident Commander is responsible for carrying out the duties of all ICS positions that are not filled with other staff members. To be most effective, staff should be pre-assigned and trained in advance to fill their anticipated emergency duties.		
Safety:	Ensure your safety and the safety of others. Brief your team:		
	<ul> <li>Take no action that might endanger you.</li> <li>Do not work beyond your expertise.</li> <li>Use appropriate safety gear.</li> <li>Size up the situation first.</li> <li>Follow all operational and safety procedures.</li> </ul>		
Start-up Actions:	<ul> <li>Implement the Crisis Response Plan and necessary Initial Actions such as "Lock Down" or "Shelter-In-Place".</li> <li>Establish an Incident Command Post and stay there!</li> <li>Obtain the school Crisis Response Box and keep it with you.</li> </ul>		
Operational Duties:	<ul> <li>Obtain the school chisis Response box and keep it with you.</li> <li>Assess the type and scope of emergency.</li> <li>Determine the threat to human life and structures.</li> <li>Distribute Crisis Response Box materials to emergency responders as needed.</li> <li>Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.</li> <li>Activate ICS functions and assign positions as needed.</li> <li>Use the "Emergency Assignment Worksheet" to assist you in filling and tracking position assignments.</li> <li>Designate a backup or alternate Incident Commander</li> <li>Assemble and brief subordinates</li> <li>Continue to monitor and assess the total school situation.</li> <li>Check with Command Staff and section Chiefs for regularly for updates.</li> <li>Report to the school on the status of students, staff, and facility, as needed (Site Status Report).</li> <li>Develop and communicate revised incident action plans as</li> </ul>		

	<ul> <li>needed.</li> <li>Begin student release when appropriate.</li> <li>NOTE: No student should be released until student accounting is complete.</li> <li>Authorize the release of information.</li> <li>Utilize your back-up and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.</li> <li>Plan regular breaks for all staff and volunteers. Take care of your caregivers!</li> <li>Release teachers as appropriate and per school guidelines. (By law, during a disaster, teachers become disaster workers.)</li> <li>Remain on and in charge of your location until the incident is concluded. Should you have to leave the location, appoint a Deputy IC to fulfill the command role in your absence.</li> </ul>
Closing Down:	<ul> <li>Authorize deactivation of positions when no longer needed</li> <li>Ensure that any open actions not yet completed will be taken care of after deactivation.</li> <li>Ensure the return of all equipment and reusable supplies.</li> <li>Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.</li> <li>Announce the termination of the emergency and proceed with recovery operations if necessary.</li> </ul>

# PUBLIC INFORMATION OFFICER (PIO)

<i>Responsibilities:</i>	<ul> <li>This person communicates directly with the Incident Commander. This person, the Incident Commander, or the Superintendent or their designee should be the only person determining what information is suitable for release to the press.</li> <li>The PIO is responsible for disseminating information to parents and the media. The PIO must work closely with the PIOs from law enforcement, fire or other responding agencies to ensure the consistency and accuracy of information that is consistent, accurate, and timely.</li> <li>The public and parents have the right and need to know important information related to an emergency/disaster at the school site <i>as soon as it is available.</i></li> <li>The PIO acts as the official spokesperson for the school office/event location in an emergency situation.</li> <li>News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents).</li> <li>Information released must be preapproved by the Incident Commander.</li> </ul>
Safety:	<ul> <li>Ensure your safety and the safety of others.</li> <li>Brief your team: <ul> <li>Size up the situation first.</li> <li>Take no action that might endanger you.</li> <li>Do not work beyond your expertise.</li> <li>Use appropriate safety gear.</li> <li>Follow all operational and safety procedures.</li> </ul> </li> </ul>
Start-Up Actions:	<ul> <li>Check in with the Incident Commander for a situation briefing.</li> <li>Obtain necessary equipment and supplies from any emergency kit pre-established for your position.</li> </ul>
Operational Duties:	<ul> <li>Keep up to date on the situation.</li> <li>Gather facts and write news releases/statements.</li> <li>Releases must be approved by the Incident Commander and should reflect:         <ul> <li>Reassurance -What is being done to protect students</li> <li>Incident or disaster cause and time of origin.</li> <li>Size and scope of the incident.</li> <li>Current situation-condition of school site, evacuation</li> </ul> </li> </ul>

	progress, care being given, injuries, student release
	location, etc. Do not release any names.
	Other information the school needs distributed.
	Provide talking points if the Incident Commander has
	approved someone other than the PIO to speak to the
	media.
	Coordinate with law, fire or other involved PIOs to ensure
	information released is consistent and accurate.
	Ensure updates are made throughout the day, even if
	nothing new has happened.
	Releases must be approved by the Incident Commander and should reflect:
	Remain accessible to the media.
	Read statements if possible.
	When answering questions, be complete and truthful,
	always considering confidentiality and emotional impact.
	Avoid speculation, bluffing, lying, talking "off the record,"
	arguing, etc.
	Avoid using the phrase "no comment."
	Remind school staff to refer all questions from the media or
	parents to the PIO.
	<ul> <li>Update information periodically with the Incident Commander.</li> <li>Ensure that announcements and other information are</li> </ul>
	translated into other languages as needed.
	Monitor news broadcasts about the incident. Correct any
	misinformation heard. Control rumors!
Closing Down:	When assigned tasks are completed, return
	equipment/supplies, and report to the Incident
	Commander for reassignment or release.

# STUDENT CARE GROUP

Responsibilities:	Ensure the care and safety of all students except those who are in the
	medical treatment area.

Safety Rules:	<ul> <li>Ensure your safety and the safety of others:</li> <li>Size up the situation first.</li> <li>Take no action that might endanger you.</li> <li>Do not work beyond your expertise.</li> <li>Use appropriate safety gear.</li> <li>Follow all operational and safety procedures.</li> </ul>
Start-up Actions:	<ul> <li>Obtain supplies from any pre-established "Group" kits.</li> <li>Obtain briefing from Incident Commander.</li> </ul>
Operational duties:	<ul> <li>Monitor the safety and well-being of the students and staff in the assembly area or alternate location</li> <li>Administer minor first aid as needed.</li> <li>When necessary, provide water and food to students and staff.</li> <li>Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.</li> <li>Make arrangements to provide shelter for students and staff.</li> <li>Arrange activities and keep students reassured.</li> <li>Assist in updating records of the number of students and staff in the assembly area and/ buildings.</li> <li>Direct all media or parent requests for information to the Public Information Officer or Incident Commander.</li> </ul>
Closing Down:	When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

# FIRST AID GROUP

Responsibilities:	In a school emergency, the First Aid Group is responsible for initiating emergency first aid to injured or ill staff and students. They will coordinate their efforts with those of arriving professional emergency responders.
Safety Rules:	<ul> <li>Ensure your safety and the safety of others:</li> <li>Size up the situation first.</li> <li>Take no action that might endanger you.</li> <li>Do not work beyond your expertise.</li> <li>Use appropriate safety gear.</li> </ul> Follow all operational and safety procedures: <ul> <li>Ensure members use latex or nitrile gloves for protection from body fluids and new gloves for each new patient.</li> <li>Ensure members wear appropriate eyeglasses and masks to protect eyes, nose and mouth from body fluids.</li></ul>
Start-up Actions:	<ul> <li>Obtain necessary equipment from any pre-established First Aid supply caches.</li> <li>Obtain briefing from Incident Commander.</li> </ul>
Operational Duties:	<ul> <li>Establish scope of emergency and request outside resources needed to provide emergency medical support and transport.</li> <li>Assign teams as needed for "Triage", "Immediate Treatment" and "Delayed Treatment". Two or more people per team, if possible.</li> <li>Review safety procedures and assignments with personnel.</li> <li>Set up one or more first aid areas:         <ul> <li>In a safe place (upwind from smoke or hazardous materials)</li> <li>With access to emergency vehicles</li> <li>Provide staff to respond to injured people in remote locations who cannot be moved to first aid stations due to their injuries.</li> <li>Keep the Operations Section Chief informed of the overall status.</li> <li>Remember: A student's emergency information/parental consent for treatment card/information must accompany each student transported off-site for advanced medical attention.</li> </ul> </li> </ul>
Closing Down:	When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

# SEARCH AND RESCUE GROUP

Responsibilities:	Locate and report locations of trapped or injured staff or students. Free them only if you can do so safely.
Safety:	Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.
	<ul> <li>Size up the situation first.</li> <li>Take no action that might endanger you.</li> <li>Do not work beyond your expertise.</li> <li>Use appropriate safety gear.</li> <li>Follow all operational and safety procedures.</li> </ul>
Start-up Actions:	<ul> <li>Obtain a briefing from the Incident Commander</li> <li>Obtain equipment from any pre assembled Group kit.</li> </ul>
Operational Duties:	<ul> <li>Report hazardous conditions to the Incident Command Post immediately upon discovery.</li> <li>Before entering a building, inspect the complete exterior of the building. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER!</li> <li>If the building is safe to enter, search the assigned area using an orderly pattern; Check all rooms.</li> <li>Use chalk or grease pencil to mark a slash on the door when entering a room. This indicates to others that you are inside.</li> <li>Check under desks and tables. Search visually and vocally. Listen.</li> <li>When leaving each room, complete the slash to form an "X" on the door. This indicates you have searched the room and left.</li> <li>If possible, report by radio to the Incident Command Post as the rooms are searched and cleared. (e.g. "Room A-123 is clear.").</li> <li>When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff.</li> <li>Keep radio communication brief and simple. Do not use codes.</li> </ul>
Closing Down:	When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

# STUDENT ACCOUNTABILITY GROUP

Responsibilities: 	This group is responsible for accounting for all students in the Assembly Area(s) following an evacuation. The Student Accountability Group is responsible for obtaining and reporting student accountability information to the Incident Commander. Ensure your safety and the safety of others:
Sujety Nules.	<ul> <li>Size up the situation first.</li> <li>Take no action that might endanger you.</li> <li>Do not work beyond your expertise.</li> <li>Use appropriate safety gear.</li> <li>Follow all operational and safety procedures.</li> </ul>
Start-up Actions:	<ul> <li>Obtain supplies from any pre-established "Group" kits.</li> <li>Obtain briefing from Group Leader/Operations Chief.</li> </ul>
Operational duties:	<ul> <li>Establish contact with each pre-designated team leaders and obtain accountability report for each area/office.</li> <li>Provide accountability reports to Operations Chief:         <ol> <li>Provide name and last known location of any missing student or staff.</li> </ol> </li> </ul>
	2. Update report if missing are located.
	<ul> <li>Maintain current record of the number of students and staff in the assembly area and/ buildings.</li> <li>Maintain record of students or staff who leave assembly area for any reason.</li> <li>Direct all media or parent requests for information to the PIO.</li> </ul>
Closing Down:	When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

# STUDENT RELEASE GROUP

Responsibilities:	Assure the reunification of students with their parents or authorized adult through separate Request and Release Points.
	Student Release will be conducted as outlined in the "Student Release Procedure" of the school Crisis Response Plan. The procedure guides release from the event location(s) as well as release from an evacuation site.
	Principles outlined in this checklist will apply to either situation.
Safety:	<ul> <li>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</li> <li>Size up the situation first.</li> <li>Take no action that might endanger you.</li> <li>Do not work beyond your expertise.</li> <li>Use appropriate safety gear.</li> <li>Follow all operational and safety procedures.</li> </ul>
Start Up Actions:	<ul> <li>Obtain a briefing from the Incident Commander</li> <li>Obtain equipment from any preassembled Group kit.</li> <li>Obtain Student Emergency Cards from Incident Commander (kept in school Crisis Response Box or in Pathways).</li> </ul>
Operational	Obtain and follow the "Student Release Procedure".
Duties:	<ul> <li>The procedure is available in the school Crisis Response Plan, but should also be kept in the school Crisis Response Box and/or any pre-assembled Operations/Student Release Group kit.</li> </ul>
	Items below are general steps:
	<ul> <li>Maintain strict accountability/record of all students released!</li> <li>Work with the Security Group as needed to secure the areas.</li> <li>Coordinate with the "Evacuation Group" if releasing from another location following evacuation of the office/event location.</li> <li>Set up "Request Point" and "Release Point" at planned locations.</li> <li>Receive release request and confirm requestor ID.</li> </ul>
	<ul> <li>Confirm they are authorized to pick up student.</li> <li>If confirmed, direct them to Release Point.</li> </ul>
	<ul> <li>Send runner to get student and take to Release Point.</li> <li>Release Point confirms student and parent ID, releases student.</li> </ul>
	Refer all requests for information to the PIO.
Closing Down:	When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

# **STUDENT RELEASE PROCEDURE**

#### **Overview**

Release of students to parents following, or in the course of, a school emergency can be one of the most challenging emergency tasks that school administrators may face. As such, careful planning is critical. It is also imperative that parents are well informed as to what the process will be prior to an emergency.

Schools must also be prepared to handle situations where students have been injured, perhaps fatally, cannot be located, or for other reasons cannot be immediately released to parents. In addition to the "Request" and "Release" points outlined in this Student Release procedure, schools must designate a private location where parents can be taken and made comfortable until the Incident Commander, Law enforcement or other officials can meet with them to explain the circumstances. Schools should also prepare to provide crisis counseling.

#### Practice Makes Perfect!

Schools must practice the student release process under non-emergency conditions.

#### Student Release Group

Student release is conducted by the "Student Release Group", and schools must predetermine the number of staff that will need to be assigned to the group, typically based on the number of students involved. The Student Release Group will be divided into two teams; Request Point and Release Point.

- The <u>Request Point Team</u> must have people to receive release request forms and people to act as runners to go get the requested students and escort them to the Release Point.
- The <u>Release Point Team</u> must have people to check parent identification and release students and should have someone assigned to escort parents to a private holding area when a student cannot be located or released for whatever reason.

#### <u>Set Up:</u>

- □ Secure an area against unauthorized access.
- □ Set up the Request Point at the pre-designated location. Post a "Request Point" sign.
- Establish multiple "Request Lines".
- □ Obtain Student Emergency Cards from the school Crisis Response Box or from Pathways.
- □ Have Student Release Forms and pens available for distribution to parents while in line.
- □ Set up Release Point, with sign, at pre-designated location well away from Request Point.
- □ If not pre-determined, identify where parents of "Missing" students are to be taken.

# Appendix

- A. Media Relations Guide
- B. Earthquake Procedure
- C. Hazardous Material Release Procedure
- D. Intruder on site Procedure
- E. <u>Severe Weather Procedure</u>
- F. <u>Student Release Request</u>
- G. Student Release Log
- H. Utility Loss or Damage Procedure
- I. Bomb Threat Procedure
- J. Bomb Threat Checklist for Telephone Operators
- K. Basic Medical Emergency Procedure
- L. Covid 19 Reporting
- M. Incident Report Form

#### Appendix A

# **MEDIA RELATIONS GUIDE**

# (Suggestions for working with the News Media)

# Introduction

The public (including parents) has a right to timely and accurate information when a school crisis occurs. Additionally, the media can be a powerful tool when the school needs to control rumors or impart critical information to parents such as where to pick up their children during an evacuation.

Schools share responsibility for issuing public statements during an emergency with other agencies such as law enforcement and the fire department. It is therefore imperative that these entities work together before and during an emergency to ensure they can provide cohesive, accurate and timely incident information regardless of who issues the information.

The school Incident Commander should appoint an individual and alternates, in advance, to serve as the school's Public Information Officer (PIO) and assistants, if needed, during a crisis. Ideally, the school PIO staff should meet with local fire and law representatives to discuss how they will work together, develop media contact lists, and accomplish other preplanning tasks such as creating generic message templates for use in an emergency.

# The suggestions below have been compiled from a variety of sources and are intended to assist the school Incident Commander and/or Public Information Officer in preparing for and handling media communications:

# **Preplan A Media Center Location and Supplies**

- The school Incident Commander, in concert with emergency officials, should determine in advance where the school media center will be established, and identify an alternate site should it become necessary to evacuate.
- The media center should, at minimum, have telephones, copier, FAX and Internet service available.
- Determine and obtain in advance the materials and supplies you will need to support your media operations.
- Office supplies include chairs, desks, bulletin boards, flip charts, computers, printers, fax machines, telephones, cell phones and chargers, digital cameras, TV, radios, copy machine, file folders, paper, message pads, school letterhead, pens, and pencils.
- Communications supplies include press release templates, school fact sheets, and other documents to assist in providing rapid and factual information.
- Key lists include staff and student telephone directories, media directory, a map of the school and area.

# **Understand The Needs Of The Media**

Recognize that the needs of the media will change as the situation evolves!

- **First hours of the crisis**: The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumor and hearsay.
- What and who: The media will want to know exactly what happened and who was involved victims and perpetrators.
- Why and how: The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
- **Analysis of emergency response:** The media will analyze how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?
- How could it happen: As the situation stabilizes, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they'll ask, "Were proper emergency planning measures in place"?
- Second-day stories: The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events, such as memorials, the first day back at school and athletic activities.

# Things To Remember When Working With The Media

- Immediacy: Issue an accurate, factual, initial statement as quickly as possible.
- Location: Designate a media area where all briefings will be held. Secure the school perimeter and determine where media will/will not be permitted.
- **Purpose:** Use local media as a quick communications pipeline to key audiences, but don't depend solely on the media.
- **Policy:** Make sure you follow all school policies and state laws when releasing information. Respect student and staff health, safety and privacy rights!
- **Key messages:** Develop two or three key messages that are honest, consistent, responsive and responsible. Strive to be positive and proactive.
- Accuracy: Never guess, speculate or predict the future. Don't release information until you have verified its accuracy. Never go off the record.
- Availability: Hold regular media briefings and respect deadlines. Avoid saying "no comment." Provide a brief statement and then take a few questions, but stop when they get redundant or head off course.
- Attitude: Express sympathy; be calm and respectful. Avoid getting defensive or placing blame.

# **Consider Student and Staff Privacy Issues**

- Understand the roles of law enforcement, schools, hospitals and families in releasing names and conditions of victims.
- The school should have a carefully considered and crafted policy regarding release of student and staff names and photos.
- Consider laws such as Family Educational Rights and Privacy Act as well as restrictions regarding identification of special education students.
- Consider the need for parental consent before students are allowed to participate in interviews or be photographed or filmed while under the control of school officials.
- Be aware that the media may use existing file photos of students or staff participating in athletic or other events.
- Remember that staff and students have the right to:
  - ✓ Say "no" to an interview.
  - ✓ Be treated with respect.
  - ✓ Select the time and location of the interview.
  - ✓ Have someone with you during the interview.
  - ✓ Know the purpose of the story.
  - ✓ Ask about the questions in advance.
  - ✓ Request a specific reporter and/or refuse to work with certain reporters.
  - ✓ Speak to one reporter at a time.
  - ✓ Release a written statement instead of having an interview.
  - ✔ Refrain from answering uncomfortable questions.
  - ✓ Say when the interview is over.
  - ✓ Ask for a correction if information is wrong.

# **Consider Using Other Available Communication Tools**

- Website Create an emergency Web Page linked to the school Website for daily updates.
- **Emails and faxes** Set up an email distribution list to stakeholders who need to be contacted regularly, including staff, media, parents and elected officials.
- **Social networks** Use Facebook, Instagram and other social networking tools to provide information quickly to parents and other stakeholders.
- Hotline Dedicate a phone line to emergency information and update it frequently.
- **Phone Tree** For small schools, especially, phone trees can be used to disburse information rapidly when other systems are down. Messages must be short and factual to avoid sharing misinformation or starting rumors.
- Face-to-face Well prepared press conferences or public meetings and can be an effective way to answer questions, address concerns and build public and media confidence in how an incident is being managed.

# **Questions Frequently Asked By Parents And The Media**

Anticipating questions parents and the media will ask can be very helpful to the school Incident Commander and Public Information Officer as they prepare to conduct press conferences or release information. These are some of the common questions asked:

### Q: What happened?

A: Stick to the facts that you have verified: who, what, when, where. Coordinate information release with law enforcement, fire or other officials.

### Q: How much damage was sustained?

A: NEVER SPECULATE on dollar amount of damage. Give factual, clear information as it becomes available (e.g., two areas have sustained damage in the fire).

## Q: How many people were killed/injured/missing?

A: ONLY RELEASE CONFIRMED NUMBERS. Coordinate with law enforcement.

## Q: How can I get updated information?

A: Give time, location of next briefing as well as hotline number.

- *Q: How can I locate a family member, colleague or student?* A: Provide evacuee information numbers.
- Q: How can parents and teachers receive information?

A: Provide hotline number.

## Q: How can I volunteer to help or provide donations?

A: Provide information and direct inquiries to organizations such as the Red Cross.

## Q: Why did this happen?

A: NEVER SPECULATE.

# Q: What are you doing next?

A: We are assessing the situation and will determine next steps in cooperation with law enforcement. Provide information on how families are being reunited, when classes will resume, etc.

### Q: Were any policies or laws violated?

A: We are conducting a thorough investigation into what occurred and how it can be prevented in the future.

# Q: When will school resume?

A: The administration and school board are meeting this evening to make that decision.

### Q: Where can I get information about assistance to victims?

A: Be prepared to provide contact information for mental health assistance, financial aid, or other services such as food shelter and clothing.

# "Grab and Go" Initial Media Release Template

A simple "Grab and Go" template such as this will assist in preparing a quick initial press release about an incident occurring at a school event location. It may be faxed or emailed to local media.

DATE/	
TIME :	(Indicate the current time and date)
YOUR NAME	
AND TITLE:	(Your title will lend credence to your report)
YOUR PHONE NUMBER(s):	(Use a school number. Avoid revealing your personal cell number!)
NOINDER(S).	
NAME OF	
SCHOOL:	(Be sure to indicate High School, Middle School, etc.)
SCHOOL	
ADDRESS:	(If rural, indicate miles and direction from closest community)
	(Lise sommer terms "fire" "ounlesise" "ab aniari anil")
INCIDENT:	(Use common terms, "fire", "explosion", "chemical spill")
SITUATION	(Be brief and factual): "At approximately 10:00 a.m., a fire broke out in a classroom at the
OVERVIEW:	John Doe Elementary school near Appleville."
ACTION	(Again, be brief and factual. Inject a positive statement to indicate the situation is being
BEING	handled proactively,): "At this time school buildings have been evacuated and the fire
TAKEN:	department is working to contain the fire. As always our number one concern is for the
	safety of our students and staff and the emergency procedures we practice regularly have
	been implemented."
REPORTED	(Be very careful here not to stir undue concern or panic. Don't speculate about or estimate
INJURIES:	the number or types of injuries. Provide general factual information and attempt to keep
	the message positive by reiterating that professional rescuers are on top of the situation.
	Stress that additional information will be forthcoming.)
	"We have an unconfirmed report of a possible injury, and emergency personnel are
	currently assessing that situation. We will have additional information available as soon as
	the emergency responders are able to give us an update."
SPECIAL	(If there is a special announcement that needs to be broadcast to parents or the public,
INFORMATION:	use this block for that announcement. If the school has a public website or other
	source of school related information that might interest the media or public, you may
	also use this block to provide the website address, phone numbers, etc.)

# Sample Parent/Press Message

Schools may also wish to draft sample announcements, such as below, in advance. When needed, messages can be quickly disseminated by simply altering dates, times and other variable information. Not only will this save time, it will provide consistency in the messages that parents receive, and help assure that important information is not overlooked in the rush to craft a message and get it out. This format can also be used to develop press releases.

# SAMPLE Parent Notification/Press Release SCHOOL LOCK DOWN

#### FOR IMMEDIATE RELEASE

[Headline:]

DOE SCHOOL LOCKED DOWN

[Message:]

FRESNO, CA – July 17, 2022, 10:00 a.m. – This message is to advise you that the John Doe school is presently under LOCK DOWN. This action has been taken in response to a police SWAT action that is occurring in the vicinity of the school.

As our primary concern is student safety, students will be kept in secured areas until further notice. This may delay the release of students slated to board buses or be picked up by parents at 2:35 p.m. For the protection of our students and staff, as well as parents, parents are asked not to come to or call the school at this time. Please be patient. We will provide periodic updates for the duration of this activity, and will advise parents by phone or text message as soon as this action has ended and it is deemed safe to resume normal school operations or release students. Additional information will be posted on the school website at <u>www.jdschool.k.12.org</u> as it becomes available. Recorded updates can be accessed on the school Hot Line at 559-555-1212.

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# EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

# The Initial Action for any earthquake will be "Duck and Cover".

# School Commander (Principal or designee):

- □ If necessary, call 9-1-1 to report damage and/or injuries
- □ After the shaking stops, initiate an EVACUATE BUILDING alert.
- If necessary, initiate parent notification procedures for students inside the building without their parents.
- If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
  - ✔ First Aid Group
  - ✔ Utility Group
  - ✔ Security Group
  - ✔ Others, as needed.
- □ Consider need to cancel event due to power loss, building damage or other factors.
- □ Consider need to evacuate everyone to evacuation site.
- Implement parent notification and Student Release procedures as necessary.
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

# Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- □ If EVACUATION is ordered, teachers will bring their student roster.
- □ Take attendance at the Assembly Area, and report any missing or injured students.
- □ Initiate first-aid if needed.
- □ Await further instructions from the school Incident Commander.

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#### Appendix C

# HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. HazMat incidents at school event location(s) most often occur in laboratory or vocational training areas, or in maintenance areas. HazMat incidents may also involve chemical releases from rail cars, trucks or industrial sites near the office/event location(s). Releases at the office/event location or in surrounding areas may both pose threats that require prompt action by school officials.

#### FOR ON-SITE RELEASES WITHIN A BUILDING:

#### Administration:

- □ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of <u>that building only</u>.
  - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
  - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- The school Incident Commander should initiate a "SHELTER-IN-PLACE" action for other buildings on site. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- □ The School Incident Commander (or designee) will call 9-1-1 and:
  - ✔ Identify the location.
  - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
  - ✔ Describe actions being taken to safeguard staff and students
  - ✓ Provide the exact location of the problem.
  - ✓ Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- □ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
  - ✓ Could a Search and Rescue Group safely look for missing students?
  - ✓ Should other buildings be evacuated?
  - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
  - ✓ Are any evacuees contaminated, and should they be separated from others?
  - ✓ Can First-Aid be started on injured persons without contaminating others?
  - ✓ Should a "Student Release" or "Off-Site Evacuation" be started?

#### HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

□ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

#### Teachers:

□ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

# RELEASES OUTSIDE OFFICE BUILDING/EVENT LOCATION OR RELEASE THREAT FROM AN ALTERNATE LOCATION:

The most appropriate initial action for this type of release is Shelter-In-Place.

- The school Incident Commander will initiate a office/school event location-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
  - The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- □ School Incident Commander (or designee) will call 9-1-1 and:
  - ✓ Identify the school and location.
  - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
  - ✔ Describe actions being taken to safeguard staff and students
  - ✓ Provide the exact location of the problem.
  - ✓ Advice on the location of the school Incident Command Post.
- □ The Incident Commander should consider initiating an immediate parent notification.
  - ✓ At this point parents should NOT come to the school and risk being exposed to the chemical release!
- The Incident Commander will ensure that anyone enroute to the school with students are redirected to the off-site evacuation site to await further instructions.
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
  - ✔ Continue "Shelter-In-Place"
  - ✓ Notify parents and initiate the "Student Release" procedure.
  - ✓ Initiate an immediate "Evacuation" procedure.
  - ✓ Issue an "ALL CLEAR" signal and resume normal school operations.

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# **INTRUDER ON SITE PROCEDURE**

#### When an unknown person (intruder) is found on site:

- □ Notify school office/Incident Commander.
- □ Ask another staff person to accompany you before approaching person.
- □ Politely greet person and identify yourself.
- □ Ask the purpose of the visit, and inform person all visitors must register at the front desk.
- □ If intruder's purpose is not legitimate, ask person to accompany you to the exit.

#### If intruder refuses to go to office or leave, or you become aware that intruder is armed:

- □ Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
  - ✓ Provide a description of the intruder.
  - ✓ Provide last known location.
- □ School office/Incident Commander will initiate an immediate school "LOCK DOWN".
- □ School Incident Commander (or designee) will call 9-1-1 and:
  - ✓ Identify the school and location.
  - Provide description of the intruder, and whether intruder is known to be armed.
  - ✓ Provide last known location of intruder.
  - ✓ Describe actions being taken to safeguard staff and students.
  - ✓ Advice on the location of the school Incident Command Post.
- □ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- □ Maintain "LOCK DOWN" until situation is resolved.

#### **IF YOU DISCOVER A HOSTAGE SITUATION:**

- □ If hostage taker is unaware of your presence, do not intervene.
- □ Notify the school office/incident Commander.
- □ School Incident Commander will initiate immediate "LOCK DOWN".
- □ School Incident Commander (or designee) will call 9-1-1 and:
  - ✓ Identify the school and location.
  - Provide description of the intruder, and whether intruder is known to be armed.
  - ✓ Provide last known location of intruder.
  - ✓ Describe actions being taken to safeguard staff and students.
  - ✔ Advise of the location of the school Incident Command Post.
- □ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- □ Maintain "LOCK DOWN" until situation is resolved.

#### If taken hostage:

- □ Treat the hostage taker as normally as possible and follow his/her instructions.
- Do not panic and calm students if they are present.
- □ Be respectful to hostage taker, ask to speak and do not argue or make suggestions.

If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

## SEVERE WEATHER PROCEDURE

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather <u>Watch</u>" has been issued by the National Weather Service:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- □ Bring all persons inside building(s).
- □ Be prepared to move students from outside areas into permanent buildings.
- □ Close facility doors, windows and blinds or curtains.
- □ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- □ Review "Duck and Cover" procedures with students.
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

# If a "Severe Weather <u>Warning</u>" has been issued in the area, or if severe weather is being observed at or near the site:

- □ The school Incident Commander will initiate a "SHELTER-IN-PLACE".
- If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement "Duck and Cover" procedures until the threat subsides.
- The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

#### After passage of the storm:

- The school Incident Commander will rescind the "Duck and Cover" order.
   Shelter-In-Place should temporarily be continued.
- The school Incident Commander should deploy staff to do a preliminary damage assessment of site buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- □ Based on this assessment the school Incident Commander will:
  - ✓ Continue "Shelter-In-Place" until school event location(s) can be made safe.
  - ✓ Give the "ALL CLEAR" signal and resume normal school operations.
  - ✓ Notify parents and initiate the "Student Release" procedure.
  - ✓ Initiate an "Evacuation" procedure.

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Appendix F

# STUDENT RELEASE REQUEST - Please print clearly

<b>REQUEST POINT</b> This section is to be completed by Adult requesting student.				
Data	Tim			
Date: Student's		Time: Teacher		
Name:		leacher or Grade:		
Requesting				
Adult's Name:				
Adult's				
Address	EET ADDRESS		ATE, ZIP	
Adult's	LET ADDRESS	CITY, SI	41 <i>E, 21</i> P	
		Cell:		
Relationship				
to Student:				
Student				
Will Be Taken: □ Home	- Other:			
Requesting	□ Other:			
Adult's Signature:				
Authority Verif	Request Team			
TEACHER	Teacher: Please I			
Sent with Runner	□ Sent with Runner □ Absent Today □ MISSING (Use comment area at bottom, as needed.)			
Teacher Signature:				
RELEASE POIN	Release Date:	R	elease Time:	
Adult and Stud				
COMMENTS	NTS Continue comments on reverse as needed			
	 Rack to	o Appendix		

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Appendix G

# **Student Release Log**

Date:				
Student's Name	Release Time	Print Name Of Adult Student Is Being Released To	Adult's Signature	
L	Dere	k to Appendix		

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# UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the site.

#### LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located away from the location. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing down and sending everyone home.

#### UTILITY SYSTEM DAMAGE OR FAILURE AT THE SCHOOL OFFICE/SCHOOL EVENT LOCATION

Utility failure or damage on site can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on site is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire site.

For these reasons, the school should develop detailed maps that indicate not only the main office/event location(s) utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

#### **EMERGENCY PROCEDURES**

#### Gas Leak - INDOOR:

- □ Upon detecting gas odor, staff shall initiate EVACUATION of the <u>affected</u> building.
  - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
  - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
  - Leave doors open to provide ventilation of the building.
- □ The school Incident Commander/designee will call 9-1-1:
  - ✔ Give school name and address.
  - ✓ Give location of gas leak what building and what's leaking, if known.
  - ✓ Describe best UPWIND access point for emergency responders driveway/gate.
  - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- □ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- □ The school Incident Commander will determine whether to evacuate other buildings.
  - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
  - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- □ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- Do not reenter the building(s) until fire or utility officials say it is safe

#### Gas Leak - OUTDOOR:

- □ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
  - ✔ Move everyone UPWIND, at least 100', more if leak is major
  - ✓ Post staff to prevent entry to the area
  - ✓ Prevent vehicles, including school service carts, etc. from entering area
- Notify the school office/school Incident Commander
- □ The school Incident Commander/designee will call 9-1-1:
  - ✓ Give school name and address.
  - ✓ Give location of gas leak what area of the office/event location(s) and what's leaking, if known.
  - ✓ Describe best UPWIND access point for emergency responders driveway/gate.
  - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
  - ✓ Stay on the line to provide updates.
- □ The school Incident Commander will determine whether to evacuate buildings.
  - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
  - ✔ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

- □ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

#### **Electrical System Damage or Failure:**

- □ If problem is in, or on, a school building and there is smoke or threat of fire:
  - Evacuate the building(s).
  - □ Close, but do not lock doors.
- □ Notify the school office/Incident Commander.
- □ The school Incident Commander/designee will call 9-1-1:
  - ✓ Give school name and address.
  - ✓ Give location and nature of the electrical problem.
  - ✓ Describe best access point for emergency responders driveway/gate.
  - ✓ Indicate if evacuation is underway.
  - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
  - ✓ Stay on the line to provide updates.
- □ Incident Commander will determine need to evacuate buildings, if not already done.
- □ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- Do not reenter the building(s) until fire or utility officials say it is safe.
- If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
  - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
  - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

#### Water/Sewer Line Break

- □ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- □ Notify the school office/school Incident Commander.
- □ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- □ The school Incident Commander will assess situation and determine next step:
  - ✓ Whether to evacuate buildings, if not already done.
  - ✓ Need to remove water, and/or cover/remove contents to protect.
  - ✓ Need to contact plumber, water removal specialists or others.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- □ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

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# Appendix I BOMB THREAT PROCEDURE

#### (Response Procedure on Page 36 may also be applied to "Suspicious Objects")

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

#### TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

#### **INTRODUCTION**

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The "CALL TAKER INSTRUCTIONS" sheet and "TELEPHONE BOMB THREAT REPORT" form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

#### ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different areas last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "*Telephone Bomb Threat Report*" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

**LOW LEVEL** - The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

**MEDIUM LEVEL** - The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

<u>HIGH LEVEL</u> – May be driven by conscience or other reason to issue warning: The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire school office/event location(s), Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

#### **RESPONSE PROCEDURE – Part 1**

**CAUTION**: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as "High." **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

#### ADMINISTRATION (School Incident Commander/Designee)

- **CALL 9-1-1** and provide information about the emergency:
  - ✓ Confirm address of school event location(s).
  - ✔ Provide threat details Supposed bomb location, Supposed detonation time, etc.
  - ✓ Provide location of school Incident Command post.
  - ✓ Describe best access for emergency responders driveway/gate.
  - ✓ If possible, remain on line to provide updates.
- **Conduct Threat Assessment Then either evacuate buildings or Shelter-In-Place:** 
  - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
  - ✓ If Shelter-In-Place, be sure school event location(s) are clear. Move all students inside, if possible.

#### Establish a school Incident Command Post

- ✓ Be certain to take the school Crisis Response Box.
- If threat is deemed credible:
- ✓ Establish a command post at least 400 feet from school event location(s).
- ✓ Ensure that it is away from automobiles, refuse containers, or mailboxes.
- ✓ Conduct a scan of the area for any suspicious items.
- ✓ Employ runners to communicate.
- Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:
  - ✓ Conduct building /site search.
  - ✓ Cancel school event and notify parents who may be en route to school event.
  - ✓ Evacuate students from the immediate area.
- □ Announce "All Clear" if and when it is deemed safe to do so.

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#### **RESPONSE PROCEDURE – Part 2**

**CAUTION**: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as "High", **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

#### **TEACHERS/STAFF**

Initiate "BUILDING EVACUATION" or "SHELTER-IN-PLACE" - as directed.

# **IF EVACUATING**: follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- □ Have everyone in the room take their personal belongings with them. This will speed the "building search" process later.
- □ Tell Students to turn off their cell phones and leave them off for safety.
- While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- □ Report suspicious objects to the school Incident Commander as soon as possible.
- As assembly area is approached, scan for unusual, out of place, or suspicious objects.
   If anything seems out of the ordinary, move students to another location.
- □ If possible, keep students at least 300 feet away from buildings.
   ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- □ If you relocate, report your new location and reason for move as soon as possible.
- □ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- □ Await further instructions or an "ALL CLEAR" announcement.

#### IF SHELTER-IN-PLACE is ordered:

- **Goldow normal Shelter-In-Place procedures.**
- □ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- □ **If a suspicious object is found,** initiate an immediate Building Evacuation AND notify the school Incident Commander.
- □ Take all other steps outlined in the section "IF EVACUATING" above.

#### **BOMB SEARCH PROCEDURE**

"I'm not going to look for a bomb!!!" That's a normal response to the sensitive question of who will search the school event location(s) in the event of a bomb threat. However, the best answer to this question is very clear: *The person most qualified to search a given area is the person who is most familiar with that area!* If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?
- 2. Is there anything out of place?
- 3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker, or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school event location(s) during a bomb threat event.

### **COORDINATING THE SCHOOL EVENT LOCATION(S) SEARCH**

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search the school event area.

It is recommended that the school event location(s) be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

#### **ROOM SEARCH PROCEDURE**

Search teams should be comprised of two people whenever possible.

**FIRST SEARCH**: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

**SECOND SEARCH**: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

**FOURTH SEARCH**: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on the school event location has been searched.

#### IF A SUSPICIOUS ITEM IS FOUND:

#### 1. DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.

- 2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
- 3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

#### **CALL TAKER INSTRUCTIONS**

- □ Use the "*Telephone Bomb Threat Report*" form as a guide while talking with the caller.
- □ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- □ Listen closely to detect other information about the caller:
  - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- □ Signal co-workers that you are receiving a bomb threat call.
  - If possible, have one pick up a phone and listen in, while another notifies the school Incident
     Commander and relays call information as you write it down.
- □ Stay calm and indicate your desire to cooperate with the caller.
- DO NOT antagonize or challenge the caller.
- □ Ask caller to repeat or explain anything you did not understand.
- Prolong the conversation as long as possible.
- □ Obtain as much information as possible.

**Special Note**: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:

1. Remain calm and politely advise the caller:

#### "I am a student. Please hold while I get an adult to talk to you."

- 2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
- 3. If no adult is near, lay the phone down and quickly go find one to take the call.
- 4. DO NOT HANG UP or ask the person to call back!

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Appendix J

# BOMB THREAT CHECKLIST FOR TELEPHONE OPERATORS

#### Instructions:

Pretend you are having difficulty hearing the caller. Keep the caller talking. Inform the caller that the building is occupied and that detonation could cause injury or even death. Be calm and courteous. Listen. Do not interrupt the caller except to ask the following questions:

•	ask the following questions	•			
	he bomb go off?				
2. At what hou					
3. How much	time is remaining?				
4. Where is th	e bomb planted? Build	ling	Area	Floor	
5. What does	the bomb look like?				
6. What kind o	of bomb? 🛛 🗌 Homen	nade [	🗌 Chemical 🛛 🗌 FireB	omb 🗌 Explosive	Other
7. How do yoι	I know so much about the	e bomb?			
8. Why us?					
9. Where are y	/ou now?				
10. What is you	Ir name and address?				
Leave the phone off	the hook even if caller han	ngs up.			
<b>Did The Caller App</b>	ear Familiar With The Bu	ilding By H	lis Description Of The Bor	mb Location?	
Operator Name:	Exa	act Call Tim	e: Da	ite:	_
Caller's Identity:					
🗌 Male 🛛	Female 🗌 Adult	🗌 Juven	ile Approx. Age:		_
Origin Of Call:	_	_			
	Long-Distance	Booth	Internal(in b)	ouildina)	
				Jananig)	
Voi	ice Characteristics		Spe	ech	
Loud	□ Soft		☐ Fast	Slow	
High Pitch	🗌 Deep		Distinct	Distorted	
Raspy	Pleasant		Stutter	Nasal	
Intoxicated	Other		Slurred	🗌 Lisp	
			Precise	Other	
	Language		Acc	ent	
Excellent	🗌 Good		Local	Not Local	
🗌 Fair	Poor		Foreign	Regional	
🗌 Foul	Other		Race	Other	
Use of certa	ain words or phrases				
	Manner		Backgro	und Noises	
🗌 Calm	🗌 Angry		Office Machinery	Street Traffic	
Rational	Irrational		Factory Machinery	Airplanes	
Coherent	Incoherent	t	Bedlam	Trains	
Deliberate	Emotional		Animals	Voices	
Righteous	Laughing		🔲 Quiet	Music	
	· · ·		Party Atmosphere	Mixed	

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Appendix K

# **BASIC MEDICAL EMERGENCY PROCEDURE**

This procedure outlines basic steps to be taken for office/school event medical emergencies involving a single victim. In major emergencies involving multiple victims, many of the basic principles outlined below will also apply. However, in that situation the Incident Commander should activate a First-Aid Group.

#### School Staff Response:

- Quickly assess the situation. Make sure it is safe for you to approach. Some examples of danger include:
  - ✔ Live electric wires
  - ✓ Gas leak

- Building damage
- Animal or insect threat
- □ Immediately notify the school office/Incident Commander.
- □ Assess the seriousness of the injury or illness, and update office/Incident Commander.
- □ Protect yourself against contact with blood or body fluids. Don gloves if possible.
- □ Administer appropriate first aid according to your level of training until help arrives.
- Do Not Move if seriously injured unless the scene is absolutely unsafe.
- □ If the victim is not breathing, or there is no pulse, begin CPR if so trained.

#### Administration: (school Incident Commander)

□ Send available staff with first aid training to injured person's location.

#### If injury/illness not deemed an emergency:

- □ Get the victim moved to the designated treatment area (main office/Nurse's office).
- □ Notify parent/guardian (or family, if an adult.)
- □ Ensure appropriate treatment (and/or release to parent /guardian, if student).

#### If injury/illness is deemed an emergency:

- □ Ensure 9-1-1 is called, and appropriate information is provided to emergency operator.
- □ Assign a staff member to meet and direct emergency responders to the victim.
- □ Assign a staff member to remain with the victim if transported to the hospital.
- □ Ensure student/staff emergency medical information goes with victim to the hospital.
- □ Notify parent/guardian/family of the situation, and where the victim has been taken.

#### Post event considerations:

- □ Review event to determine if incident was caused by a safety issue that requires further investigation or corrective action.
- □ Review incident to assess need for improved procedures or additional staff training.
- □ Consider need to provide follow-up counseling to students/staff/parents.
- □ Remember that information regarding injuries or illnesses is confidential and cannot be shared with the media or others.

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#### Appendix L

### **COVID-19 Reporting**

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

#### SCHOOL:

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

- From January 1, 2021 unl January 1, 2023, Cal/OSHA can issue an Order Prohibiting Use (OPU) to shut down an entire worksite or a specific worksite area that exposes employees to an imminent hazard related to COVID-19.
- □ From January 1, 2021 unl January 1, 2023, Cal/OSHA can issue citations for serious violations related to COVID-19 without giving employers 15-day notice before issuance.

#### STAFF:

□ Staff need to report to the school, without fear of reprisal, COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards at the workplace.

□ Staff with medical or other conditions that put them at increased risk of severe COVID-19 illness shall inform Human Resources.

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Appendix M

Incident Report Form			
YOSEMITE VALLEY CHARTER SCHOOL	VYC MRA CHARTER SCHOOLS	MONARCH RIVER ACADEMY	
Reported by:		Date:	
Persons Involved:		-	
	taken (Who, what, when, where, and if it's in writing it happened		

Back to Appendix

# Cover Sheet 2023-2024 Organizational Chart

Section: Item: Purpose: Related Material: IV. Operations B. 2023-2024 Organizational Chart Presentation & Potential Discussion (Informational) Proposed 2023-2024 Organizational Structure

#### **BACKGROUND:**

• General overview of the school's organizational structure, departments, and staffing.

#### **RECOMMENDATION:**

• Consider providing leadership with input and guidance on the structure of school departments and staffing.



# EDUCATIONAL SERVICES -ASSISTANT SUPERINTENDENT

## SECONDARY EDUCATION - DIRECTOR

- ASSISTANT DIRECTOR
- HIGH SCHOOL COUNSELORS
- SECONDARY EDUCATION SPECIALISTS
- TUTORS

### **ELEMENTARY EDUCATION - DIRECTORS** OF REGIONAL COORDINATORS

- REGIONAL COORDINATORS
- CURRICULUM & INSTRUCTION LEAD TEACHERS
- EARLY LITERACY/VIRTUAL LEARNING COORDINATOR
- INDEPENDENT STUDY TEACHERS
- PARAPROFESSIONALS

### ELEMENTARY SUPPORTS -EARLY LITERACY COORDINATOR

- LEARNING LAUNCHPAD TEACHERS
- ACCELERATED LEARNING LAUNCHPAD TEACHERS

# COORDINATOR

- VIRTUAL ACADEMY TEACHERS
- VIRTUAL ACADEMY ELECTIVE TEACHERS
- PARAPROFESSIONALS

 $(\checkmark)$ 

### HS/MS VIRTUAL ACADEMY -Coordinator

- MIDDLE SCHOOL VIRTUAL ACADEMY TEACHERS
- HIGH SCHOOL SPECIALIZED TEACHERS
- VIRTUAL ACADEMY ELECTIVE TEACHERS
- INCLUSION TEACHERS

# ADMINISTRATION -SUPERINTENDENT

ADMINISTRATIVE ASSISTANTS
 GOVERNANCE, ACCOUNTABILITY, & COMPLIANCE

# ASSISTANT DIRECTORS

ACCOUNTABILITY & PROFESSIONAL DEVELOPMENT

- COORDINATOR
  - **TESTING & ASSESSMENT**
- SECRETARY PROGRAMS



# STUDENT SUPPORT SERVICES -ASSISTANT SUPERINTENDENT

### SPECIAL EDUCATION -SENIOR DIRECTOR

- DIRECTOR OF SEL & TRANSITIONS
- ASSISTANT DIRECTOR OF SPECIAL EDUCATION
- SPED ADMIN ASSISTANT
- TRANSITIONS ADMIN ASSISTANT
- PROGRAM SPECIALISTS
- SPECIAL DAY CLASS COORDINATOR
- CASE MANAGERS
- PSYCHOLOGISTS
- SPEECH & LANGUAGE PATHOLOGISTS
- OCCUPATIONAL THERAPISTS
- NURSES
- PARAPROFESSIONALS

# COMMUNITY EDUCATION - DIRECTOR

- COMMUNITY ARTS EDUCATORS
- ADMIN ASSISTANT
- ENGLISH LANGUAGE LEARNER SUPPORT -ELL COORDINATOR
- STUDENT SUCCESS TEAM
  - SST COORDINATORS
  - 504 COORDINATOR
  - SPEECH & LANGUAGE PATHOLOGIST
  - PARAPROFESSION

The Journey of Learning Continues...



# Cover Sheet New Positions

Section: Item: Purpose: Related Material: IV. Operations C. New Positions Discussion & Potential Action - Vote Community Arts Educator - YV; Curriculum & Instruction Lead Teacher - YV; SDC Program Coordinator Job Description - YV

#### **BACKGROUND:**

- The purpose of the school leadership plan is to highlight the changes we have made to programs and positions over time in order to meet the needs of our students, community, and learning coaches as we continue to strive for student success in English language arts, math and college, and career readiness.
- The Superintendent Team took a deep dive into our school's organizational chart and departments. The goal was to reflect on and analyze the needs and overall current effectiveness of each position and program. This research led us to conclude that more administrative leadership positions are not needed but instead more specialized teacher support positions to meet our goals of increased achievement school-wide by providing teacher and parent support.
- It is important to note from our research that our administrative ratios are in line with many of the schools/districts in our area. Also, we calculated our ratios on our based on full-time administrative employees, however, most carry student rosters as well and are between 60-80% administrative and 20-40% instructional therefore our ratios are technically not as high as presented.
- Our leadership team has undergone training to be instructional coaches to guide instructional practices with both our Independent Study and Virtual Academy Teachers. The next phase of this effort will be to implement the cycle of inquiry into our coaching sessions to help teachers reflect on their instructional practices, set goals, and measure outcomes.

- To address our LCAP goals and feedback data from student, staff, and parent surveys, as well as Board Member requests, we have developed 3 new positions. The positions will be funded through grant monies or by retiring current positions. We are expanding our intervention offerings to reach all students and provide more flexible time options. Due to AB180 & 167 our teachers are required to provide daily instruction. We plan to train and utilize all teachers to provide language arts instruction and intervention during these sessions, therefore, eliminating the need to have a separate smaller intervention program. These classes will now be called Learning Launchpad (language arts instruction) and Accelerated Learning Launchpad (one targeted skill taught per class session, formerly ODI or intervention).
  - IV.C.2 Our Special Day Class Coordinator will be developing and piloting a special day class program this spring to meet the needs of our most underserved learners to ensure they have access to a robust education from highly qualified teachers. Their progress will be monitored based on attendance, parent feedback, and assessment data. We have received legal counsel recommending the creation of such a program so that our offer of FAPE to our students with IEPs can include virtual academy instruction similar to those of their peers but tailored to their learning needs. This coordinator will have a special education credential and will partner with our Virtual Academy Coordinator and High School Academy Coordinator to implement a program with high expectations and calibrated instructional practices based on observation data.

**Purpose:** To develop, implement, monitor, and analyze all functions of teaching and learning in virtual settings for students with IEPs.

**Why:** Recommended by SELPA, research, and parent requests as the best environment for students and progress towards learning goals.

Funding Source: State and federal special education funds.

IV.C.3. Our school will be receiving an Arts and Music Grant as well as Proposition 28 funds which have a broad range of uses targeted around increasing arts and music instruction in schools. Based on the requirements of the grant, our LCAP goals, and parent/student feedback, we have developed the Community Arts Educator positions. These will be teachers on special assignment to provide arts and music education in person weekly at local parks, parent education concurrently, as well as online forums, workshops, and classes. The positions will be hired regionally to develop a school community in the vast regions we serve to

create a school climate of inclusivity and support for all. Success will be monitored via writing samples collected each learning period, targeted standards mastery in mathematics, and feedback surveys

**Purpose:** To provide arts and music education in person weekly at local parks, parent education concurrently, as well as online forums, workshops, and classes.

**Why:** To increase community engagement and student success through the arts and other related academic events as defined by Prop 28, LCAP, and parent survey feedback.

Funding Source: Proposition 28

IV.C.1 Our Curriculum and Instruction Lead Teacher position will be teachers on special assignments who specialize in either language arts or math instruction for elementary grade level bands. They will be part of our Elementary Education Leadership team to collaborate across all programs (independent study, virtual academies, and community arts). These lead teachers will become curriculum experts from our vetted curriculum list, they will develop diagnostics assessments, and provide teacher training on best instructional practices per grade level as well as parent/learning coach support and resources that teachers will need to help coach parents/learning coaches into effective teachers. They will hold workshops for teachers and parents to attend to gain knowledge on instructional strategies and pedagogy. Success will be monitored via student progress on diagnostic assessments, as well as teacher and parent feedback surveys. Grade level bands: K-2 ELA, K-2 Math 3-4, ELA 3-4, Math 5-6, and ELA 5-6 Math.

**Purpose:** To develop, implement, monitor, and analyze all functions connected to teaching and learning for teachers, students, and parents.

**Why:** To increase student achievement progress and success according to LCAP, and WASC goals.

Funding Source: Supplemental funds from the LCFF, ESSR III, and Title 1.

#### **RECOMMENDATION:**

• Consider approving the new positions for the 2023-2024 school year.



### **Curriculum & Instruction Lead Teacher**

#### Job Summary:

Our school is looking for an experienced, passionate educator to fill the role of the Curriculum & Instruction Lead Teacher. You will be collaborating with a team of leaders and administrators to ensure that our students receive the best education we can provide. Key responsibilities include designing effective curriculums, assessing lesson plans, implementing innovative teaching methods, and supporting less experienced teachers in their various roles. You will serve as an expert in their assigned grade level and subject area to provide support, resources, training, and progress monitoring for Independent Study Teachers and Virtual Academy Teachers.

To be successful as a Lead Teacher, you should be someone with a deep understanding of what it takes to teach students effectively. Top candidates will also be excellent leaders and mentors, able to use their knowledge to raise fellow teachers up and make lasting improvements to the school's educational processes.

#### **Duties and Responsibilities:**

- Weekly Office Hours hosted by Grade Band Specialists for family and staff
- Create a preferred list of curricula for the grade level span
- Experts in the preferred curriculum for the grade level span (and pacing)
- Experts in online lesson planning and delivery
- Ed Plans match the specific (preferred) curriculum
- Monthly team meetings with the elementary school team including virtual academies
- Monthly Grade Level Newsletters with resources for parents or academic focuses
- Experts in intervention options for the grade level span
- Learning coach support in intervention curriculum choices that would be a best-fit
- Attend LP meetings as asked to support the IST with supporting the family
- Plan in place for missing pieces to curriculum families love that don't match standards as well (teaching textbooks)
- Make ELA Ed Plans by topic standard rather than each LP mixed with all areas
- Learning Coaches grouped by their chosen curriculum and facilitated by Grade Band Specialists (monthly meetings? Connects LCs to others who are using the same curriculum)
- Organized resources with videos, etc. for preferred curriculum (video of how to make sense of what comes in the box and how to get organized, pacing guides)
- For the preferred curriculum, ISTs can use the outline of lessons for tracking progress/assigning work (similar to how we used to be able to pick a specific curriculum like Singapore Math in Pathways and then mark the specific lessons completed). This was more accurate documentation.
- Monthly academic challenge and contests: TK-6 school-wide initiative plan
- Ed Plan specialists and progress monitoring
- CBM and Reading Benchmarks

- Writing collection and review along with providing writing resources for quarterly benchmarks
- Professional Development
- Parent Education using curriculum from TCOE and FCOE
- Researches and responds to reference questions, referring complicated or difficult questions to more experienced staff
- Leading the development of your department's curriculum.
- Assessing lesson plans and current teaching methods.
- Implementing strategies to improve any identified shortcomings.
- Contributing to the leadership and management of the school.
- Supporting, guiding, and reviewing other members of the teaching staff.
- Teaching demonstration lessons for the edification of fellow teachers.
- Working with other departments to contribute towards the general improvement of the school.
- Other duties as assigned

#### Knowledge/Qualifications:

- Interpersonal skills using tact, patience, and courtesy
- Excellent written and verbal communication skills
- Attention to detail, time management skills, and problem-solving skills
- Technical skills
- The ideal candidate will exhibit excellent communication skills, and have the ability to take initiative, and prioritize daily tasks. A strong ability to take charge and meet tight deadlines will ensure your success in this multifaceted role.

#### **Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- May occasionally have to lift up to 25+ pounds.

#### Work Environment:

Remote position with in-person interaction several times per month.

#### **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.



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

Job Title: Special Day Class (SDC) Program Coordinator Category: Certificated Work Year: 196 Days Supervisor: Senior Special Education Director

#### **Role Summary**

The position of SDC Program Coordinator will be tasked with supporting the design, implementation, and the daily operations of a robust SDC program including the creation and management of curriculum and instruction, which is designed for special education students with Moderate-to-Severe disabilities. This program will be our future offer of FAPE for these students, so the person chosen must have a passion for working with Moderate-to-Severe students and implementing a program where they can learn at a high level. As the SDC Program Coordinator, the role encompasses the facilitation, compliance, and oversight of special education at Yosemite Valley and Monarch River Academy as it pertains to the program.

#### **Key Responsibilities**

- Assist in leading the SDC Program design, implementation, and vision
- Serve as communication liaison between departments, families, and the Services Coordinator.
- Help promote and recruit our families and students into the SDC Program
- The SDC Program Coordinator will be the Lead-Teacher for the Moderate/Severe Team
- Perform the duty of an administrator at IEPs and ensure services are provided in accordance with goals and objectives developed.
- Work closely with the Senior Director of Special Education, Assistant Director, and Mod/Severe Program Specialist to build a master schedule for the program.
- The SDC Program Coordinator will carry a special education roster of between 5-7 students.
- Will assist in the identifying of staff or hiring who will perform the elective components of the program.
- Promote best practices for a system of flexible service delivery through the use of evidenced based research, practices, methodologies, and principles.
- Work collaboratively with agency and community partners in the provision of resources and services that support and enable students to access the educational environment.
- Assign and monitor paraprofessional working assignments including the assignment of substitutes, when needed.
- Participate in the development and implementation of goals, objectives, policies, and priorities for assigned programs; identify resource needs; recommend and implement policies and procedures. teachers, support staff, and the students.
- Conduct classroom observations to ensure that the SDC Program is meeting the needs of
- Progress monitor and collect relevant data that directly correlates with the SDC Program.
- Assist the Assistant Director and Mod/Severe Program specialist with standardized testing, including state testing.

- Works with the Assistant Director of Special Education to develop, plan, and provide for professional development and parent education.
- Performs other related duties as assigned.

#### Knowledge of:

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

#### Ability to:

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

#### **Qualifications:**

• Credentialed to work with Moderate/Severe Disabilities (R3MS)

### **Community Arts Educators Cover Sheet**

#### Why Community Arts Educators?

The school conducted a study to determine highly populated areas of student enrollment. Community Arts Educators will concentrate on these areas and serve outlying areas as determined by the Director of Community Engagement.

#### Art & Music Block Grant + Prop 28 Funding

This grant will cover the program for three years. Financial details below were provided by Dr. Damien Phillips.

#### WASC Goals

- 1. Continue to develop and implement parent/teacher education programs and resources based on research-based best practices to Increase achievement in ELA and Math.
- 2. Continue to expand a positive school culture by actively engaging educational partners through weekly communication, clubs, and community events which would include parent education, arts instruction, extended learning opportunities, and SEL activities.

#### LCAP

Goal #4 state that the schools will implement a robust parent education program designed to engage parents as partners in the academic and social-emotional development and progress of their student. Based on historical data, parents and guardians prefer in person with their community versus virtual support.

#### Parent Feedback Surveys

1. Ongoing, overwhelming request for more in-person opportunities in the community.

#### **Funding Sources**

- 1. Arts and Music in Schools-Funding Guarantee and Accountability Act: Proposition 28
  - Funds are based on current enrollment
  - \$370,398 for Yosemite Valley Charter
  - \$164,670 for Monarch River Academy
  - This proposition requires at least 80% of the additional funding to be used to hire staff
  - The remaining funding could be used for training, supplies, and materials, and for arts and educational partnership programs
- 2. Arts, Music, and Instructional Materials Discretionary Block Grant
  - Funds are based on current enrollment
  - \$1,055,333 for Yosemite Valley Charter
  - \$474,658 for Monarch River Academy
  - Sunsets in July 2027
  - Greater discretion of operational costs including but not limited to curriculum, professional development, CharterSafe, Charter Impact, Pathways, retirement, and health care cost increases



#### **Community Arts Educator**

#### Job Summary:

Serve the assigned community region by offering events rooted in the mission and vision of our school that include a variety of academic, enrichment, and social activities. Community Arts Educators are passionate about interacting with the school community through arts, STEAM, parent relationships, and education. They provide opportunities to celebrate student achievements and learning. Community Arts Educators work closely with the Community Arts Team in a collaborative and exciting educational environment.

#### **Duties and Responsibilities:**

- Serve as the point person in your geographical target area for all community events. Create a sense of community in the assigned area.
- Host, at minimum, two monthly in-person park events. One Adventure Day and one Middle School and High School Hangout. Coordinate, plan, and assist with Academic Adventures, Park Days, Community Service projects, Student Clubs, and other in-person and virtual events.
- Host two weekly virtual opportunities for the community to connect including:
  - A club open to Monarch River Academy and Yosemite Valley Charter School students. Content to be determined by new hire but to include arts and music exposure.
  - A parent social with an intentional conversation that ties to Parent Education at Adventure Day. Promote and foster a strong parent community.
- Coordinate and collaborate with the Community Arts Educator Team to plan events and activities specific to your community region
- Incorporate fine arts, music, STEAM, multicultural awareness, writing, and specific activities for students. Fine arts can include dance, media arts, theatre, photography, craft arts, and other opportunities in every in-person and virtual event. Incorporate athletics into park days, when possible.
- Connect all events and activities to Local Control Accountability Plan, goals, Student Learning Outcomes, student achievement, and the school theme.
- Support student achievement and Central Valley Charter Schools; (Monarch River Academy & Yosemite Valley Charter School) vision
  - Strategically plan and host parent education events and activities to align with the targeted needs of students in your area
- Event and activity planning including organization, ideas, dialogue, advice, processes, and more with a focus on the inclusion of all student and family subgroups, consulting as needed with Special Education to confirm events are both suitable and equitable for all students.
- Attend two or three field trips per semester in your area
- Include local vendors, including athletic vendors, as appropriate at inperson events.
- Participate in community events throughout the region, as needed.

- Collaborate with High School and Middle School leadership to plan grade spanspecific/inclusive events and implement school-created character development lessons.
- Participate in Professional Development
- Provide Parent Education using provided curriculum from Tulare County Office of Education and Fresno County Office of Education
- Attend School Site Council meetings Communicate and collaborate with Field Trip and Events and Ordering System teams as needed
- Assist with Incident Reports and communicate with regional administrators when applicable
- Research and respond to reference questions, referring complicated or difficult questions to more experienced and or senior staff
- Other duties as assigned

#### **Desired Qualifications:**

- Passionate about connecting students to the arts in creative and innovative ways that capture their attention and encourage new understanding
- Interpersonal skills using tact, patience, and courtesy
- Attention to detail, time management skills, and problem-solving skills
- Passion for and experience with art and music education
- Self-starter, confident collaborator, and creative problem solver
- Technical skills using Google
- Exhibit excellent communication skills, both written and verbal, and have the ability to take initiative and prioritize daily tasks
- A strong ability to take charge and meet tight deadlines will ensure your success in this multifaceted role
- Bilingual preferred, but not required

#### **Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- May occasionally have to lift up to 25+ pounds.

#### Work Environment:

Remote position with in-person interaction several times per month.

#### 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.

## **Cover Sheet** Board Metrics Report - February

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

#### **BACKGROUND:**

- Monthly Board Report
- This month's report includes:
  - o Current Enrollment Numbers
  - o High School Data 11th Grade 2021-2022 CAASPP Scores
  - Outstanding Direct Instruction Intervention Classes + STAR 360 Scores
  - Special Education SLP, OT, & Nurse Report
  - Special Education Inclusion Report + STAR 360 & Other Measures of Growth
  - Transition Adult Transition Program (ATP) Social Emotional Learning (SEL) McKinney Vento - Alumni Report
  - o Virtual Academies Student Support
  - Communication Systems
  - LCAP Educational Partnership Survey & Feedback

#### **RECOMMENDATION:**

• Consider providing school leadership with input and guidance.



Board Metrics

Yosemite Valley Charter School February 2023

### **School Enrollment**

#### Current Enrollment by Grade: As of 2/25/2023

Grade	Totals
TK	67
KN	265
1	242
2	251
3	263
4	227
5	220
6	180
7	167
8	133
9	100
10	99
11	105
12	79
Totals	2398

- 502 withdrawals were processed since 8/1, 14 pending
- 53 SPED students have withdrawn, 3 pending

### **High School**

#### 11th Grade School CAASPP Scores 2021-2022

#### Smarter Balanced Summative Assessments for ELA and Mathematics

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's <u>Smarter Balanced Assessment System</u> web page for more information.

ELA Score	% of our Students	# of Students	California Average for Charter Students
4 - Standard Exceeded	15.8%	13	22.7%
3 - Standard Met	26.7%	22	31%
2 - Standard Nearly Met	27.3%	22	23.7%
1 - Standard Not Met	30.2%	25	22.5%
Total		82	

Math Score	% of our Students	# of Students	California Average for Charter Students
4 - Standard Exceeded	9.7%	8	7.7%
3 - Standard Met	15.2%	12	13.8%
2 - Standard Nearly Met	29.7%	25	22.4%
1 - Standard Not Met	45.4%	37	56.1%
Total		82	

### **Outstanding Direct Instruction – Intervention Classes STAR 360 Scores** 2022 Fall Semester

Yosemite Valley Charter School & Monarch River Valley Charter School **Outstanding Direct Instruction - Intervention Classes** STAR 360 ELA Scores Comparison Chart 2022 Fall Semester

#### Introduction to the Outstanding Direct Instruction (ODI) Program

Introduction to the Outstanding Direct Instruction (ODI) Program Vosemie Valley Charter School (YV) and Monarch River Academy (MRA) have a Mula-Tiered System of typoper (MRS) groupm that has expanded over recent years to include several additional components. One of the more targeted support programs is our Outstanding Direct Instruction (ODI) Intervention Program. The Mula Tiered System of Support (MRS) and the Response to Intervention Program (RII) primary goals are to support students Indiacially through differentiated curriculums, tudent-centered how pulse that students to Indiacially through differentiated curriculums, tudent-centered how pulse that students to Indiacially through differentiated curriculums, tudent-centered how pulse that students to Indiacially through differentiated curriculums, tudent centered through the indiacial observation students to Indiacially through differentiations, tudent students academic, behavioral, and social success. Our Independent Study Teachers (IST) as asses student need through the indipendical observation students and the subservation of the subservation of the subservation of the subservation of the Student teachers (IST) as assess student the depotentiation (DOI) Program is on most intensive targeted support program that the optical transcription (DOI) Program is our most intensive targeted support program that the speciality transfer and in coaching the parents with best tacking practices, larget academic a student is need and bein speciality Teacher Listol & Stathments, supplemental resources are provided a daily checkle is shared with families, teachers and in coaching the parents with best tacking practices, larget academic speciality and the subdemic speciality and users the student progress throughout the coarse and at the end of each 6 week cycle the COI Teachers asses the students progress throughout the coarse and at the end of each 6 week cycle the COI Teachers asses the student progress throughout the coarse and at the end of each 6 w

#### Outstanding Direct Instruction (ODI) Program Facts:

Outstantioning Direct instruction (CDU) (FOG) (Frogram) Factos During the 2013-2023 color year we toke wer 600 students end in the program. Of those 654 students students reported reprirements a successful intervention. If 2014 200 texts cores improve and 29% of intervention in the Fill 2023 energy and the strength and were 300 students recript in our 000 courses and an hopeful that our total number of enrolled students throughout the entre 2022-2023 school year will suppose to the fill 2023 enclosed of 654. We offer a total of 254 speciality courses; 12 in ELB and 10 in Math, and every class is taught by highly qualified credentified to school.

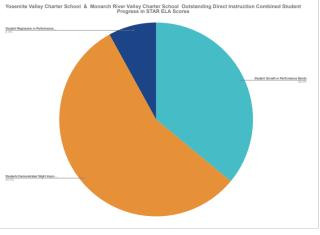
qualment creterimates tacacities, When the data is a combined for booth included for the fig 2022 LLA Cass copies intern was a 36% rate of When the data is a combined for booth included for the fig 2022 LLA Cass copies in the figure that 25% of the students removing in 00 have experienced improvement. A similar improvement can be seen when the data is combined for booth schools for the fig 2022 MLA Class copies there was a 35% rate of growth -64% rate of sight improvement compared to a 3% regression rate meaning that 9% of the students enrolled in 00 have experienced improvement in their 57M as 26 socret.

enrolled in OD have experienced improvement in their STM-B05 Scores. At the end of and, tweek cycle the OD Directaber evaluates to tautest progress and works with the IST to determine if the student har made substantial progress to graduate from the program. Depending on object the student har made substantial progress to graduate from the program. Depending object the student har mode substantial progress har on the students progress har do not be approximated and the work samples turned in during the 6 week course then the DDI Teacher and the IST Fracker will work to register to determine the students next theory. If the student has made moderate progress within their designated DDI course then the DDI Teacher and the IST Could decide to have the student re-month in the same CDI course.

#### Description of ODI Classes

The OOI classes are FREE and open to any student who is struggling with specific topics in Language Arts or Math and offered to students who need extra heip. All classes are taught by credentialed trachers in our school who have experimence and experime in the topics they are tacheding. They are to students in all grade and up who need significant heip in learning specific topics and skills. These are often part of an intervention glash to support skillest who are struggling of the ages in learning.

These tensions pairs to support students which are strongly in marking gaps in real mig. Classes are offered on Tuesdays and Thiursdays for 30 minutes. Students attend both Tuesday and Thiursday classes for 30 minutes each. All classes assign homework and focus on a specific topic. Every class runs for a six-week session. We have four six-week sessions throughout each school year (2 in the fall. 2 in the spring).



#### **ENGLISH LANGUAGE ARTS CLASSES**

Overall Results									
t	Growth	49	36%						
				92%					
				9270					
$\leftrightarrow$	Slight Improvement	76	56%						
	Regression	10	8%	8%					

#### Yosemite Valley Charter School & Monarch River Valley Charter School Outstanding Direct Instruction - Intervention Classes for Cycles 1 & 2 (Fall 2022 Semester) STAR 360 ELA Scores Comparison Chart STAR Early Lit STAR R teracy Test STAR Early Literacy Test Unified Score Rank Performance Band Classification **Overall Results** STAR sading Test Unified Score Rank Performance Classic Classi STAR Early Literacy Test Unified Score Rank Performant Band Classification STAR STAR st Reading Te Visual Band eading Te Unified Score t. 49 36 of student Percentile Rank of stud 92% progression Performanc Bands grow (1), slight Performance Performance son Teste Fall Fall Fall Winter Winter Winter 1400 100 4 1400 100 4 Bands growth (1), slight Total Points Possible 1400 100 4 1400 100 (↔), or Fall Fall Fall Winter Winter 4 Winter (↔), or Studen KN Student KN Student 684 37 829 91 rvcs udent 602 YVCS KN Student 66 24 896 YVCS KN Student 687 39 707 875 814 843 Performance Band Classification Key evel 4 = At / Above Benchmark 1047 939 628 887 1002 985 udent 924 udent vel 1 = Urgent Intervention I YVCS Student 768 814 udent 692 760 752 753 1 YVCS Student 714 794 YVCS YVCS YVCS YVCS 652 851 udent udent 90 76 Student Student 736 Student YVCS 1 738 31 819 799 904 1 Student Student YVCS 914 727 Note: the STAR Scaled Score represer the total number of correct questions a student answered that has been converted into a consistent and 972 958 Student Student 815 udent 650 715 831 615 1043 YVCS 1 Student 752 YVCS 1 Student 953 975 880 91 787 1 Student Student 763 752 YVCS YVCS YVCS Student 762 755 2 2 Student Student 889 933 2 1021 YVCS 2 Student 715 YVCS 2 Student 832 911 Note: the STAR Percentile Rank represents the students performance to other students in the same grade YVCS YVCS YVCS Student Student 706 810 769 800 1000 857 2 798 807 85 Student YVCS 2 884 957 936 Student 862 2 821 912 VCS Student 1078 850 993 YVCS YVCS YVCS Student Student 781 694 766 860 2 766 2 Student 181 of 218 YVCS 2 Student Student 877 979 Note: the visual representation of student growth (1), student slight improvement $(\leftrightarrow)$ , and student regression (1) is meant 967 YVCS 2 2 Student 2 Student 940 907 732

YVCS	2	Student								931	72	2	1016	94			to provide eas
YVCS	2	Student								951	80	3	1016	94 90	4	1	when analyzin
YVCS	3	Student								947	44	3					individualized performance b
YVCS	3	Student	832	5	1								883	9	1		performance
YVCS YVCS	3	Student	977			1074	96	0		899 615	21	1	926	25	1		
YVCS	3	Student	9//	62	3	10/4	90	3	↔	993	7	4	1015	75	4	<->	
YVCS	3	Student								998	74	4	1032	84	3	4	-
YVCS	3	Student								1028	87	4	1056	92	4	$\leftrightarrow$	
YVCS	3	Student								930	35	2	1001	68	3	t t	
YVCS	3	Student								909	25		1110	99	4	1	
YVCS YVCS	3	Student	732	1						838 745	6		866 799	- /			
YVCS	3	Student	132							877	13	1	897	13			
YVCS	3	Student				898	14	1		859	8		919	22			
YVCS	3	Student								818	4		856	6		$\leftrightarrow$	
YVCS	3	Student								795	2	1	804	2	1		
YVCS YVCS	3	Student								757	1 98		1037	86	4	(-)	
YVCS	3	Student								894	30 19	1	980	55	2	t	
YVCS	3	Student								906	23	1	989	61	3	t	
YVCS	3	Student	1100	99	4				$\leftrightarrow$				1120	99	4	$\leftrightarrow$	
YVCS	3	Student	815	3	1				6-3 C				1054	91	4	<↔	
YVCS	3	Student								960	52	2	927	25	1		
YVCS YVCS	4	Student								1046 992	79 45	3	1005 1015	46 53	2	•	
YVCS	4	Student								615	45	1	809	1	1		
YVCS	4	Student								1074	91	4	1093	92	4	$\leftrightarrow$	
YVCS	4	Student								956	25	1	1033	64	3	t	
YVCS	4	Student								796	1		801	1	1		
YVCS	4	Student	L							1018	62	3	1142	99	4		
YVCS YVCS	4	Student Student								934 897	16		946 789	16 1		•	
YVCS	4	Student								1042	77	3	984	33	2	1	
YVCS	4	Student								925	13	1				↔	
YVCS	4	Student								795	1		829	1	1		
YVCS	5	Student								1020	38	2	1016	31	2	↔	
YVCS	5	Student								1133	96	4	1125	91	4	↔	
YVCS YVCS	5	Student Student								998 973	27 16	2	1060 978	59 14	3	t	
YVCS	5	Student								1121	93	4	1148	96	4	↔	
YVCS	5	Student								995	25	2	1055	55	3	t	
YVCS	5	Student								1018	37	2	1067	63	3	1	
YVCS	5	Student								1081	77	3	1129	92	4	t t	
YVCS	5	Student	953							1001	28	2	1044	48	3	t	
YVCS	5	Student								966	14	1	1020	33	2	1	
YVCS YVCS	5	Student Student	789	1		789	1	1		1045	35	2	1074	47	3	t	
YVCS	6	Student	1004			1072				969	7	1	1035	25	2	t	
YVCS	6	Student								1113	76	3	1113	71	3	↔	
YVCS	6	Student								939	4	1	900	1		↔	
YVCS	6	Student								1031	27	2	1007	14	1	4	
YVCS	6	Student	1026							995	12	1	1042	28	2	t	
YVCS YVCS	7	Student								1112 893	67	3	1143 1109	74 56	3	t ↔	
YVCS	7	Student	992		3	744		1	1	1078	29	2	1057	17	2	↔	
YVCS	7	Student								850	19	1	894	1	1	6.5	
YVCS	8	Student															
YVCS	8	Student								1085	33	2	993	4	1	1	
YVCS	8	Student								1043	15		1086	30		2 ↔	
													1000	30	-		
MRCS MRCS	1	Student Student	765	50	3	869	79			801	68	2	2			↔	-
MRCS	1	Student	100			772		2	↔	893	93	4				$\leftrightarrow$	
MRCS	2	Student								782	7		803	7		1 ++	
MRCS	2	Student	903	58	4	845	18	1	4	774	6					$\leftrightarrow$	
MRCS	2	Student								863	37		735	1		1 ++	
MRCS	2	Student	680		1	862		2	1							+	-
MRCS MRCS	2	Student	810 793			884 895		2	1							+	-
MRCS	2	Student	793	10		895		9	t			<u> </u>	1		1	+	1
MRCS	3	Student	747	1	1	916		2	t				852	5		1 🛶	
MRCS	3	Student	836	5	1	957		3	1								]
MRCS	3	Student								896	20		891	12		1 ++	
MRCS	3	Student								891	18		782	1		1 ++	
MRCS MRCS	3	Student								818	4		856	6		1 ee	
MRCS	3	Student	-			-				831	33		748	32		1 ↔ 2 ↔	
MRCS	3	Student								795			888			2 <del>↔</del>	
MRCS	4	Student	934			838				942			891	5		1 ++	
MRCS	4	Student								957	26		976	29		1 ↔	
MRCS	4	Student								864	4						
MRCS	5	Student	L		L					1015			1083	72		3 t	-
MRCS	5	Student			-	-				1109			1072	64		3 4 3 1	
MRCS MRCS	5	Student				-				1006	31		1068	64 52		3 1 3 ↔	
MRCS	6	Student								990	11		976	7		1	
MRCS	7	Student								1075			1130	67		3 ↔	
MRCS	7	Student								1051	27	2	2 1047	22		2 ↔	
MRCS	9	Student	850							907	1		1070	16		2 1	

#### to provide ease of data interpretation when analyzing the students individualized progress within the performance bands levels (1-4).

#### Yosemite Valley Charter School & Monarch River Valley Charter School **Outstanding Direct Instruction - Intervention Classes STAR 360 MATH Scores Comparison Chart** 2022 Fall Semester

Introduction to the Outstanding Direct Instruction (ODI) Program Teamite Valey Charter School (YV) and Monarch New Acaterry (MRA) have a Multi-Tiered System of Support (MTSS) program that has expanded over recent years to include several additional components. The Support (MTSS) program that has expanded over recent years to include several additional components. The Support (MTSS) program that has expanded over recent years to include several additional components. The Support (MTSS) program that has expanded over recent years to include several additional components. The Support (MTSS) and the Support (MTSS) and the Response to intervention Program (RT) primary goals are to support students holitically through differentiated curriculums, student-centered advances, label advances, and schild success. Our Independence MSD, Tacker MTS, assess student med demonstrations. Then an individualized pian is created that is unique to each student's needs and their project Instruction (DOI) Program is our must intensive trageted support program that supports trageted with Students (Subport MSS) and the Student's student's needs and their composite structure contragets. Our intervention colds trageted contracts parents. Journol outstanding Direct Instruction (DOI) Program is our must intensive trageted support program that supports trageted with Student Students. Supplemental resources are provided, a daily studeid is shared with advanced article (LA) & Mathematics, supplemental resources are provided, a daily studeid is based of and differentiates tooling at in one Student section student programs students with the supports taket and erach is veek cick to have. Students errori in our Oli Courses to participate in Specially taket and erach is veek cick to have. Students errori in our Oli Course to participate in Specially taket and erach is veek cick to have. Students errori in taket scharges and decide if the student have taket as departed particulant is student program and decide if the student have

#### Outstanding Direct Instruction (ODI) Program Facts:

During the 2021-2022 school year we had serve 60 students result in the program. Of those 654 students enrolled these were the results 60% of the students had their STMA 840 tests cores improve and 29% of students reported experimenting assuccessful intervention. In the Fail 2022 sensetare alone we have already had over 300 students enroll in our ODI courses and are happed that can criter animeter of enrolled ubsets throughout the entry 2022 scores before year all supposed are students to prote deal unable of enrolled scheets throughout the entry 2022 scores before year all supposed and the entry 2022 sensets alone year and the entry 2022 scores and are happed that can criter animeter of enrolled scheets throughout the entry 2022 scores and are happed that can criter animeter of enrolled scheets throughout the entry 2022 scores and are happed that can criter animeter of enrolled scheets throughout the entry 2022 scores and are happed that can criter animeter of enrolled scheets throughout the enrol 2021 scores and are happed that can criter animeter of enrolled scheets throughout the enrize 2022 scores of the scheet score scores and are happed that can criter animeter of enrolled scheets throughout the enrize 2022 scores and are happed that can criter animeter of enrolled scheets throughout the enrize 2022 scores and are happed that can criter animeter of enrolled scheets throughout the enrize 2022 scores and are happed that can criter animeter animeter animeter animeter and the enrolled scores and the

last years total of 654. We offer a total of 22 speciality courses; 12 in ELA and 10 in Math, and every class is taught by a highly qualified credentialed teacher.

qualified credentialed teacher. When the data is combined for toth schools for the Fail 2022 ELA Class cycles there was a 36K rate of growth, a 56K rate of slight improvement compared to a 36K regression rate meaning that 52% of the is combined for both schools of the fail 2022 Adah Class cycles there was a 33K rate of of slight improvement compared to a 35K regression rate meaning that 92% of the students enoled in ODI have experienced improvement in the 57M 360 Sorres.

have appricienced improvement in their STAN 360 Scores. A bit end of each 50 week rojet the ODI Chacher envirustes the students progress and works with the IST to determine if the student has made updatatelial progress to graduate from the program. Depending on the environment of the student has made updata programs based on the assessment sprovided and their learning gar 10 the student has not unde adequate progress based on the assessment sprovided and the work samples turned in during the 6 week course then the ODI 'Racher and the ST Teacher will work designed ODI course them the ODI 'Racher and the IST could decide to have the student re-enroll in the asses ODI course in order to aid in the students retending of the topic adicouscil.

#### Description of ODI Classes

Description to CDT classees The DD classes are RRE and open to any student who is struggling with specific topics in Language Arts or Math and offered to students who need extra heip. All classes are taught by credentialef teachers in our school who have experience and expertise in the topics they are teaching. They are for students in its grade and up who need significant heip in isaming specific topics and skills. These are often part of an intervention plan to subopti students who are struggling on thew grass in learning. Classes are offered on Tuesdays and Thandays for 30 minutes. Students attend both Tuesday and Thursday classes for 30 minutes each. All classes significant who focus on a specific topic. Ferry class runs for a six-weets tassion. We have four six-weets sessions throughout each school year (2 in the fig. 1 in the sproje.

Yosemite Valley Charter School & Monarch River Valley Charter School Outstanding Direct Instruction Combined Student Progress in STAR Math Scores Stud ssion in Performance Bands Student Growth in Performance Bands Students Demonstrated Slight Improven 64.0%

#### MATHEMATICS CLASSES

Overall Results								
t	Growth	29	33%					
↔	Slight Improvement	57	64%	97%				
4	Regression	3	3%	3%				

#### Yosemite Valley Charter School & Monarch River Valley Charter School Outstanding Direct Instruction - Intervention Classes for Cycles 1 & 2 (Fall 2022 Semester) STAR 360 MATH Scores Comparison Chart

					STAR M	lath Test				Overall Results					
		Description of Measurement	STAR Math Test Unified Score	STAR Math Test Percentile Rank	Performance Band Classification	STAR Math Test Unified Score	STAR Math Test Percentile Rank	Performance Band Classification	Visual representation of student progression in	t	Growth	29	33%	97%	
		Season Tested	Fall	Fall	Fall	Winter	Winter	Winter	Performance Bands growth	$\leftrightarrow$	Slight Improvement	57	64%		
School of Enrollment	Student Grade	Total Points Possible	1400	100	4	1400	100	4	(1), slight improvement (↔), or regression (1)	4	Regression	3	3%	3%	
YVCS	1	Student	756	40	1	866	84	3	1						
YVCS	1	Student	701	10	1	904	95	4	1						
YVCS	1	Student	863	94	3	915	96	4	1						
YVCS	1	Student	788	60	2	887	91	3	1						
YVCS	1	Student	696	8	1				$\leftrightarrow$		Performance Band Classificat	tion Ke	ev		
YVCS	1	Student	777	54		821	59		<b>↔</b>		Level 4 = At / Above Benchma	ark			
YVCS	1	Student	797	66	2	835	68		↔		Level 3= On Watch				
YVCS	2	Student	732	1	1	873	37	2	1		Level 2= On Watch for Interve				
YVCS	2	Student	819			877	41	2	1		Level 1 = Urgent Intervention	Neede	d		
YVCS	2	Student	827	24		869	34		↔						
YVCS	2	Student	823	22	1	859	28	1	↔						
YVCS	2	Student	718	1	1	753	1		↔						
YVCS	2	Student	788			830	12	1	$\leftrightarrow$						
YVCS	2	Student	838	30		910	67	2	1						
YVCS	3	Student	883	25		905	23	1	↔						
YVCS	3	Student	812	3		944	51	2	T I						
YVCS	3	Student	859	13		949	55		1						
YVCS	3	Student	881	23	1	880	12		$\leftrightarrow$		Note: the STAR Scaled Score	repres	sents		
YVCS	3	Student	913	47	2	994	85	3	1		the total number of correct qu	estions	s a		
YVCS	3	Student	684	1	1	734	1	1	↔		student answered that has be	en			
YVCS	3	Student	802	2	1	994	85	3	1		converted into a consistent an	nd			
YVCS	3	Student	818	4	1	972	72	2	t		standardized scaled score				
YVCS	3	Student	871	18		831	3		↔						
YVCS	3	Student	899	36		941	49		1						
YVCS	4	Student	1001	72		1050	88	3	t						
YVCS	4	Student	924	19		942	19	1	↔						
YVCS	4	Student	907	12	1	826	1	1	↔					1	
YVCS	4	Student	901	11	1				↔						
YVCS	4	Student	940	29	1	1009	64	2	t						

YVCS	4	Student	1005	75	2	1000	58	2	↔
YVCS	4	Student	950	35	1	1162	99	4	1
YVCS	4	Student	939	28	1	863	3	1	↔
YVCS	4	Student	930	22	1	960	29	1	↔
YVCS	4	Student	897	10	1	1056	90	3	t
YVCS	5	Student	977	26	1	947	9	1	↔
YVCS	5	Student	1004	44	1	978	19	1	
YVCS		Student	1004	71	2	1087	85	3	↔ 1
-	5				2				
YVCS	5	Student	982	29	1	1017	42	1	↔
YVCS	5	Student	1018	54	1	973	17	1	$\leftrightarrow$
YVCS	5	Student	1025	59	2	1150	99	4	t
YVCS	5	Student	1008	47	1	1017	42	1	↔
YVCS	5	Student	909	5	1	970	16	1	↔
YVCS	6	Student	996	18	1	1013	19	1	↔
YVCS	6	Student	1068	58	2	1012	19	1	1
YVCS	6	Student	945	5	1	959	6	1	↔
YVCS	6	Student	989	15	1	1079	58	2	t
YVCS	6	Student	932	4	1	867	1	1	↔
YVCS	6	Student	920	3	1	824	1	1	
YVCS	7	Student	1083	51	2	1074	41	2	
YVCS	+	Student	937	3	2	918		2	
YVCS	7	Student	937 974	3	1	918	1	1	
									++
YVCS	7	Student	1068	43	2	1076	43	2	↔
YVCS	7	Student	1044	30	1	1034	22	1	↔
YVCS	7	Student	1038	27	1	1087	49	2	t
YVCS	7	Student	1026	22	1	1110	64	2	t
YVCS	8	Student	1022	16	1	1033	16	1	↔
YVCS	8	Student	957	4	1	1045	20	1	↔
YVCS	8	Student	1101	51	2	1131	64	3	t
YVCS	8	Student	1107	54	2	1125	60	2	↔
YVCS	8	Student	1056	28	1	1059	26	1	↔
YVCS	8	Student	1093	46	2	1052	23	1	
YVCS	8	Student	1070	34	1	1084	37	1	-
	-								
MRCS	KN	Student				1019	99	4	$\leftrightarrow$
MRCS	1	Student	773	51	2	834	67	2	↔ ↔
MRCS	3	Student	880	23	2	1051	98	4	
MRCS	3	-	846	23		828	90 3	4	t
-		Student						1	$\leftrightarrow$
MRCS	3	Student							
MRCS	3		902	38		923	35		↔
MRCS		Student	864	15	1	947	53	2	↔ t
	3	Student	864 880	15 23	1 1 1	947 895	53 18	2 1	↔ t ↔
MRCS	3	Student Student	864 880 948	15 23 34	1 1 1 1	947 895 1025	53 18 75	2 1 2	+ † +
MRCS MRCS	3 4 4	Student	864 880	15 23 34 56	1 1 1 2	947 895	53 18	2 1	↔
MRCS MRCS	3	Student Student	864 880 948	15 23 34	1 1 1 2 2 2	947 895 1025	53 18 75	2 1 2	⇔ t
MRCS MRCS	3 4 4	Student Student Student	864 880 948 979	15 23 34 56		947 895 1025 985	53 18 75 46	2 1 2 2 2	⇔ 1 ↔
MRCS MRCS MRCS	3 4 4	Student Student Student	864 880 948 979	15 23 34 56		947 895 1025 985	53 18 75 46	2 1 2 2 2	⇔ 1 ↔
MRCS MRCS MRCS MRCS	3 4 4 4	Student Student Student Student	864 880 948 979 993	15 23 34 56 66		947 895 1025 985 1053	53 18 75 46 89	2 1 2 2 3	⇔ 1 ↔
MRCS MRCS MRCS MRCS MRCS	3 4 4 4 4 4 5	Student Student Student Student Student	864 880 948 979 993 799	15 23 34 56 66	2	947 895 1025 985 1053 944	53 18 75 46 89 20	2 1 2 2 3	⊷ 1 ⊷ 1
MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 4 4 5 5 5	Student Student Student Student Student Student	864 880 948 979 993 799 1093 984	15 23 34 56 66 1 93 30	2	947 895 1025 985 1053 944 1122	53 18 75 46 89 20 96	2 1 2 2 3	++ 1 ++ 1 ++
MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 4 5 5 5 5 5	Student Student Student Student Student Student Student	864 880 948 979 993 799 1093 984 962	15 23 34 56 66 1 93 30 20	2	947 895 1025 985 1053 944 1122 982	53 18 75 46 89 20 96 	2 1 2 2 3	++ 1 ++ 1 ++
MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 5 5 5 5 5 5 5	Student Student Student Student Student Student Student Student	864 880 948 979 993 799 1093 984 962 1003	15 23 34 56 66 1 93 30 20 43	2	947 895 1025 985 1053 944 1122 982 975	53 18 75 46 89 20 96 20 96 21 18	2 1 2 2 3	++ 1 ++ 1 ++
MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 5 5 5 5 5 6	Student Student Student Student Student Student Student Student Student	864 880 948 979 993 799 1093 984 962 1003 1017	15 23 34 56 66 1 1 93 30 20 20 43 28	2 3 1 1 1 1 1	947 895 1025 985 1053 944 1122 982 975 997	53 18 75 46 89 20 96 21 21 18 14	2 1 2 3 3 1 4 1 1 1 1	•• 1 •• 1 •• •• •• ••
MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 5 5 5 5 5 6 6 6	Student Student Student Student Student Student Student Student Student Student	864 880 948 979 993 799 1093 984 962 1003 1017 1146	15 23 34 56 66 1 93 30 20 20 43 28 96	2 1 3 1 1 1 1 1 4	947 895 1025 985 1053 944 1122 982 975 997 1124	53 18 75 46 89 20 96 21 18 18 14 84	2 1 2 3 1 4 1 1 1 1 3	
MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 5 5 5 5 5 6 6 6 7	Student Student Student Student Student Student Student Student Student Student Student	864 880 948 979 993 1093 984 962 1003 1017 1146 1122	15 23 34 56 66 70 93 30 20 43 30 20 43 328 96 76	2 3 1 1 1 1 1	947 895 1025 985 1053 944 1122 982 975 997	53 18 75 46 89 20 96 21 21 18 14	2 1 2 3 3 1 4 1 1 1 1	•• 1 •• 1 •• •• •• ••
MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 5 5 5 5 5 5 6 6 6 6 7 7	Student Student Student Student Student Student Student Student Student Student Student Student Student	864 880 948 979 993 1093 984 962 1003 1017 1146 1122 947	15 23 34 56 66 1 93 30 20 43 28 96 6 76 76 4	2 1 3 1 1 1 1 4 3 3 1	947 895 1025 985 1053 944 1122 982 975 997 1124 1126	53 18 75 46 89 20 96 21 18 18 14 484 74	2 1 2 3 1 4 4 1 1 1 1 3 3 3	
MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 4 5 5 5 5 5 6 6 6 7 7 7	Student Student Student Student Student Student Student Student Student Student Student	864 880 948 979 1093 84 962 1003 1017 1146 1122 947 1089	15 23 34 56 66 70 20 20 43 20 43 28 96 76 4 55	2 1 3 1 1 1 1 1 4	947 895 1025 985 1053 944 1122 982 975 997 1124 1126 	53 18 75 46 89 20 96 20 96 21 18 14 14 84 74 74	2 1 2 3 1 4 1 1 1 1 3	
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MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 5 5 5 5 5 5 6 6 7 7 7 7 7 8 8	Student Student Student Student Student Student Student Student Student Student Student Student Student Student Student Student Student Student Student Student	864 880 948 979 993 1093 984 962 1003 1017 1146 1122 947 1089 1050 1072 944	15 23 34 56 66 1 1 93 30 20 43 20 43 28 96 76 4 55 33 35 33	2 1 3 1 1 1 1 4 3 3 1	947 895 1025 985 1053 944 1122 982 975 997 1124 1126 1086 1041 1098 851	53 18 75 46 89 20 96 21 18 14 84 74 74 48 25 45 45 1	2 1 2 3 1 1 4 4 1 1 1 3 3 3 3 3 3 3 1 1 1 1 1	
MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 5 5 5 5 6 6 6 6 6 7 7 7 7 7 7 8 8 8 9	Student Student	864 880 948 979 993 1093 984 962 1003 1017 1146 1122 947 1089 1050 1072 944	15 23 34 56 66 70 20 43 20 43 20 43 20 43 20 43 55 33 35 53 33 35 33 39	2 1 3 1 1 1 1 4 3 3	947 895 1025 985 1053 944 1122 982 975 997 1124 1126 1086 1041 1095	53 18 75 46 89 20 96 21 18 14 84 74 84 25 45 45 1 1 40	2 1 2 3 1 4 4 1 1 1 1 1 3 3 3 3 2 2 1 1 2 1	
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MRCS MRCS MRCS MRCS MRCS MRCS MRCS MRCS	3 4 4 5 5 5 5 6 6 6 6 6 7 7 7 7 7 7 8 8 8 9	Student Student	864 880 948 979 993 1093 984 962 1003 1017 1146 1122 947 1089 1050 1072 944	15 23 34 56 66 70 20 43 20 43 20 43 20 43 20 43 55 33 35 53 33 35 33 39	2 1 3 1 1 1 1 4 3 3	947 895 1025 985 1053 944 1122 982 975 997 1124 1126 1086 1041 1095	53 18 75 46 89 20 96 21 18 14 84 74 84 25 45 45 1 1 40	2 1 2 3 3 1 4 4 1 1 1 1 3 3 3 3 3 3 3 1 1 1 1	

Note: the STAR Percentile Rank represents the students performance to other students in the same grade nationwide.

Note: the visual representation of student growth (1), student slight improvement (+-), and student regression (1) is meant to provide ease of data interpretation when analyzing the students individualized progress within the performance bands levels (1-4).

## Dr. Steve James & Lorraine Sewell

### **Brief Progress Report**

During the 2022-23 school-year the special education department hired three (3) Speech language Pathologists (SLP), one (1) Occupational Therapist, and one (1) School nurse to provide virtual services for the students enrolled in Yosemite Valley & Monarch River Charter Schools. At

this time our SLP Service team is currently assigned 100 students and our OT has 25 students. The school Nurse has an average of 50 students she is assessing and she is also responsible for completing vision & hearing screenings for those students being assessed for their triennials this school-year. In addition, she has been spending approximately five (5) hours a week updating the general education student health data in Pathways.

### Overview

Throughout this year the SLPs have averaged approximately 35+ students on each of their caseloads. The industry norm per FCMAT is 55 students per SLP. However, there has been continued barriers in meeting these caseload numbers:

### SLP

- Frequency and duration of the service
  - Industry norm 1x a week for 30 minutes.in a group setting
  - Reality we average 2x a week for 30 minutes in a 1:1 setting with parent consultation time of 15-30 minutes monthly.

### ОТ

- Frequency and duration of the service
  - Industry norm 1x a week for 30 minutes in a 1:1 setting, very little if any consultation time.
  - Reality we average 2x a week for 30 minutes 1:1 setting
    - Consultation of 6-8 hours a week.

### Nurse

 She is at and exceeding industry standards for caseload and work hours. Based on the number of students who need assessment we need a second nurse to maintain our compliance with CDE requirements. There are currently no NPA that have nurses for inperson hire.

### Impact on the School

Though we have not t reached our goal of caseloads in the high 40's for each of our service providers in speech & language and Occupational Therapy there are some real positives that need highlighting:

- Our students are receiving the services that they need and our no show rates are much lower with our in-person providers.
- Our SLP service team has identified students who can be moved into group speech sessions from their current 1:1 setting. In addition, they have identified students who no longer qualify for speech, but need to be moved to an SEL setting for more of a social atmosphere to assist them with their social interaction.
- We do not pay the approximately extra \$400.00 per student to get progress monitoring documented and uploaded into SEIS.
- We are not billed the NPAs hourly rate for one of our service providers charges to attend an IEP that goes past one (1) hour or for additional IEP amendments. We pay an average of \$150.00 per hour for this service.

- We are exiting, lowering service minutes, and reclassifying our students at a much higher rate than in the past.
- Any assessments our SLPs, OT, and Nurse complete for us are comprehensive and defensible in court. This can save us an average of \$7,500 per student when we do not authorize Independent Educational Evaluations (IEE). A majority of the reports we receive from our NPAs do not meet these same standards.

### Data Table

Exited										
	Tk-4	5-12	Mod/Severe							
SAI	1	5								
Speech	1	1								
от			3							
OI	2									
Total	4	6	3							
Exited SPED altogether	2	6	0							

Assessment Providers	Assessments	Cost	
Speech Assessments NPA	47	\$13,500.00	
Speech Assessments In-house	77		
OT Assessments NPA	87	\$25,570.00	
OT Assessments In-house	2		
Nurse Assessments NPA	105	\$24,675.00	
Nurse Assessments In-house	85		
Service Providers	Students	Cost	Consult
Speech Services NPA	181	22,425/per week	\$981.25/per week
Speech Services In-house	100		
OT Service NPA	119	\$16,037/per week	\$1,075/per week
OT Service In-house	25		

### A Look into the Future

As we continue to look forward with how we provide in-person and virtual related services for our students, we must continue to hire our own in-house personnel. Many of our NPAs that we used prior to the pandemic have moved strictly to virtual services. We are very limited on inperson NPA providers. We are currently struggling to find these services for our students and we are continually having to provide compensatory education.

We know this must be a continuous growth effort and we could use the following *in-person* service providers ourselves:

• Assistive Technology (AT)

• Behavior Intervention (FBA, ABA, and/or BCBA)

(These two groups would work with our students in their homes.)

• Part Time Education Specialists for SAI (Meet in the community)

### Service/Assessment Provider

• Nurse

### Virtual Providers

- One more SLP
- One more OT

### Special Education Inclusion Report STAR 360 Data/Other Measures of Growth

### STAR 360:

Change from Fall to Winter	ELA	Math
Score Increase	44	34
Score Decrease	16	24
No Change	0	1
No Comparison Data	24	25

### Schoology:

Student	Grade	Live Classes	Other Data: Schoology	Math Average on Assessments Semester 1 (Schoology)	English Average on Assessments Semester 1 (Schoology)	Math Average on Tests/ Quizzes Sem. 2~ Based on the first 6 weeks (Schoology)	English Average on Tests/ Quizzes Sem. 2~ Based on the first 6 weeks (Schoology)	Math Average on Assignments Sem. 1 (Schoology)	English Average on Assignments Sem. 1 (Schoology)	Math Average on Assignments Sem. 2~ Based on the first 6 weeks (Schoology)	English Average on Assignments Sem. 2~ Based on the first 6 weeks (Schoology)
ESVA Stud	ents (Grad	de Five):									
1	5	ELA 5 / Math 5		94.10%	99.12%	72.31%	97.73%	100%	98.72%	98.82%	94.31%
2	5	ELA 5 / Math 5		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	5	ELA 5 / Math 5		20%	20%	0%	0%	7.41%	3.85%	0%	0%
4	5	ELA 5 / Math 5		50.28%	N/A	71.67%	N/A	91.73%	49.16%	90.59%	66.27%
5	6	ELA 6 / Math 6		100.00%	N/A	98.67%	N/A	100.95%	N/A	100.00%	N/A
6	6	ELA 6 / Math 6		53.93%	74.88%	83.10%	85.60%	65.85%	85.91%	72.27%	61.33%
7	6	ELA 6 / Math 6		86.33%	86.67%	85.87%	82.00%	77.14%	90.38%	95.33%	96.50%
8	5	ELA 5		n/a	unavailable	n/a	86%	n/a	unavailable	n/a	13%
9	5	ELA 5 / Math 5 Science		84%	98%	75%	97%	94%	99%	70%%	98%
10	5	ELA 5		n/a	96%	n/a	99%	n/a	96%	n/a	96%
11	5	ELA 5		n/a	77.85%	n/a	67.74%	n/a	73.26%	n/a	68.87%
12	5	ELB 5		n/a	90.14%	n/a	91.49%	n/a	93.00%	n/a	98.14%
13	5	ELA5		70.21%	50%	70.21%	50%	99.61%	50%	98.93%	50%
14	5	ELA 5		n/a	50%	n/a	50%	n/a	50%	n/a	50%
15	5	Math 5		30%	50%	30%	50%	40%	50%	26.67%	50%
<b>MSVA Stud</b>	ents:										
1	6	ELA 6A Math 6A		46.83%	84.42%	78.90%	85.60%	78.57%	89.03%	99.23%	83.75%
2	7	Math 7A		71.79%	N/A	20%	N/A	75.65%	N/A	64.50%	N/A
3	7	ELA 7A Math 7A Social Studies (2nd semester) Science (2nd semester)		95.83%	N/A	100%	N/A	73.68%	26.93%	72.73%	79.92%
4	8	writers Workshop (added		N/A	N/A	N/A	N/A	N/A	N/A	N/A	31.43%

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	1									
1	9	English 9 & Pre- algebra	87%	83%	78%	NA	91%	92%	95%	90%
2	9	English 9 & Pre- algebra	NA	NA	68%	NA	NA	NA	83%	90%
3	10	English 10 & algebra 1	68%	87%	68%	60%	65%	100%	72%	100%
4	10	English 10	NA	90%	NA	100%	NA	87%	NA	100%
5	10	English 11	NA	62%	NA	100	NA	52%	NA	16%
6	9	Algebra 1 & English 9	83%	90%	83%	NA	110%	101%	102%	100%
7	11	English 11	NA	74%	NA	0%	NA	100%	NA	50%
8	10	Algebra started semster 2	NA	NA	68%	NA		NA	51%	NA
9	12	English 12	NA	92%	NA	95%	NA	91%	NA	80%
10	9	Pre-Algebra & English 9	45%	76%	51%	0% missing	87%	82%	64%	67%
11	9	English 9	NA	48%	NA	80%	NA	79%	NA	86%
12	9	English 9	NA	73%	NA	66%	NA	93%	NA	60%
13	11	English 11	NA	50%	NA	0% missing	NA	32%	NA	37%
14	11	Algebra 1 & English 11	62%	69%	75%	0% missing	32%	88%	50%	66%
15	11	English 11 & Algebra 2	89%	77%	89%%	0%missing	75%	92%	91%	100%
16	12	Algebra 2 Algebra 1	84%	NA	45%	NA	30%	NA	25%	NA
17	12	English 10	NA	82%	NA	100%	NA	76%	NA	70%
18	10	English 10	NA	86%	NA	80%	NA	83%	NA	66%
10	10	Algebra 1		NA		NA	1 1/ 1	NA		NA
20	12	English 12	NA	100%	NA	98.90%	NA		NA	1.00.1
20	9	Algebra 1	79%	NA	96%	NA	96%	NA	101%	NA
22	10	English 9	NA	35%	NA	86%	NA	36%	NA	70%
22	10	English 12	NA	89%	NA	95%	NA	74%	NA	95%
23	12	Algebra 1	62%	NA	43%	NA NA	79%	NA	60%	93% NA
		English 9 & Pre-								
25	10	algebra	74%	75%	44%	NA	71%	87%	62%	80%
paired ch	-	ommodate visually								
1	9	English 9 & Pre- algebra	87%	83%	78%	NA	91%	92%	95%	90%
2	9	English 9 & Pre- algebra	NA	NA	68%	NA	NA	NA	83%	90%
3	10	English 10 & algebra 1	68%	87%	68%	60%	65%	100%	72%	100%
4	10	English 10	NA	90%	NA	100%	NA	87%	NA	100%
5	10	English 11	NA	62%	NA	100	NA	52%	NA	16%
		Algebra 1 &								
6	9	English 9	83%	90%	83%	NA	110%	101%	102%	100%
7	11	English 11	NA	74%	NA	0%	NA	100%	NA	50%
8	10	Algebra started	NA	NA	68%	NA		NA	51%	NA
•	40	semster 2		0000		050/		0.494		000/
9	12	English 12 Pre-Algebra &	NA	92%	NA	95%	NA	91%	NA	80%
10	9	English 9	45%	76%	51%	0% missing	87%	82%	64%	67%
11	9	English 9	NA	48%	NA	80%	NA	79%	NA	86%
12	9	English 9	NA	73%	NA	66%	NA	93%	NA	60%
13	11	English 11	NA	50%	NA	0% missing	NA	32%	NA	37%
14	11	Algebra 1 & English 11	62%	69%	75%	0% missing	32%	88%	50%	66%
15	11	English 11 &	89%	77%	89%%	0%missing	75%	92%	91%	100%
16	10	Algebra 2	0.40/		450/	NIA -	300/	NIA	250/	NIA
16	12	Algebra 1	84%	NA 82%	45%	NA 100%	30%	NA 760/	25%	NA 70%
17 18	10 10	English 10 English 10	NA NA	82%	NA NA	100% 80%	NA NA	76% 83%	NA NA	66%
10	10	Algebra 1	INA	NA	INA	80% NA	IN/A	83% NA	INA	NA
20	11	English 12	NA	100%	NA	98.90%	NA		NA	INA
20	9	Algebra 1	79%	NA	96%	98.90% NA	96%	NA	101%	NA
21	10	English 9	79% NA	35%	96% NA	86%	96% NA	36%	NA	70%
	10							74%		95%
23		English 12	NA 62%	89%	NA 43%	95%	NA 79%	74% NA	NA 60%	
24	10	Algebra 1 English 9 & Pre-	62%	NA		NA	19%		60%	NA
25	10	algebra	74%	75%	44%	NA	71%	87%	62%	80%
	hing to acc	STAR 360 as commodate visually								

### BOY/MOY:

Grade	Live Classes	Other Diagnostic Data:	BOY Reading (Input Measure Type)	MOY Reading (Input Measure Type)	BOY Writing (Input Measure Type)	MOY Writing (Input Measure Type)	BOY Math (Input Measure Type)	MOY Math (Input Measure Type)
dents:								
7	Math 7A			(beginning of fifth grade) text with 97% accuracy Able to retell important/key information on a Fountas & Pinnell level M (end of second				
6	ELA 6 Math 6		67 cwpm 99% accuacy					
	dents: 7	dents: 7 Math 7A 6 ELA 6	dents: 7 Math 7A 6 ELA 6 Linth c	dents:	dents:         Able to decode a Fountas & Prinnell level T (beginning of fitth grade) text with 97% accuracy Able to ortell important/key information on a Fountas & Prinnell level M (end of second grade) text           6         F&P 6th grade reading passage 6	dents:     Able to decode a Fountas & Pinnel level T (beginning of fifth grade) text with 97% accuracy Able to retell important/key information on a Fountas & Pinnel level M (end of second orade) text       6     F&P 6th grade reading passage 6	dents:     Able to decode a Fountas & Pinnell level T (beginning of fifth grade) text with 97% accuracy Able to retell important/key information on a Fountas & Pinnell level M (end of second arade) text       6     F&P 6th grade reading passage 6	dents:       Ale to decode a Fountas & Pinnel level T (beginning of fifth grade) text with 97% accuracy Abb to retell important/key information on a Fountas & Pinnel level M (end of second orade) text         6     F&P 6th grade reading passage 6     F&P 6th grade reading passage 67 cowm 99% accuracy     F

### **Reading Horizon:**



## Transition – Adult Transition Program (ATP) – Social Emotional Learning (SEL) – McKinney Vento - Alumni STAR 360 Scores Yolanda Vazquez

### **Transition Program:**

Through partnership and collaboration, provide a flexible and personalized learning experience with services in the post-secondary areas of education, employment and independent living for <u>all</u> high school students including young adults with disabilities.

• <u>Smore explaining Transition Services specific to SPED students</u>

### Social Emotional Learning (SEL) Tier 3 Program:

Yosemite Valley Charter School and Monarch River Academy are committed to supporting our families. From immediate crisis situations to regularly scheduled counseling, our SEL Team meets our families where they are.

• <u>Smore explaining CVCS's SEL infrastructure</u>

### SEL Tier 3 Counseling Referrals: Numbers Served

- Since 9/2020
  - o **239**
- 2022-2023 School year (Sep-Feb)
  - Students: 98
  - Staff: 12
  - Parents: 18
  - Crisis Calls during class: 3

SEL High School Elective Class for Credit

- 2 teachers co-teach live classes two times a week
  - 17 General Education students

### Transition Student Numbers

We have one Mod/Sev teacher that serves via live teaching

- 37 high school students
- 6 Adult Transition Program (ATP)
- 8 8th grade students pending for next year who will need 8th grade transition IEPs.

We have two Mild/Mod teachers that serve via live teaching

- 76 Mild/Mod students in transition
- 17 SEL Students
- 12 Directed Studies students

We have one ATP CM teacher that serves via live teaching

- 6 ATP students
  - o one recently left, but it was 7 students for the majority of the school year.

### PodCast Numbers:

### This School Year's Podcast #'s To Date:

454 views on YouTube (with 5-6 more videos slated to be released)

41 Subscribers (more than doubled from last year)

71 engagements on our videos (comments or likes)

### Notable takeaways from this year:

Highest Viewed Tip Video - Organization (this year) Highest Viewed Interview - Alumni Spotlight (this year) Highest Viewed Video Ever - Organization (this year)

### Alumni Numbers:

306 (Average) Contacts via Bi-Monthly Emails
324 (Total) Newsletter Views; 113.5 (Recent Average) Newsletter Views/Issue
5 Contacts for 1 on 1 Support, Referral to Other Programs/OneStop, etc.
TBD - Spring Support ramps up as we get closer to graduation
TBD 8th Grade Virtual Academy Presentations (attendees)

### Agency Linkage Numbers:

1 Job Corps Referral/Student went to OA Meeting in San Jose, CA TBD 8th Grade Virtual Academy Presentations (attendees) to Come in Spring 2023 1 Career OneStop Connection/Referral Partners include (but are not limited to):

7 Job Corps Centers 193 Career OneStop Centers DOR/Regional Center Other Vocational Schools (<u>10 - CET</u>, <u>1 - SVCTE</u>, etc.) TBD Indicator 13/14 (Post-Secondary Survey Follow-Up to Come in Spring 2023)

### McKinney Vento Parent Career Support Numbers:

4 McKinney Vento Contacts/Referrals

1 Scheduled Coaching Session/End of February (Resume/Job Search Support)

1 Employer Contact/Partnership (Parent Charter Student) - <u>Hiring Manager Wanting to</u> Support Families in McKinney Vento, Alumni, etc.

\*\*\* New support for parents who are in between jobs

Future Events/Projects

- <u>2022/2023 Career Fair</u> Coming up! Sign up to be a participant
- All staff "Trauma Informed Practices/Teaching" professional development presented in April 2023.
- 2023/2024: Transition team will be teaching Transition and SEL classes to middle school. This will be open to all 8th grade students.

## Virtual Academies – Student Support Maria Thoeni



### Virtual Academy (VA) 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 STUDENT SUPPORT

**Communication:** In addition to setting up the Schoology course shell to communicate resources and expectations, each teacher sends out a weekly newsletter in advance of the weekend so that families who would like communication in a different way can have access and prepare for the coming week as needed. Additionally, a struggling student report is emailed to the Independent Study Teacher (IST) to give notice of students who may need additional help. They, in turn, reach out to the parent to provide support as needed. This increases communication between the Virtual Academy Teacher, the IST, and the parent so that the student has support from the whole team of adults who care for them.

**Quality of Learning:** As the best "intervention" is to receive quality instruction initially, teachers have received ongoing training throughout the year. Topics addressed include concept development, checking for understanding practices, and how to successfully use digital tools. Teachers were allotted time to collaborate and plan in grade level bands and access to the Early Literacy Coordinator as appropriate. Teachers are observed and provided feedback on an ongoing basis.

**Intervention:** In response to student need and staff capacity, the Elementary School Virtual Academy (ESVA) and Middle School Virtual Academy (MSVA) both offered intervention classes to the enrolled students who needed extra support. These classes take place twice per week for 30 minutes at a time. The purpose of these intervention classes is to provide additional support and structure to students who need it. Virtual Academy teachers were prepared for this new endeavor by attending a training session (Intervention Training, Fall 2022). The training was followed by collaboration and planning time within their PLC teams. Teacher support regarding intervention is provided by the Virtual Academy Coordinator on an ongoing basis. Currently, 129 students are invited to participate in intervention classes in grades K-5 and 86 students are invited to participate in intervention classes in grades 6-8. Intervention class roster have an average of 12 students and so small group instruction can truly take place.

**Inclusion and Specialized Support:** The ESVA and MSVA have had the additional support of Special Education staff members pushing into classes that have qualifying students. As a result of two educators being present, there is greater accountability and potential for small group

instruction. The inclusion staff member and the VA teacher collaborate weekly on lesson planning and delivery to ensure that all students are able to have their needs met and that any accommodations are appropriately in place.

**Next Steps:** Next year, intervention will not be offered by the ESVA teachers in the same way. Instead, class schedules have been adjusted to allow VA students to participate in the intervention classes offered school-wide on specialized targeted skills. ESVA teachers will host a homework club twice per week to offer support with the asynchronous assignments and to provide additional support as needed. This way ESVA students can have remedial support AND support in class on grade level assignments. Another addition will be a 3 days per week class offering for all ELA and Math classes in grades K-8 for students who choose it. Our K-2 ELA classes will offer additional support for foundational reading (more class time and recorded sessions). There are also plans for increased community engagement opportunities such as field trips and park days to develop a better sense of class community.

### HSVA STUDENT SUPPORT

Prior to the 22-23 school year no intervention or academic supports were set in place for the High School Virtual Academy (HSVA) as our program was shared with schools from Northern California. Since becoming an independent program, HSVA has instituted and piloted several processes to better support our students.

**Communication:** The HSVA sends bi-monthly emails to students with a D/F to notify the student, Learning Coach (LC), and Independent Study Teacher (IST) of the student's failing grade. This has acted as a proactive tool for making parents and ISTs aware. 70% of the students on the initial D/F reports were new to our school, which lets us know we need continued education and support on our school culture. HSVA finds that proactively communicating is the best means for support. Students that appear on the D/F report are highly encouraged to attend office hours with their VA teacher for individualized support. VA teachers document on the D/F report if students attend to make ISTs aware of the attendance and student progress. Moreover, a student appearing on the D/F report should trigger the IST to create a catch-up plan or academic support plan. Catch-up plans help pace students and develop daily schedules, while academic support plans help students find support in the form of tutoring. At the high school level, 1:1 support is found to be the most effective means of supporting student growth. Students are highly encouraged to attend teacher office hours as means of individualized support (this also supports college readiness). Additional tutors were hired to support office hours in math due to the high volume of students attending office hours.

**Math:** With low achievement in Algebra, the HSVA sought to provide an intervention class in the fall. The High School team contacted struggling students to enroll in the intervention course. While the course was successful for those that attended, attendance rates were low. As a result, HSVA transitioned to offering a remedial Algebra IA option for the spring. Typically A sections are taught in the fall and B sections in the spring, which means a student that fails must choose a different curriculum to continue in HSVA. By offering the off section each semester for HSVA we

are finding we can intentionally support low-achieving students by building a class that moves at a slower pace and meets the needs of its audience.

**Inclusion and Specialized Support:** HSVA has had the additional support of Case Managers pushing into HSVA classes. As a result of two teachers being present, there is great accountability and room for small group instruction. In addition, the Case Managers are now offering a Study Skills course that is available for students with an Individualized Educational Plan (IEP) and all general education students. This provides an intentional space for homework help and executive functioning skills to grow.

**Quality of Learning:** HSVA teachers have worked hard to fine-tune plagiarism policies to support student understanding of academic integrity. A plagiarism tutorial and warning process were created to help educate students on how to write original content. Lastly, HSVA teachers participated in a customized professional development that focused on the use of Pear Deck. Pear Deck is an interactive presentation tool that not only builds student engagement but encourages deeper depth of knowledge questions. It challenges teachers to think of the pedagogy behind a lesson while seamlessly integrating checks for understanding.

**Next Steps:** Next year we will continue all of our current practices. Additionally, our intentionality with student support will come in the form of focusing on first-time best instruction, small group work in breakout rooms, collaborative student work, and professional development on instructional technology tools.

## Communication Systems Michelene Fitzgerald

A critical part of student success in a non-classroom-based charter school is clear, consistent, and easy-to-read communication between the school and the home. Based on previous parent feedback regarding communication the current methods are preferred for the mode of delivery and frequency. The private Facebook group is an incredible spot for support amongst families and staff.

- <u>The Weekly Buzz</u>- Monday newsletter with current events, deadlines, spotlights, library information,
- Social Media Channels Public <u>Facebook</u> and Instagram, Private Facebook for <u>enrolled</u> <u>families and staff</u>, and private <u>Facebook for Vendor</u> advertising and interaction with enrolled families.
- <u>The Compass</u> Customized communication from the teacher with reminders

## LCAP Educational Partnership Survey & Feedback Dr. Damien Phillips

### Winter Feedback Survey:

Number of respondents - 227

Is this your first year with Monarch River Academy or Yosemite Valley Charter School?



# Did you receive a welcome call and/or participate in the New Family Online Orientation?

		89%
Yes - 89%		
	▼11%	
No - 11%		

### Please rate your Welcome and Introduction experience.

On a scale of 1-5 the average rating was **4.25**.



### What can we do better to make new families feel welcome and informed?

The most common comments related to how we can help new families with navigating all the new information.

### Please rate Administrative Support.

On a scale of 1-5 the average rating was **4.48**. (up from 4.27)



### Administrative Support - What could we do to improve?

The most common comments were related to staying on the path we are on and continuing with the communication we have with parents in its present form. Requests for what we can do to improve related to so much communication at the beginning of the year and how it felt a bit overwhelming. The vast majority of responses had only positive things to say with no suggestions on how to improve.

Please rate your experience with Adventure/Park Days.

On a scale of 1-5 the average rating was **3.89**. (*up from 3.8*)

### Adventure/Park Days - What could we do to improve?

The vast majority of the responses related to having more events at a wider range of locations. A few suggestions related to having an Adventure Day specifically targeting special needs populations.

### Please rate your experience with Curriculum Ordering.

On a scale of 1-5 the average rating was **4.36**. (up from 4.31)



### Curriculum Ordering - What could we do to improve?

The top two most common responses continue to be that the system is complicated and overwhelming, and that the system is user-friendly and easy to use. There were suggestions on how to help with ordering by providing more information on the different types of curriculum.

# Please rate your experience with the Elementary School Virtual Academy/Middle School Virtual Academy.

On a scale of 1-5 the average rating was **4.21**. (*up from 3.81*)



# Elementary School Virtual Academy/Middle School Virtual Academy - What could we do to improve?

The most common responses were related to how positive the experience has been. All but one said they would continue or expand their participation next year, and the one that stated they would not return to VA next year talked about how she wants to individualize the curriculum for her child. One Parent stated, "So helpful that my daughter's need for extra math help was recognized and she was automatically signed up for additional support." Another stated, "Next year we will have all four girls in all four subjects because we truly love it that much."

### Please rate your experience with the English Language Learners Program.

On a scale of 1-5 the average rating was **3.33**. (*There were only three responses* and they gave a score of 5, 3, and 2.)



# English Language Learners Program - How are we doing and/or what might we do to improve?

The only comment of substance stated, "The instructor was passionate and awesome, but it's the teaching through zoom made it more difficult for students to learn."

### Please rate your experience with Enrichment Academy Online.

On a scale of 1-5 the average rating was **4.10**. (*down from 4.19*)



### Enrichment Academy Online - What could we do to improve?

The most interesting thing in these responses is that the families who use it really like it, and the ones that don't feel it's a waste of time.

### Please rate your experience with Enrichment/Tech Ordering.

On a scale of 1-5 the average rating was **4.37**. (*up from 4.22*)



### Enrichment/Tech Ordering - What could we do to improve?

This section had a lot of ideas for improvement. Some of these were related to filtering options so families could find vendors close to their homes, increased communication when an item gets denied, and if there were categories of types of enrichment.

### Please rate your experience with the High School Virtual Academy.

On a scale of 1-5 the average rating was **4.08**. (*down from 4.09*)



### High School Virtual Academy - What could we do to improve?

There were only a few suggestions on how to improve and most were related to specific teachers. These are passed on to their director.

### Please rate your experience with Intervention.

On a scale of 1-5 the average rating was **4.05**. (up from 3.53)



### Intervention - What could we do to improve?

The most common responses were related to having more times offered.

### Please rate your experience with the Lending Library.

On a scale of 1-5 the average rating was **4.27**. (up from 4.17)



### Lending Library - What could we do to improve?

The responses to this question were the most consistent with the previous survey. The most common request related to the Lending Library being open for more hours. Some other suggestions mentioned more than once related to having more staff, having a better website, and having more options for those who live far away.

### Please rate your experience with School Communication

On a scale of 1-5 the average rating was **4.46**. (up from 4.23)

# 4.46

### School Communication - What could we do to improve?

The most common responses were related to how good the communication was, that the communication was too much and excessive, and two responses said they were not informed adequately. A takeaway from this section could be to organize the communication so parents can get all the needed communication without feeling overwhelmed.

### Please rate your experience with Social Emotional Learning (SEL) Support.

On a scale of 1-5 the average rating was **3.45**. (*down from 4.29*)



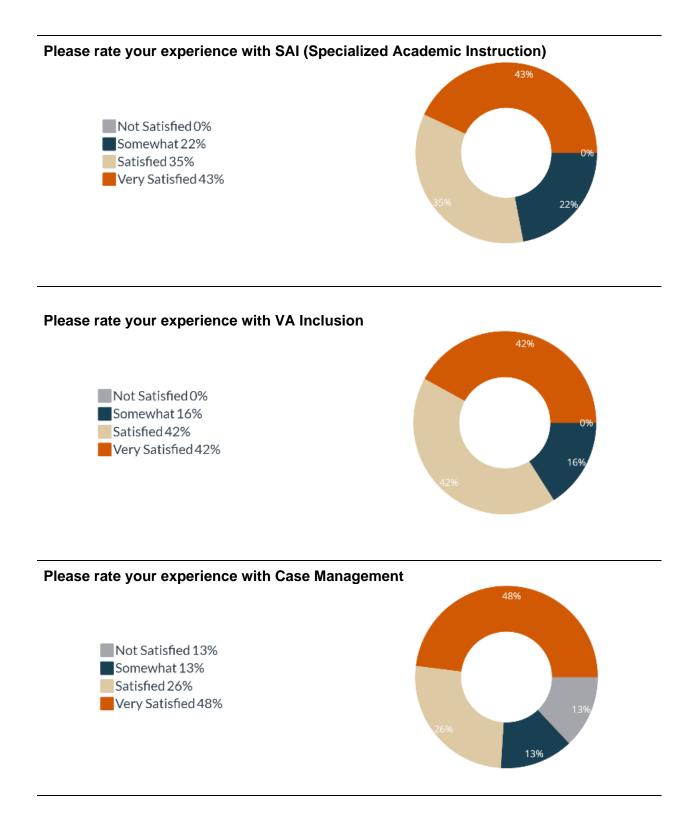
### Social Emotional Learning (SEL) - What could we do to improve?

In this section, the suggestions were related to timely service and communication. This section did provoke more emotion related to politics than any other section. Phrases like, "alarmingly Marxist", and "coddled by the government" were used.

### Please rate your experience with Special Education.

On a scale of 1-5 the average rating was **4.28**. (*up from 3.79*)





### Special Education - What could we do to improve?

Suggestions on how to improve related most to continuity of care and improved culture with administration.

Please rate your experience with your Teacher (IST) Support and Communication.

On a scale of 1-5 the average rating was **4.91**. (*up from 4.81*)



### IST Support and Communication - What could we do to improve?

Almost all the suggestions to improve were in fact statements of how much the ISTs are appreciated by the families they support.

# How likely are you to recommend Central Valley Charter Schools to your friends and family?

On a scale of 1-5 the average rating was **4.64**.



### Do you have any general questions or feedback?

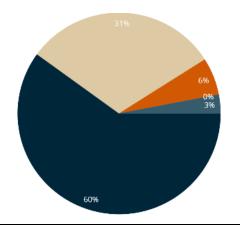
The most common response to this question is parents saying they recommend our schools to others in their community. The next most common response related to having more inperson activities.

# Other - What other feedback would you like to provide? How are we doing and/or what might we do to Improve?

There were not many common threads in this section, which is typical with the vagueness of the question. Some items brought up were, having more field trips, having a case manager who knew the students more, and better returning practices for the lending library.

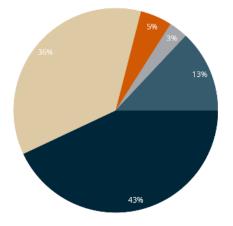
Please rate your satisfaction with the school's progress in "building relationships with families." (Examples include how well our staff understands your family and your goals for your children, the opportunity for two-way communication between you and educational staff.)



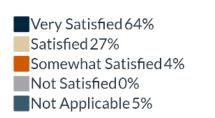


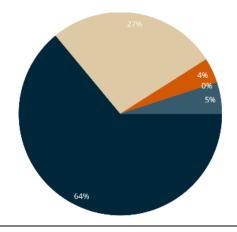
My child and family have access to professionals and resources to support socialemotional learning and other emotional health needs.

Very Satisfied 43% Satisfied 36% Somewhat Satisfied 5% Not Satisfied 3% Not Applicable 13%



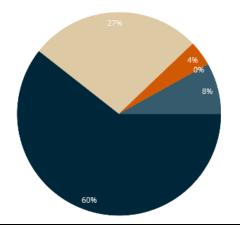
My child's school provides a quality education that focuses on the academic success of each child.





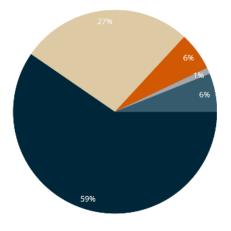
My child's school offers supports that promote learning at high levels.

Very Satisfied 60% Satisfied 27% Somewhat Satisfied 4% Not Satisfied 0% Not Applicable 8%



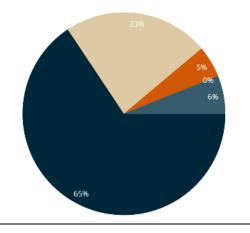
My child's school provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.

Very Satisfied 59% Satisfied 27% Somewhat Satisfied 6% Not Satisfied 1% Not Applicable 6%



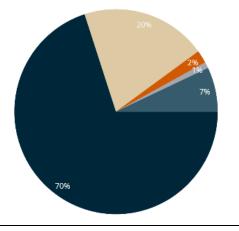
My child's school welcomes parental participation at all levels.





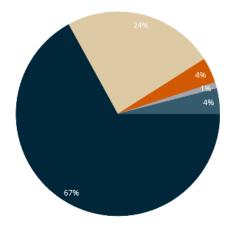
My child's school treats all students with respect.

Very Satisfied 70%
Satisfied 20%
Somewhat Satisfied 2%
Not Satisfied 1%
Not Applicable 7%

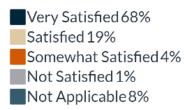


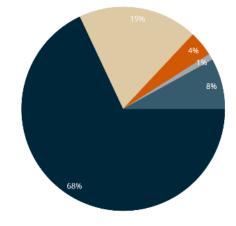
My child's school keeps me well-informed about school activities.

Very Satisfied 67%
Satisfied 24%
Somewhat Satisfied 4%
Not Satisfied 1%
Not Applicable 4%

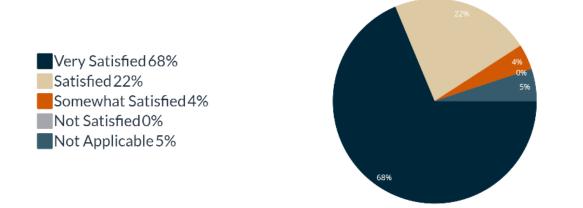


My child's school has teachers that go out of their way to help students.



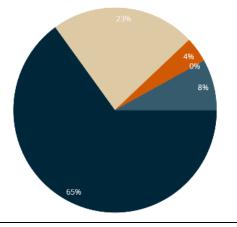


My child's school has adults that really care about students.

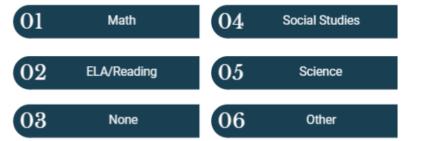


My child's school effectively communicates with me regarding my child's academic progress.

Very Satisfied 65%
Satisfied 23%
Somewhat Satisfied 4%
Not Satisfied 0%
Not Applicable 8%



We want to know how we can continue to support your child's academic success. Which core academic subject does your student find the most challenging? In order of the most listed items:



If your child is enrolled in our high school program, what are his/her post-graduation plans?

In order of the most listed items:



# Please share any additional details pertaining to your child's academic success and how we can best support your family.

There were 35 suggestions of how the school might better support students and families with their academic success. No two suggestions were the same, but all suggestions have been relayed to leadership.

### How likely are you to recommend your school to your friends and family?



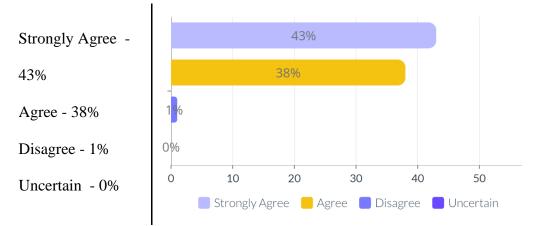
### Do you have any general questions or feedback?

There were 38 responses in this section. No two suggestions were the same, but all suggestions have been relayed to leadership. The most common responses were related to more in-person events.

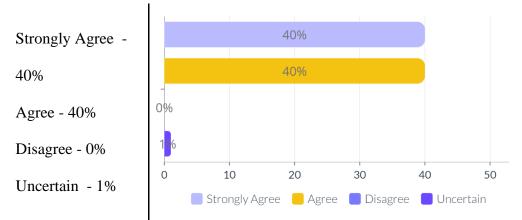
### LCAP Staff and Educational Partner Survey Data Analysis:

Number of respondents - 84

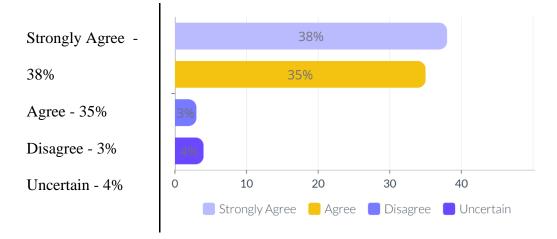
Yosemite Valley Charter School/Monarch River Academy helps students stay engaged and motivated to attend school regularly by providing an interesting and engaging school curriculum with real-world applications.



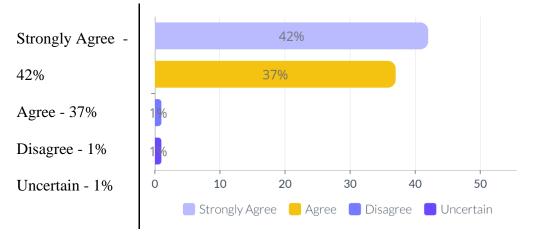
Yosemite Valley Charter School/Monarch River Academy helps parents become involved by providing guidance and support on all programs and opportunities for their students.



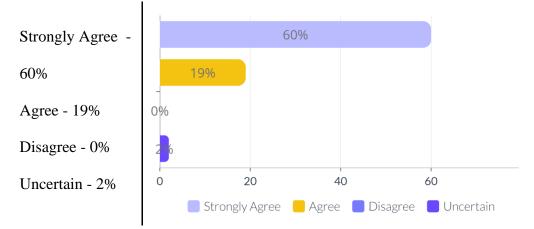
Yosemite Valley Charter School/Monarch River Academy has clear guidelines and support on how to provide support and strategies to students with special needs and/or English Learners.



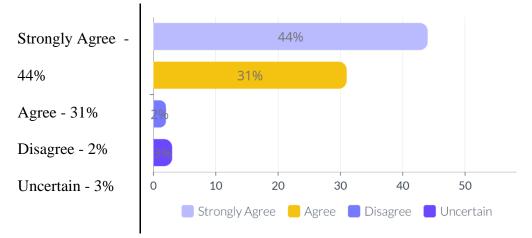
Yosemite Valley Charter School/Monarch River Academy has clear guidelines and support on how intervention and enrichment programs are provided to help students succeed and graduate on time. (E/MSVA, Outstanding Direct Instruction intervention classes, HSVA, Transition Program, Writers Workshop, etc.)



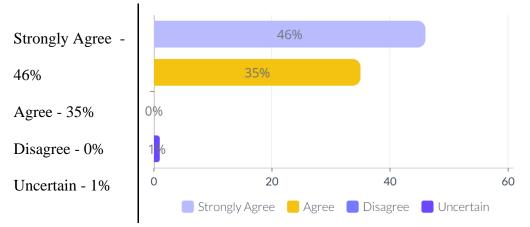
Yosemite Valley Charter School/Monarch River Academy has clear guidelines and supports to ensure all students are on track to graduate from high school and meet the high school graduation requirements.



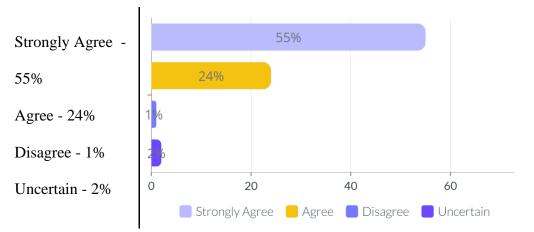
Yosemite Valley Charter School/Monarch River Academy has a rigorous college and career program which includes: fairs and workshops, transitions programs, high school graduation plans, CTE courses, A-G courses, and college courses (dual and concurrent enrollment) to support student success.



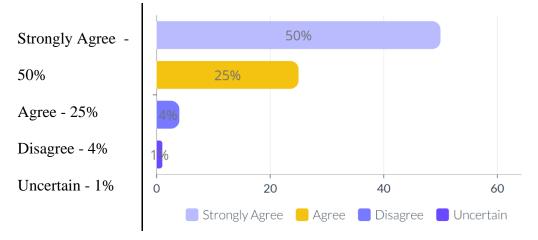
Yosemite Valley Charter School/Monarch River Academy have systems in place that support educators in the areas of technology, curriculum, human resources, and OS (ordering system) when they need assistance.



At Yosemite Valley Charter School/Monarch River Academy, there is an administrator(s) who listens when I have something to say and supports the needs of staff as well as communicates information in a timely and effective manner.



# Yosemite Valley Charter School/Monarch River Academy provides professional development that meets the needs of staff in order to increase student success.



### Do you have any recommendations for future professional development?

- More book clubs like Difficult Conversations- Maybe one on emotional intelligence called Primal Leadership
- More trainings offered in Google Suite and Pathways. Trainings with RESOURCES to share with parents that they can use to teach writing.
- Strategies along the lines of PBIS World and ways to help parents help their ADD, ADHD, ASD kids access GE curriculum.
- Tech is always a good PD item, Sign up Genius, Doodle Poll, etc.
- Teachers need more professional development in regard to curriculum and supporting their families. It would be very beneficial to provide PLC time for teachers to be able to collaborate together. That process might be helpful in identifying professional development that would be needed.
- Continuing to learn more about the programs to support all students (Intervention, curriculum, etc)
- I really appreciated the structure of this years PD and would like to continue to see it.

- I loved what was offered this time. I think virtual strategies and the hard conversations PD should be offered again for those who would like to revisit or chose one over the other the last time.
- Our February Professional Development Day was excellent this year. I'd love to see all future in-person meetings set up the same way!
- I really appreciated the structure and options of our professional development opportunities this year and hope that it continues next year.
- Maybe some more deep dives into full curriculum choices that are available for TK-6. Pros, Cons, what type of student the curriculum is best for etc. How to best utilize the curriculum. This would be helpful to new teachers I think.
- I would like to have more workshops on how to have difficult conversations with parents. And I'd like more workshops on curriculum and how to guide parents in choosing the right one. It would be great to just be able to talk about and look at the different options and talk about scenarios where each one could be applicable. As a new teacher to the school, I have made some mistakes on what to help my parents in choosing. I've gotten better, but there are a lot of things about the curriculum I feel like I still would like information on to help guide my advice and guidance with parents. There was so little training on the curriculum, and yet we were expected to be "experts". I'm grateful for my team, but even with them, there were a lot of errors I made because I just didn't know.
- I loved what we did this year, especially the option to buy credit. It was all applicable and valuable.
- It would be great to have role-specific PDs that pertain to our specific duties.
- I would like to see some of the classes this year offered again so I could take one of the ones that I missed because I only had time for 1 of them this year.
- Provide more professional development time between SPED. The department is not working together as a team. We need to collaborate and discuss what is working/ what is not, and we need to work as a team to fix the issues.
- College Career Readiness for ALL teachers.
- Possible PD regarding how to recognize special needs like dyslexia, dyscalculia, etc.
- The PD options this year were great. I think we could offer the same options next year so that we can choose a new focus.

### Please share any additional feedback and/or comments:

- I truly appreciate all the support the school provides for IST's and families. I don't know how so many things get done and who does it all, but the efforts are not going unnoticed.
- The new SPED position for a new coordinator is exciting. I hope the charter makes more changes to the department. I appreciated the food and Becky's presentation yesterday.
- I could really use an HR training session to understand the medical/dental/eye coverage options. I also need to understand my retirement better.
- The teacher meetings seem very repetitive. I feel like it makes it difficult to complete my tasks when things keep changing like EAO. I was not thrilled with the structure of it, but really connected with my team this year, and then at the all-region in-person meeting we found out that things are changing again and that the ODI and EL positions are no longer stipend positions. I feel like a lot of teachers I have spoken with wanted a positive change

for EAO, but this went in the opposite direction leading teachers to not feel like their feedback matters.

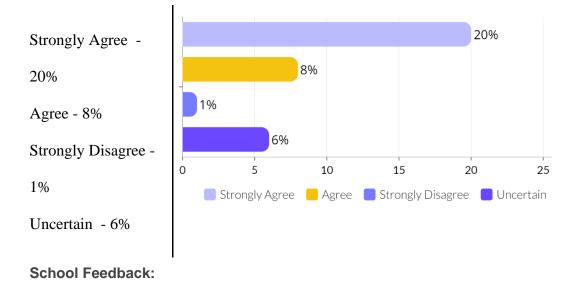
- We have a wonderful school with amazing leadership. Our families have numerous opportunities for support and guidance. We are improving each year. I wish more families would take the opportunities we provide.
- I love the collaboration at this school. The administration is AMAZING! I've worked in public schools (mostly) all of my career, and this has been one of the best admin I've seen. The way they care is so sincere, and I feel really seen and valued. I can't say enough about the leadership. It makes all the difference because I have worked for schools and districts where teachers didn't feel valued and that attitude trickles down and then the students suffer because teachers are so discouraged. Thanks for being such a wonderful staff!
- If we could have the heater on that would be wonderful. :)
- Thank you for the very positive, encouraging, yet informative PD experience, with wonderfully shared vision. I appreciate that ample time was allowed for each session and transition. It felt like a very conscious effort was made to inspire staff, yet not increase staff stress. The work time with our RC and team (accomplishing our tasks) was very useful and appreciated! I appreciated not having a quiz-like hypothetical task to accomplish as a table. I loved our initial seating arrangement and getting to know different teachers that I hadn't met before, naturally, not running around playing a game. ;) Thank you!
- I think the professional development course I took from Amy Friesen was very useful this year and applicable to my position at our school. It was time well spent.
- Our school does a great job! I love being a part of our community!
- I believe our school has a strong vision and the personnel and structures in place to continue building an exemplary charter school program to fill a unique and sought-after educational option for families.
- I feel like support for teachers has come so far since 2018, wow!

### 2022/23 LCAP Student Survey Data Analysis:

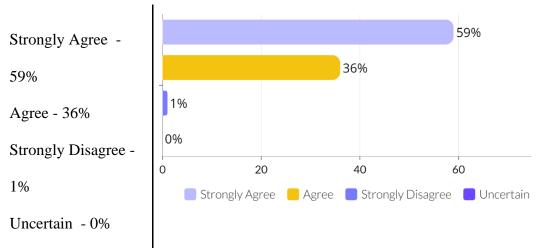
Number of respondents - 97

English Language Learner Program (ELL) Specific Feedback:

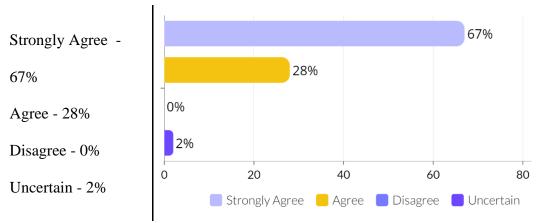
If you are an English learner, please answer the question below: I am being taught to speak, read, and write in English as effectively as possible.

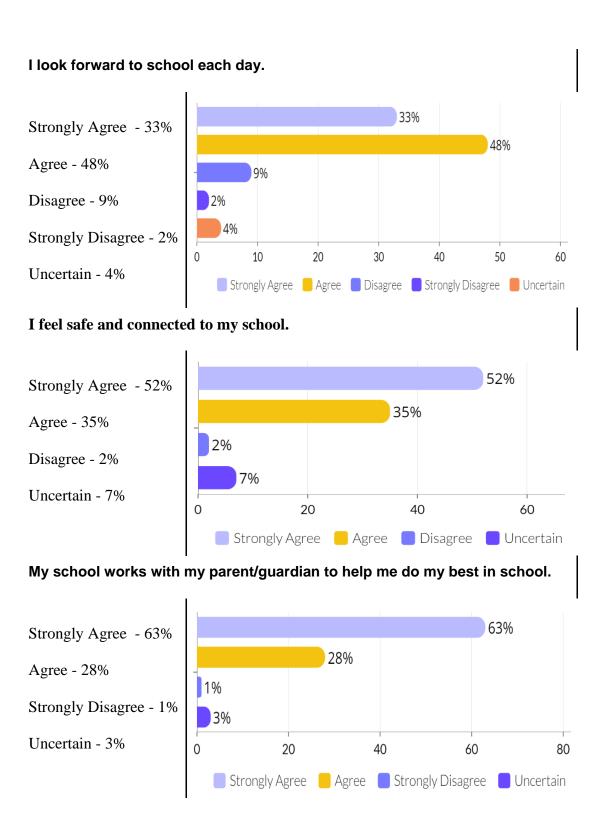


### My school provides a good education.

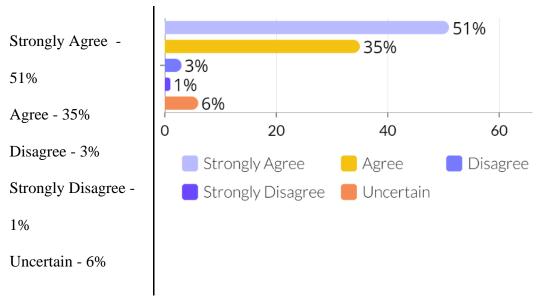


# My school provides the materials I need to learn such as textbooks and learning materials to meet my needs.

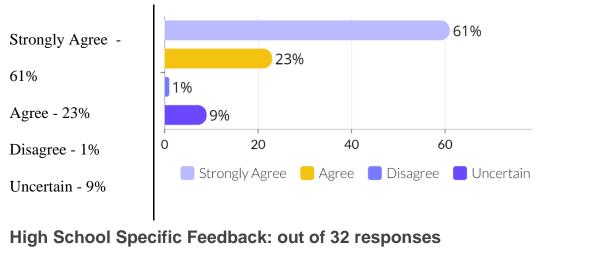




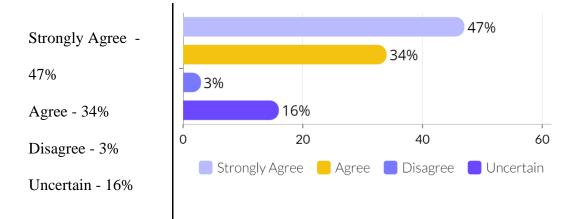
My school provides me access to a variety of elective courses (such as art, dance, PE, foreign language).



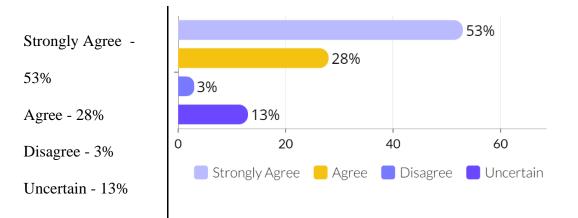
My teacher contacts (calls, emails, speaks to) my parents/guardian when I am having trouble learning.



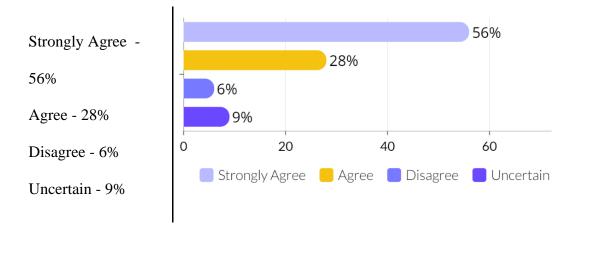
My school prepares me for future college and/or career paths.



### I am clear about what courses I need to enroll in and pass to graduate from high school.

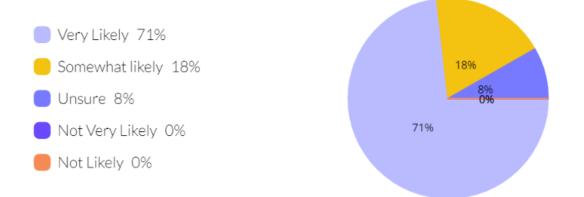


### I know whom to contact at the school to ask questions about my high school graduation status.



### School Feedback:

### How likely are you to recommend our school to a friend?



### If you are not likely to recommend our school to a friend, why not?

- It's very flexible
- No sports team
- I would always recommend this school to a friend.

# What is the one thing that the school can do that would help you better achieve all of your learning goals?

- You're doing everything great
- Have more activities in Monterey County that I could go to.
- More funds for educational classes and activities.
- That I can get the best grades I can.
- More field trips.
- They already help me.
- Can't think of anything.
- More learning games but with teams because that is more fun than anything.
- Give out rewards for working hard.
- Have in-person lessons.
- I cannot think of anything. I am supplied with most of the things I need for my education, and if I'm not, I have the resources to get them.
- As a high school student, I would like to have access to more resources. For example, when I am struggling in a course, I don't feel like I have all of the proper resources to understand the material. Sometimes I have to research additional resources so I can learn/understand the material better. When it comes to math, HSVA typically provides a McGraw Hill Student Textbook. This particular textbook can be confusing at times and sometimes only briefly touches important topics that I am later quizzed on. Therefore, I spend more time looking for useful resources online, versus actually learning the material

through textbooks provided to me. My teachers have provided additional resources (Khan Academy, YouTube lecture, cK12, etc.) a few times, but maybe making this additional resource a requirement, in my opinion, would be very helpful!

- Be more self-paced. I don't like the hourly log-ins as sometimes I need more time to finish classes.
- The school can give me ways to help me find a good art class for me just right for me.
- I think more clubs, art contests, and maybe a reading contest. I'd like it if our school was able to do sports too. I think more teachers in virtual academy classes would be helpful and if the teachers were online more often to help with school work.
- Offering electives that are theologically and biblically based would be amazing, I am unsure of any current electives that offer that but as a Christian that would be awesome for me!
- In-person stem/science classes with peers would be nice even just twice a month
- Math
- Give out awards.
- More local activities.
- Offer PE classes near our city.
- I have trouble getting words on paper. so I would enjoy it if there was an option to speak into a microphone and have it type it for me.
- Nothing
- I don't have anything to add.
- I like field trips.
- I would like it if there were some clubs on programming or technology.

### Additional comments:

- I really like my teacher Linsey and my online math teacher Courtney.
- Can you create sports teams?
- I love my homeschool. I love all my teachers. I am happy
- Have a wonderful day. :D
- Electives are something I was really looking forward to as a student starting high school! I would really like it if there were more hands-on activities that the class can do together. For example, Woodshop (small wood projects), Floral Design (materials needed to make a floral arrangement), Digital Art (software that all students have access to, Procreate, Adobe, etc.), and so forth. I have talked to a few other students and they can agree. I feel like it would get students like myself to be engaged in learning more about a course. Thank you :)!
- We love school. Paige Beard is a wonderful teacher.
- Thank you.
- I like that the school lets us work at the level we are at
- Would love to have more field trips up here in the mountains where I live (Oakhurst area) and I can meet new people and have fun. So we won't have to drive 1 hour or 2 hours away for field trips.

## **Cover Sheet** Board Meeting Calendar: Changing May 25, 2023 Meeting to May 11, 2023

Section:	V. Governance
Item:	B. Board Meeting Calendar: Changing May 25, 2023 Meeting
	to May 11, 2023
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022-2023 Proposed Revised Board Meeting Calendar - YV

### **BACKGROUND:**

• The school is requesting a change of date for the May Board Meeting to take into account the CharterSAFE renewal proposal timeline.

### **RECOMMENDATION:**

• Consider approval of the Board Meeting calendar change.

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Dec 15 1st Interims Due to County

School Closed

Regular Board Meeting

\* Important Board Dates

S	chool 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 Meeing	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

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	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	Budjet adoption & LCAP Approval