

# Yosemite Valley Charter School

## Regular Scheduled Board Meeting



July 29, 2021 at 5:15 PM | 3610 E. Ashlan Avenue, Fresno, CA, 93726

Zoom Link: <https://zoom.us/j/92791556710>

Meeting ID: 927 9155 6710

Join by Phone: 1-669-900-6388

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## Agenda

Time	Topic	Presenter
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5:15 PM - 5:45 PM	<b>1. Opening Items</b>	
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	<b>1.1. Record Attendance</b>	Dr. Larry Jarocki
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	<b>1.2. Call the Meeting to Order</b>	Dr. Larry Jarocki
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	<b>1.3. Flag Salute</b>	
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	<b>1.4. Approval of the Agenda</b>	
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## 1.5. Public Comments

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## 1.6 Review & Approval of Previous Minutes

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### 1.6.a Review & Approval of June 14, 2021 Minutes

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## 1.7. School Report

Dr. Laurie Goodman

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5:45 PM - 6:20 PM

## 2. Finance

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### 2.1 EPA Budgets

Darlington Ahaiwe

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*Discussion & Potential Action on the school's EPA Budgets*

### 2.2 Counselor Salary Schedule

Dr. Laurie Goodman

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*Discussion & Potential Action on the High School Counselor Salary Schedule*

### 2.3 High School Virtual Academy Memorandum of Understanding (MOU)

Dr. Laurie Goodman

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*Discussion & Potential Action on the MOU with Monarch River Academy and the Sequoia Grove Charter Alliance Schools*

### 2.4 Charter School Capital (CSC) Resolution

Dr. Laurie Goodman

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*Discussion and potential action on the resolutions for the sale of additional receivables to Charter School Capital*

### 2.5 Administrative & Teacher Salary Comparison Data

Dr. Laurie Goodman

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*Discussion and review (FYI) of comparative salary data*

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**2.6 Master's Degree**

Dr. Laurie Goodman

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*Discussion and review (FYI) of Master's Degree payment*

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**2.7 Compensation Policy**

Dr. Laurie Goodman

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*Discussion and potential action on the revised  
Compensation Policy that includes job descriptions and  
salary tables that have previously been board approved*

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6:20 PM - 6:35 PM

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**3. Academic Excellence**

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**3.1 Safe Return to In-Person Instruction Plan**

Cathy Troxell

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*Discussion and Potential Action on the American Rescue  
Plan Act Elementary and Secondary School Relief Fund  
(ESSER III) Safe Return to In-Person Instruction Local  
Educational Agency Plan*

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**3.2 Independent Study Policy**

Dr. Laurie Goodman

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*Discussion and Potential Action on the revised Independent  
Study Policy*

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6:35 PM - 6:45 PM

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**4. Operations**

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**4.1. Shared Staff Memorandum of Understanding (MOU) for Central & North**

Dr. Laurie Goodman

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*Discussion and potential action on the Shared Staff MOU  
that includes salary information*

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**4.2 Special Education Assistant Director**

Dr. Steven James

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*Introduction of the new SPED AD Staff Member (FYI)*

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6:45 PM - 7:00 PM

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**5. Governance**

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**5.1. Board By-Laws**

Dr. Laurie Goodman

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*Discussion and potential action on changing the Board bylaws to add a longer-term, homeschool parent seat*

**5.2. New Board Member Nominations**

Dr. Larry Jarocki

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*Discussion and potential action on Board Member Nominations*

7:00 PM – 7:15 PM

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**6. Closing Items**

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**6.1. Board of Director Comments & Requests**

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**6.2. Announcement of Next Regular Scheduled Board Meeting**

Dr. Larry Jarocki

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*August 24, 2021 at 4:30 PM*

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**6.3. Adjournment**Dr. Larry Jarocki

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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.

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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**))

# YOSEMITE VALLEY CHARTER SCHOOL

## ORGANIZATIONAL CHART

2021-2022

### Mission

The mission of the Yosemite Valley Charter School is to improve the academic achievement of children in Fresno County and adjacent counties. The mission will be accomplished through a virtual and project-based curriculum model that emphasizes hands on and experiential learning, which focuses on meeting individual students' needs, while helping them become proficient at the California Common Core State Standards (CCSS) and California Contents Standards (CCS), including Next Generation Science Standards for their grade level.



### BOARD OF DIRECTORS



**LAURIE GOODMAN, ED.D**  
EXECUTIVE DIRECTOR



**STEPH JOHNSON**  
CO-DIRECTOR



**MARIAH JORDAN**  
EXECUTIVE ADMINISTRATIVE  
ASSISTANT



**DR. STEVEN JAMES**  
SENIOR DIRECTOR OF  
SPECIAL EDUCATION



**JENNY PLUMB**  
DIRECTOR OF CURRICULUM AND  
ENGAGEMENT - INTERVENTION



**MARIA THOENI**  
DIRECTOR OF INNOVATION AND  
INSTRUCTION - MSVA & HSVA



**DENISE VOTH**  
DIRECTOR OF SECONDARY  
EDUCATION



**YOLANDA VAZQUEZ**  
SPECIAL EDUCATION DIRECTOR  
OF TRANSITION AND SEL



**CATHY TROXELL**  
ASSISTANT DIRECTOR OF  
ASSESSMENT & ACCOUNTABILITY



**REGIONAL COORDINATORS**



**AMY FRIESEN**  
ASSISTANT DIRECTOR OF  
SECONDARY EDUCATION



**LORRAINE SEWELL**  
ASSISTANT DIRECTOR OF  
SPECIAL EDUCATION



**HOMESCHOOL TEACHERS**



# Yosemite Valley Charter School

## Minutes

### Regular Scheduled Board Meeting

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#### **Date and Time**

Monday June 14, 2021 at 5:15 PM

#### **Location**

3610 E. Ashlan Avenue  
Fresno, CA 93726

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

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

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#### **Directors Present**

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

#### **Directors Absent**

*None*

#### **Guests Present**

Cathy Troxell (remote), Dr. Laurie Goodman, Dr. Steven James (remote), Jenny Plumb (remote), Kimmi Buzzard (remote), Mariah Jordan, Steph Johnson, Yolanda Vazquez (remote)

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### **I. Opening Items**

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

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

Dr. Larry Jarocki called a meeting of the board of directors of Yosemite Valley Charter School to order on Monday Jun 14, 2021 at 5:20 PM.

**C. Flag Salute**

Dr. Larry Jarocki led the flag salute.

**D. Approval of the Agenda**

Debbie De Alba made a motion to approve.

Carla Moore seconded the motion.

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

**Roll Call**

Dr. Larry Jarocki Aye

Jonna Durst Aye

Trina Short Aye

Debbie De Alba Aye

Carla Moore Aye

**E. Public Comments**

There were no public comments.

**F. Approve Minutes**

Carla Moore made a motion to approve the minutes from Regular Scheduled Board Meeting on 05-27-21.

Trina Short seconded the motion.

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

**Roll Call**

Dr. Larry Jarocki Aye

Debbie De Alba Aye

Carla Moore Aye

Jonna Durst Aye

Trina Short Aye

**G. Executive Director Report**

- Dr. Laurie Goodman gave an update on AB 1316 and the Governor's Trailer Bill Language.
- Denise Voth presented the LCAP Metrics Item for June - High School Data
  - Dr. Larry Jarocki asked if we have a program to track graduation data and CTE data and Denise Voth stated we are currently working on a proposal for a program that will track that data and our High School Counselor will also track this information.
- Jenny Plumb presented student intervention data for the 20-21 School Year.
- Dr. Laurie Goodman gave background information on the previous school years' intervention system and how our Assistant Directors have created a localized intervention system that shows student data.
- Cathy Troxell presented Yosemite Valley's preliminary Star 360 data.
- Steph Johnson and Dr. Laurie gave further information regarding the Star 360 and State Testing.
- Yolanda Vazquez presented a slideshow on Transition and Social and Emotional updates.

**II. Finance**

**A. May Financials**

The board moved to approve item II. D - Certificated Salary Schedules.

Trina Short made a motion to approve.

Jonna Durst seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

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

**B. 2021-2022 Operating Budget**

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

**Roll Call**

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

**C. Discussion & Potential Action on the Due (To)/Due From Balances for Inspire - Los Angeles, Inspire Charter Services, & Triumph Academy**

Darlington Ahaiwe and Dr. Laurie Goodman presented item II C.

**D. Certificated Salary Schedules**

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

**Roll Call**

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

**E. Special Education Assessment Team Salary Schedule**

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

**Roll Call**

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

**F. Classified Salary Schedule**

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

**Roll Call**

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

**Roll Call**

Carla Moore Aye

**G. 2021-2022 Classified Management/Confidential Salary Schedule**

Jonna Durst made a motion to approve.

Trina Short seconded the motion.

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

**Roll Call**

Dr. Larry Jarocki Aye

Jonna Durst Aye

Trina Short Aye

Debbie De Alba Aye

Carla Moore Aye

**H. 2021-2022 Administrator Salary Schedule**

Carla Moore made a motion to approve.

Trina Short seconded the motion.

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

**Roll Call**

Dr. Larry Jarocki Aye

Debbie De Alba Aye

Carla Moore Aye

Jonna Durst Aye

Trina Short Aye

**I. Part Time Teacher Hourly Table**

Jonna Durst made a motion to approve.

Carla Moore seconded the motion.

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

**Roll Call**

Debbie De Alba Aye

Jonna Durst Aye

Dr. Larry Jarocki Aye

Trina Short Aye

Carla Moore Aye

**J. 2021-2022 Compensation Policy**

Debbie De Alba made a motion to approve.

Carla Moore seconded the motion.

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

**Roll Call**

Trina Short Aye

Debbie De Alba Aye

Dr. Larry Jarocki Aye

Jonna Durst Aye

Carla Moore Aye

**III. Academic Excellence**

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

Jonna Durst made a motion to approve.

Carla Moore seconded the motion.

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

**Roll Call**

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

**B. Annual Update for LCAP & UCP**

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

**Roll Call**

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

**C. Local Indicator Review**

Cathy Troxell presented the Local Indicator Review for Yosemite Valley Charter School.

**D. The English Learner Group Proposal & Contract**

Debbie De Alba made a motion to approve.  
Trina Short seconded the motion.  
Dr. Larry Jarocki recused himself from this action item. The board **VOTED** to approve the motion.

**Roll Call**

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

**IV. Operations**

**A. 2021-2022 Staff Instructional & Classified Calendar**

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

**Roll Call**

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

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

Debbie De Alba made a motion to approve.  
Trina Short seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

Debbie De Alba Aye  
Trina Short Aye  
Dr. Larry Jarocki Aye

**Roll Call**

Jonna Durst     Aye  
Carla Moore     Aye

**C. Special Education Assistant Director 1**

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

**Roll Call**

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

**D. Special Education Services & Assessment Team Coordinator Job Description**

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

**Roll Call**

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

**E. Special Education Administrative Assistant Job Description**

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

**Roll Call**

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

**F. Coordinator of Talent Development Job Description**

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

**Roll Call**

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

**V. Governance**

**A. Board Nominee Resumes**

The board discussed the board nominees and would like to look into the board bylaws for adding additional members.

## **VI. Closing Items**

### **A. Board Requests**

- The ELD report will be brought back to the July board meeting.
- The DTDF with Inspire Charter Services and Triumph Academy will be brought back to the July board meeting.
- A review of the admin salary and teacher salary comparison numbers will be brought back to the July board meeting.
- Information regarding a Master's Degree payment for staff will be brought back to the July board meeting.
- The Compensation Policy with updated job descriptions will be brought back to the July board meeting.
- Bring back the Board Bylaws and look into adding an additional long-term homeschool parent.
- Bring back the Shared Staff MOU with the salaries attached to the July board meeting.
- Have the candidate for the Special Education Assistant Director I position ready for the July board meeting.

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

July 29th at 5:15 pm

### **C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:23 PM.

Respectfully Submitted,  
Trina Short

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# Yosemite Valley Charter School

## The Education Protection Account (EPA)

# Background

- The EPA funding is a component of an LEA's total LCFF entitlement as calculated in the Principal Apportionment.
- There are no statutory requirements on how EPA funds should be allocated and each LEA decides locally how to best allocate funds.
- California Constitution requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.
- A board approved expenditure plan is required so the expenditures can be appropriately applied.

# 2021-22 EPA Budget

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	606,620.00
TOTAL AVAILABLE		606,620.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	465,173.89
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	141,446.11
TOTAL EXPENDITURES AND OTHER FINANCING USES		606,620.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

### 2021-22 Counselor Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Counselor	\$62,500	\$65,00	\$67,000	\$69,000	\$71,000	\$73,000	\$75,000	\$77,000	\$79,000	\$81,000

\*Annual salary for Counselor is based on 205 workdays. The 205 workdays is a minimum number of workdays, team members may need to work additional days beyond the work calendar.

#### Annual Stipend Additions:

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

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

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

**MEMORANDUM OF UNDERSTANDING  
FOR COLLABORATION AND ADMINISTRATION  
OF HIGH SCHOOL VIRTUAL ACADEMY (HSVA) COURSES**

This Memorandum of Understanding for Shared Platforms and Resources (“**MOU**”) is entered into as of July 1, 2021 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: Monarch River Academy, Yosemite Valley Charter School, and participating Sequoia Grove Charter Alliance Schools.

**WHEREAS**, Monarch River Academy operates a public charter school named Monarch River Academy, Yosemite Valley Charter School operates a public charter school named Yosemite Valley Charter School, and the Sequoia Grove Charter Alliance Schools contracts with member public charter schools named Clarksville Charter School, Feather River Charter School, and Lake View Charter School operates (each a “**School**” or collectively the “**Schools**”);

**WHEREAS**, Schools are nonclassroom-based public charter schools using the same HSVA educational model/program;

**WHEREAS**, the sharing of resources associated with the HSVA program among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

**WHEREAS**, the Parties intend to coordinate the cost of services used by the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

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

**1. Administration of Online Platforms Associated with HSVA.** Yosemite Valley Charter School will acquire and administer all online accounts, listed below, for all students enrolled in HSVA from all schools named above.

1. Schoology
2. McGraw Hill ConnectEd
3. Edgenuity Courseware
4. Edmentum Courseware
5. Curriculum Ordering System (COS)
6. Any application embedded within Schoology

**2. Administrative Access to Online Platforms.** Yosemite Valley Charter School will grant access to all Highly Qualified Teachers (HQT) and any supervisory personnel employed by the Sequoia Grove Charter Alliance or its affiliated schools, to all online applications related to that HQT or supervisory personnel.

**3. Student and Home School Teacher (HST) Access to Online Platforms.** Sequoia Grove Charter Alliance Schools agrees to provide any and all pertinent student and teacher data needed to allow for ordering HSVA courses, provisioning of accounts associated with all HSVA Online accounts. Sequoia Grove Charter Alliance Schools will agree to provide the initial data set by July 9, 2021. And then provide an updated data set at least every week thereafter.

**4. Access to Student Information.** The Sequoia Grove Charter Alliance and associated schools, Yosemite Valley Charter School, and Monarch River Academy agree to allow access to student data for all students within the HSVA programs. The Sequoia Grove Charter Alliance, Yosemite Valley Charter School, and Monarch River Academy also allow online platform administrators contracted with Yosemite Valley Charter School and Monarch River access to all student data for all students within the HSVA programs.

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

**6. Costs and Payment**

- a. Shared Personnel/HQT Costs. HQT Costs and payments will be considered and handled through a separate Memorandum of Understanding.
- b. Payment of Online Platforms. Sequoia Grove Charter Alliance Schools agrees to pay Yosemite Valley Charter School for their portion of the costs for all Online Platforms associated with HSVA.
  - i. Schoology. Will charge for each student enrolled. If there are extra licenses, each school will be allocated and billed for extra licenses based on the percentage of their school's student enrollment compared to the total enrollment. The unassigned licenses will be the property of the school and dedicated for that school's use only. All licenses will be expired by Schoology at the end of the school year on June 15.
  - ii. McGraw Hill ConnectEd (Online TextBooks). Each school will be provided Purchase Orders that include the list of online textbooks needed for each student along with the cost for each online textbook. The school will need to provide payment for the online textbook so that procurement of the online textbook can be made for the student. Procurement of online textbooks is time sensitive.
  - iii. Edgenuity Courseware.
    - A. **Initial Payment** toward your school's portion of 100% of the invoice will be based on the percentage of your school's total high school enrollment compared to the total enrollment for all high students for all six contributing schools. Schools will submit the total High School Student headcount number to Yosemite Valley Charter July 30.
    - B. **On November 15, there will be "True-Up".** A calculation will be made with actual student enrollment in the Edgenuity platform and the "True" percentage of students using the platform from each school. A revised amount owed by each school for 100% of the invoice cost will be determined. Any school owed money after the "True Up" can bill an owing school for the amount owed.
  - iv. Edmentum Courseware.
    - A. **Initial Payment** toward your school's portion of 100% of the invoice will be based on the percentage of each school's total high school enrollment compared to the total enrollment for all high students for all six contributing schools. Schools will submit the total High School Student headcount number to Yosemite Valley Charter School July 30.

- B. **On November 15, there will be "True-Up".** A calculation will be made with actual student enrollment in the Edgenuity platform and the "True" percentage of students using the platform from each school. A revised amount owed by each school for 100% of the invoice cost will be determined. Any school owed money after the "True Up" can bill an owing school for the amount owed.
- v. Curriculum Ordering System (COS). Will be assessed below in "Administrative Costs."
  - vi. Any application embedded within Schoology. Payment determination will be made when a new application is added.
- c. Payment of Administration of Online Platforms. The Sequoia Grove Charter Alliance Schools and Monarch River Academy agree to pay Yosemite Valley Charter School for the maintenance and administration of all online platforms associated with the HSVA program. The Sequoia Grove Charter Alliance Schools and Monarch River Academy will pay Yosemite Valley Charter School \$2500 each month with the first payment beginning July 1, 2021 and the last payment made on May 1, 2022. Or, The Sequoia Grove Charter Alliance Schools can pay a total sum of \$27,500. Administrative Services for these platforms will conclude on May 31, 2022. The per hour rate includes costs associated with wage and benefits for employees.

**7. Work Estimation.** Work hours include labor for the following:

- a. Set up, maintenance, and system issue resolutions for all online platforms
- b. Responding to any and all inquiries and resolving all problems related to HSVA courses for HSTs, parents, and HQTs associated with SG.
- c. Enrollment, July reenrollment, rollover enrollment in all courses for all HSVA students
- d. Processing of all canceled, changed or amendment of HSVA enrollment
- e. The processing of and loading of all SG student and teacher data into the COS on a weekly basis
- f. The creation of and delivery of all relevant data associated with HSVA enrollments
- g. Creation of all quotes needed for McGraw Hill online textbooks for each school on a monthly basis
- h. Creation of breakout data needed to bill SG schools for McGraw Hill online content and costs associated with any other online platform.

Month	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Hours	63	73	68	48	24	74	73	54	24	14	10

**7. Term and Termination.**

- a. Term. The MOU is effective as of July 1, 2021 and shall remain in effect until May 31, 2022 (the “**Term**”). This MOU shall automatically terminate unless renewed in writing by the Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.
- b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.
- c. Material Breach. Any Party may terminate this MOU in the event of another Party’s material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. If termination pursuant to this section is based upon a failure to pay an invoice in a timely fashion as outlined in Section 6 then the nonpaid Party may terminate the agreement with the non paying Party if that material breach has not been remedied within ten (10) business days of written notification of the material breach.
- d. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter’s business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.

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

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

- a. “**Confidential Information**” means non-public information marked either “confidential” or “proprietary,” or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may

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

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

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

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

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

b. No Party shall use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Party. All Parties shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, the Party shall notify the affected Party(ies) as soon as practicable, and shall, upon the affected Party(ies)’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

**11. Insurance.** All Parties shall procure and maintain in full force and effect for the

duration of this MOU, the following insurance:

- a. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).
- b. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.
- c. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.
- d. All Parties will provide additional insured coverage and policy endorsements for other participating Parties and their officers, directors, employees, volunteers or agents (collectively referred to as the "***Additional Insureds***") under the General Liability, Workers' Compensation, and Employment Practices and Professional Liability policies as specified above. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor's insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor's insurance and shall not contribute to it.
- e. Except for Workers' Compensation and Professional Liability coverages, Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. All Parties agree to obtain any endorsement that may be necessary to affect this waiver of subrogation.
- f. At commencement of this MOU, and upon any renewal of this MOU, and upon request at any time, All Parties shall furnish all other participating Parties with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language affecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive the Party's obligation to provide them. All Parties reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.
- g. A Party will provide thirty (30) days prior written notice to all other Parties in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, the affected Party shall deliver the renewal certificate(s) including the additional insured endorsements to all other participating Parties at least ten (10) days prior to the expiration date.
- h. Except as indicated above, all policies shall be provided on an occurrence basis.

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

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

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

This indemnification shall extend to claims occurring after this MOU is terminated as well as while it is in force. The indemnification and defense obligations set forth in this provision are separate and independent from the insurance provisions set forth in Section 11 herein; and do not limit, in any way, the applicability, scope, or obligations set forth in those insurance provisions.

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

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

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

resorting to litigation.

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

<i>To:</i> Monarch River Academy ATTN: Board President 3610 E. Ashlan Ave Fresno, CA 93726 sam@theenglishlearnergroup.com	<i>To:</i> Yosemite Valley Charter School ATTN: Board President 3610 E. Ashlan Avenue Fresno, CA 93726 ljarocki@hotmail.com
<i>To:</i> Sequoia Grove Charter Alliance ATTN: Board President [Address] [Email]	

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

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

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

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

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

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

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

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

effect as an executed original for all purposes.

[Signature Page on Following Page]

**DRAFT - NOT BOARD APPROVED**

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

<p>Monarch River Academy, a California nonprofit public benefit corporation</p> <p>By: _____ Name: _____ _____ Its: _____ Date: _____, 2021</p>	<p>Yosemite Valley Charter School, a California nonprofit public benefit corporation</p> <p>By: _____ Name: _____ _____ Its: _____ Date: _____, 2021</p>
<p>Sequoia Grove Charter Alliance, a California nonprofit public benefit corporation</p> <p>By: _____ Name: _____ _____ Its: _____ Date: _____, 2021</p>	

## YOSEMITE VALLEY CHARTER SCHOOL

### ACKNOWLEDGEMENT RESOLUTIONS

The undersigned, on behalf of Yosemite Valley Charter School, a California nonprofit public benefit corporation (the “Company”), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the “Board”) of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and the Bylaws of the Company, at a duly noticed meeting held on \_\_\_\_\_, 2021 at \_:0\_.m., Pacific Time via Zoom teleconference. A quorum of the Board was present at the meeting.

#### Sale of Additional Receivables

WHEREAS, the Company receives and owns and will receive and own from time to time certain receivables or payments due from the State of California, Fresno County, the Fresno County Office of Education, the Fresno County Superintendent of Schools, Westside Elementary School District, the Special Education Local Plan Area (“SELPA”), and/or the United States federal government (in each case, the “Payor”).

WHEREAS, the Company instructs the Payor, pursuant to the Payor’s policies and procedures, as to the location and manner of payment of the Company’s receivables.

WHEREAS, the Board previously authorized the sale of receivables to Charter School Capital, Inc. (“CSC”) and wishes to increase the amount authorized at this time;

RESOLVED: That the Board deems it to be in the best interests of the Company to authorize the Company to sell additional receivables and payments (the “Receivables”) to CSC at a discount to face value in an amount not to exceed the lesser (i) \$30,000,000.00 of gross receivables value and (ii) \$26,000,000.00 of initial purchase (face value).

RESOLVED FURTHER: That the Company is authorized and directed to sell the Receivables to CSC from time to time pursuant to one or more Receivables Purchase Agreements and related Terms Letters between the Company and CSC, substantially in the form reviewed by the Board, with such changes thereto consistent with these resolutions as an Authorized Officer of the Company shall approve, and including any amendments, supplements or modifications to the foregoing consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That each of Larry Jarocki; as President; Trina Short; as Treasurer; Debbie De Alba, as Secretary; and Dr. Laurie Goodman, as Executive Director (such persons and their duly elected and qualified successors, the

“Authorized Officers”) is authorized and directed to execute and deliver, on behalf of the Company, the Receivables Purchase Agreements, the Terms Letters, the Paying Agency Agreements and/or Account Control Agreements, and subject to the limitations set forth herein, such other agreements and other documents and instruments as may be necessary or desirable to effectuate the sale of Receivables contemplated hereby, including, without limitation, agreements or documents as may be necessary to facilitate the sale of Receivables by CSC to an affiliate or third party to finance its purchase of the Receivables, and further including, without limitation, such amendments, supplements or other modifications to any or all of the documents described in this paragraph and consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That the Board of the Company deems it to be in the best interests of the Company to instruct the Payor, in the form provided by CSC, to make the payment of all revenues of the Company administered and paid by the Payor in the manner described in the applicable Receivables Purchase Agreement, the Terms Letter, Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That any two Authorized Officers will execute instructions to the Payor, in the form provided by CSC, directing the payment of all revenues of the Company in the manner described in the Receivables Purchase Agreement, the Terms Letter, the Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That the instructions described in the immediately preceding paragraph will not be altered in any manner nor any other instructions substituted in their place without the prior written approval of the two Authorized Officers and without the express written consent of CSC and that the Payor is to disregard any change in disbursement instructions that are not counter-signed by such two Authorized Officers and CSC.

RESOLVED FURTHER: That the Authorized Officers are, and each of them is, hereby authorized and directed, on behalf and in the name of the Company and subject to the limitations set forth herein, to make all such arrangements, to do and perform all such acts and things, and to execute and deliver all such instruments, certificates and other documents as he or she may deem necessary or appropriate in order to effectuate fully the purpose of each and all of the foregoing resolutions and the transactions contemplated thereby (hereby ratifying and confirming any and all actions taken heretofore and hereafter by such officers to accomplish such purposes).

The foregoing resolutions were passed by a vote of the Board of Directors and adopted at the meeting of the Board of Directors of the Company on the date referred to above, by the following vote:

Ayes: \_\_\_\_\_

Nays: \_\_\_\_\_

Absent: \_\_\_\_\_

Abstain: \_\_\_\_\_

The undersigned certifies further that the foregoing resolutions have not been modified, amended or rescinded and are in full force and effect as of the date hereof.

**YOSEMITE VALLEY CHARTER SCHOOL**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_, 2021



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## 2021-2022 Compensation Policy

### Dedication to Non-discrimination

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

### Important Information

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

### Compensation Philosophy

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

We offer...

- comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein
- a dynamic culture and vibrant community of colleagues united by shared dedication to

- students, a commitment to innovation, and a strong growth mindset
- unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves
- equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations
- a transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We recognize and reward...

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

For teachers...

Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:

- exceptional teacher performance that leads to growth and excellence for students
- commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

## **TEACHER COMPENSATION**

### Teacher Definition:

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

### Salary Placement Guidelines:

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

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

### Creditable Years of Experience:

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

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

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

#### Credential/Certification:

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher salary table (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher table as certificated teachers.
- A teacher is eligible to advance to the proper Pay Scale level once they meet the requirement for that specific Pay Scale Level and Group based on their creditable years of service and post-BA units, if applicable.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 1st in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 1st will not result in an adjustment to compensation until the following school year. Teachers will be required to submit a form with their projected increase in units before the start of the school year.
- Any increase in pay resulting from an advancement on the Pay Scale based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher is awarded a degree on January 15 and provides proof of the degree on May 1, any advancement on the Pay Scale and increase in pay will be effective beginning the next school year on July 1st. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).
- If a teacher is awarded a degree on August 15 and provides proof of the degree on October 1, any advancement on the Pay Scale and increase in pay will be effective beginning the first pay period following October 1. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 1.
- All teaching credentials must be reflected on the California Commission on Teacher Credentialing's website.

#### Advanced Degree/Certificate Stipends:

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

#### Signing Bonus:

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

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

#### Desired Qualifications for Credentialed Positions:

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

#### **Voluntary Transfer to Lower Role Placement or Teaching position**

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

#### Supplemental Duty Stipends:

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Teachers who perform the supplemental duties outlined in the table below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the teacher by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.

- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as New Teacher Trainer, SPED Lead Teacher, etc. are assigned on a year by year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart, once the Supplemental duty has started.
- Student stipends are paid per semester based on the teacher roster on a month by month basis throughout the school year.
- Certificated employees who work from a home office will receive a phone stipend of \$25.00 per month and/or an Internet stipend of \$25.00 per month. Employees who have a district provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Certificated employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15<sup>th</sup> of the following month of which they are incurred. As an alternative to the mileage reimbursement process, certificated employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Additional Supplement Bonus (“Supplement”):

The Executive Director may recommend a Supplement for teachers as set forth in this section.

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

- 3. The work must be completed or in the progress of being completed.

### **Part-time Teachers:**

For all part-time teachers.

- Part-time/Full time Status: Compensation for part-time teachers will be \$30.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than up to 17 hours of work per pay period in July and for up to 8.5 hours of training in August.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's employee handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.

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

## **CLASSIFIED COMPENSATION**

### **Experience and Placement**

- Each classified employee will be placed on the salary schedule based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
  - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
  - Example: SPED instructional aide at a school district, or a company may be equivalent experience for the SPED instructional aide position, but SPED center aide will be applicable experience.
- The evaluation of prior experience and placement on the Salary Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
  - The number of days worked in a year must be at least 180 days as a full-time employee
  - The percentage of days worked
  - Position held
  - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
  - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.

- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a phone stipend of \$25.00 per month and/or an Internet stipend of \$25.00 per month. Employees who have a district provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Classified employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15<sup>th</sup> of the following month of which they are incurred. As an alternative to the mileage reimbursement process, classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

#### **Role/Salary Placements**

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

#### **Advancements on Pay Scale**

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

#### **Lateral Transfer**

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

#### **Partial Assignments**

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

#### **Reassignments**

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

- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

### **Rehires**

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

### **Experience – Nonexempt Employees**

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

### **Additional Supplement Bonus ("Supplement"):**

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

- A Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position

classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.

- Classified staff member's supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
  - 1. The Executive Director must first agree with the classified staff member on the terms
  - 3. The supplemental work must be separate from the normal job responsibilities.
  - 4. The work must be completed or in the progress of being completed.

### Stipend Chart

TITLE	DESCRIPTION	AMOUNT	STUDENT THRESHOLD	ELIGIBILITY	ELIGIBILITY START
SST Coordinator	The SST Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading SST meetings.	\$10,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
504 Coordinator	The 504 Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading 504 meetings.	\$10,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Intervention Specialist	Paid to certificated teachers. Provide students with tier 1, 2 and 3 intervention.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
EL Coordinator	The EL Student Support Coordinator serves as an English Learner expert for the school by coordinating with the Homeschool Teacher (HST), parents, students and all other academic staff to support English Learners.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid throughout the year.
Lead ELD Coordinator	The Lead EL Coordinator oversees the team of EL Coordinators and will assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies.	\$15,000	28	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid throughout the year.
Regional Coordinator	The Regional Coordinator serves as the initial point of contact for their assigned teachers.	\$20,000	15	Eligibility starts at the beginning of the school year.	Paid throughout the year.
Testing	Paid to Testing Coordinators who have shown	\$10,000	28	Eligibility starts at the	Paid biweekly over 10.5 months;

Coordinator	leadership abilities and would like to help organize state testing.			beginning of the school year or whenever job duties begin, whichever is later.	August 16 - June. Will be prorated based on period of service during the school year.
Induction Coach Stipend	Paid to credentialed teachers who work with teachers who are working toward clearing their teaching credential.	\$500/teacher/semester		Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Doctoral Degree Stipend	Provided to staff who hold a doctorate degree	\$3,000		For those who obtain their degree after January 1 of the current school year.	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees
Masters Degree Stipend	Provided to staff who hold a Masters degree	\$1,000		For those who obtain their degree after January 1 of the current school year.	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees
Extra Student Stipend	Provided to each teacher that agrees to handle additional students over their roster limits	\$100/month/student over required roster limit (40) max up to \$12,000	40	Becomes eligible once their rosters surpass required roster limits	Paid biweekly over 10.5 months; August 16 - June. Will be prorated based on period of service during the school year.
Early Literacy Enrichment Teacher	Provided to Certificated Teacher who provide virtual enrichment classes for TK-2nd grade students.	\$15,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year
Elementary Virtual Academy Teacher (ESVA stipend) Grades K-5	Provided to Certificated Teacher who serve as an instructional specialist in an assigned Elementary virtual teaching position.	\$15,000	15-20	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year
Middle School Virtual Academy (MSVA stipend) Grades	Provided to Certificated Teacher who serve as an instructional specialist in an assigned Middle School virtual teaching position.	\$15,000	15-20	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year

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Coordinator of Community and Parent Involvement	The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and PAT.	\$15,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year
CHYA	California Healthy Youth Act	\$2,500	35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Lump sum 3/25/22
Lead SST Coordinator	The Lead SST Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading SST meetings as well as training and leading additional SST Coordinators.	\$10,000	15-20	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Writer's Workshop	Provided to Certificated Teacher who serve as an instructional specialist in an assigned virtual teaching position.	\$5,000	35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Summer School GE	Paid to general education teachers who provide services after the end of the academic school year.	\$3,500	40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
Extended School Year (ESY)	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th	\$3,500	40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
AcaPenta Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$5,000	35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
AcaDeca Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$10,000	35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.

Coordinator of Professional Development and Teacher Training	The Coordinator of Professional Development and Teacher Training assists with creating PD's, trains and supports incoming teaching staff as well as support veteran staff.	\$15,000	15	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid throughout the year
Secondary Education Specialist	The Secondary Education Specialist works with the Secondary Education Director, teachers, families, and students to promote the understanding of the Middle and High School Program.	\$10,000	28	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid throughout the year
Mileage Stipend	As an alternative to the mileage reimbursement process, certificated and classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.	\$4,200		Eligibility starts at the beginning of the school year.	Paid throughout the year

## **Stipend Information and Job Descriptions**

### **SST Coordinator**

#### **Job Summary:**

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

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

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

### **504 Coordinator**

#### **Job Summary:**

The 504 Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading 504 meetings. The coordinator works with the HST, parents, students, and any other necessary staff to help support the student by virtual meetings and proper documentation. The Coordinator will follow the laws and regulations associated with 504's and ensure accommodations are being met. The Coordinator may travel to HST regional team meetings and present/train on 504 processes. The 504 Coordinator will hold a student roster of 28 and be compensated with a stipend of \$10,000. The 504 Coordinator can earn an additional stipend per student with a maximum roster of 35.

#### Duties and Responsibilities:

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

#### Intervention Specialist

##### Job Summary:

The Student Support Intervention Specialist serves as a specialist for the school by coordinating and leading specific subject intervention. The Specialist works with the Homeschool Teacher (HST), parents, students and all other academic staff that support students. This may include staff from the Special Education team. The Specialist will hold Intervention (Tier 2 and Tier 3) meetings either in-person or virtually. Additionally, the Specialist will document and follow up with SST and 504 meetings and communicate with parents, teachers, staff regarding progress or further assessments needed. The Specialist may also assist general education teachers with the selection of appropriate curricula and the development and implementation of appropriate strategies. The Specialist will follow the regulations associated with 504's and ensure accommodations are being met. The Intervention Specialist will be compensated with a stipend of \$15,000 with a student roster of 28 and be allowed to carry up to 35 students.

#### Duties and Responsibilities:

- Intervention teachers will use STAR 360 results to determine the unit for DOI. They will use STAR 360 benchmarks pre and post the 6 weeks of study to measure success.
- Collaborate within the Department to create academic and social emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.
- Facilitate, document Intervention communications and follow up with SST/504 Meetings
- Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.
- Establish, facilitate and maintain a system for providing tier 1, 2 and tier 3 virtual instruction
- Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.

- Participate in professional growth activities.
- May travel to HST regional team meetings and present intervention and contribute in teacher meetings.
- Other duties as assigned.

## **EL Coordinator**

### **Job Summary:**

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

### **Duties and Responsibilities:**

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

## **~~Lead EDL Coordinator~~**

### **~~Job Summary:~~**

~~The Lead ELD Coordinator serves as an English Learner expert for the school by coordinating with the Homeschool Teacher (HST), parents, students and all other academic staff to support English Learners. The Lead EL Coordinator oversees the team of EL Coordinators and will assist general education teachers~~

~~with selection of appropriate curricula and the development and implementation of appropriate strategies. The Lead ELD Coordinator will update and maintain accuracy of the EL Master Plan and have it board approved each year. In addition to the certificated salary/benefits the EL Coordinator will receive a \$15,000 stipend and hold a student roster of 28. The EL Coordinator can earn an additional stipend per student with a maximum roster of 35.~~

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

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

#### **Regional Coordinator**

##### **Job Summary:**

The Regional Coordinator serves as the initial point of contact for their assigned teachers. They will support the teaching staff with training, guidance, and mentoring. Coordinators will be responsible for supporting their team of teachers, communicating effectively with them and other departments, and are responsible for sending out vital information. The Regional Coordinator will oversee the work sample collection each learning period, and then review for completion and accuracy. They will also monitor and ensure that attendance logs have been collected and meet Inspire compliance requirements. Regional Coordinators will also assist teachers in the YET (Year End Transition) process. Lastly, the Regional Coordinator will support student recruitment within their respective counties of operation. Regional Coordinators will hold a minimum student roster of 15 and be compensated with a stipend of \$20,000. Regional Coordinators can earn an additional stipend per student with a maximum roster of 28. This position will require an administrative credential for all new hires starting 2020.

#### Duties and Responsibilities:

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

#### Assistant Director

##### Job Summary:

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

#### Duties and Responsibilities:

- Actively engage and be available to work with the Directors to assist with emails, phone calls, meetings, events, students, parents, Homeschool Teachers, and other staff.
- Assist with Meeting Agendas.
- Prepare and finalize 'The Weekly Buzz' update to families
- Complete weekly check-ins with assigned teams and report back to the Director(s)
- Demonstrate knowledge of learning modalities/educational philosophies
- Assist with the interview and hiring process
- Supervise and assist the Compliance Coordinator and SA Specialist
- Help oversee and review Work Records and Attendance Collection
- Assist the Compliance Coordinator with any non-compliance issues that arise with students or Homeschool Teachers
- Help ensure information, processes, and procedures from multiple departments is shared with fidelity and in a timely manner
- Help oversee Special Committees and/or adjunct duties
- Participate in Homeschool Teacher Evaluations

- Provide support to staff during school breaks and summer months
- Assist with Homeschool Teacher training by providing resources and workshops
- At all times, be an Advocate 4 Accuracy
- Assist with student transfers and Teacher Assignments for new students
- Monitor the Roster Checklist and resolve any issues or questions that arise
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Other Duties as assigned

## **Executive Director**

### **Summary of Position:**

The Executive Director is responsible for the effective operation of the school including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The 12 month position requires the Executive Director work in both his/her home office and out in the field as needed and, as with other high level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Executive Director will uphold and promote the school's mission and vision at all times. The Executive Director will be placed on the Admin Salary Schedule.

### **Duties and Responsibilities:**

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process
- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school

- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as needed

### **Coordinator of Community and Parent Involvement**

#### **Job Summary:**

The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and more. The Coordinator of Community and Parent Involvement serves as the initial point of contact for developing the homeschool community in the assigned region by inspiring community and adventure for the local homeschool community, listening to the needs of families, and finding creative solutions. The Coordinator of Community and Parent Involvement will hold a minimum student roster of 28 and be compensated with a stipend of \$15,000. The Director of Community Connections can earn an additional stipend per student with a maximum roster of 35.

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

- Provide support, information and ideas to Regional Community Coordinators.
- Focus on student achievement through planning and practices aligned with the LCAP
- Oversee and implement Community Connections policies and processes.
- Plan and implement community service opportunities in the assigned region.
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrates respect for others.

- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Partner with community organizations to provide service opportunities for families.
- Reach out to and be the point person for community organizations that provide opportunities that would support the Inspire Community.
- Promote community among teachers and families.
- Plan approximately 3 events per month (thematic park day, community event and field trip).
- Foster an environment of creative thinking and cohesive team effort.
- Respond to requests and correspondence from teachers, families and community representatives in a timely manner.
- Motivate and inspire team members.
- Support the development and implementation of the LCAP.
- Equip parents and teachers to start and organize clubs.
- Other duties as assigned.

### **Community Connections Coordinator**

#### **Job Summary:**

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

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

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

### **High School Counselor**

#### **Job Summary:**

The High School Counselor provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. Counselors will work

collaboratively with various departments to ensure student success. The role of the high school counselor includes providing both guidance and counseling services for high school, as well as middle school students. Guidance services assist students with pre-, present, and post high school educational planning; counseling services assist students with personal and social development including crisis situations. The Counselor will provide support and resources to stakeholders that result in student academic success in accordance with state policies and law. The High School Counselor will be compensated with a \$5,000 stipend.

#### Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information.
- Manage graduation plans and perform graduation checks.
- Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported.
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law.
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment.
- Hold virtual live sessions, such as office hours and workshops, provide 1-on-1 support when help is sought.
- Seek out and develop partnerships with local community colleges and ROP programs.
- Develop, maintain, and promote CTE pathways.
- Support college and career readiness for all students.
- Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Other duties as assigned.

### High School Success Coordinator

#### Job Summary:

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

#### Duties and Responsibilities:

- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment.
- Support Individualized Graduation Plan (IGP) review process.
- Manage graduation plans and perform graduation checks.
- Monitor student progress and work with Home School Teachers, High School Counselor, families, and support staff to ensure students are supported.
- Support college and career readiness for all students.

- ~~Provide support and feedback to HSTs and families regarding course and curriculum selection.~~
- ~~Hold in-person information sessions regarding the high school program~~
- ~~Attend meetings and trainings as needed.~~
- ~~Host in-person and virtual meetings as necessary.~~
- ~~Assist with coordination and planning of high school events and senior events in the region.~~
- ~~Assist with the continued development of the High School Program as needed.~~
- ~~Be an active member of the High School and Regional Teams and provide supportive and constructive feedback.~~
- ~~Seek out and develop partnerships with local community colleges and ROP programs~~
- ~~Develop, maintain, and promote CTE pathways.~~
- ~~Focus on student achievement through planning and practices aligned with the LCAP.~~
- ~~Develop and ensure that all courses are A-G through College Board requirements.~~
- ~~Participate in Community Outreach and School Events as appropriate.~~
- ~~Other duties as assigned.~~

## **Director of Secondary Education**

### **Job Summary:**

The Director of Secondary Education works with teachers, families, and students to promote the understanding of the Middle and High School Program. Director of Secondary Education supervises the Secondary Education Specialist(s) and High School Counselor(s). Director of Secondary Education assists Home School Teachers, Regional Coordinators, and all staff with middle and high school specific questions, policies, and procedures. Director of Secondary Education will hold a student roster of 10 and be placed on the Admin Salary Schedule. Director of Secondary Education can earn an additional stipend per student with a maximum roster of 20.

### **Duties and Responsibilities:**

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

- Participate in Community Outreach and School Events as appropriate.
- Other duties as assigned.

## **Secondary Education Specialist**

### **Job Summary:**

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

### **Duties and Responsibilities:**

- Attend meetings and training on a regular basis.
- Attend meetings by curriculum vendors and platforms.
- Weekly management of Central Roster Spreadsheet (new enrollment, withdrawals, IGP's, Yearly Plans, supporting Grad Checks, etc.)
- Collaborate with the High School Director and School Counselor when necessary on policies and procedures.
- Effectively communicate and promote High School policies, procedures, and best practices at RC Meetings.
- Host in-person and virtual meetings with HST's, parents, students, staff as necessary.
- Promote, plan and host bi-monthly high school hangouts for each grade level
- Attend planning meetings with local community colleges and CTE programs
- Update and maintain High School Course Catalog
- Revise and maintain HST Handbook High School Section
- Revise and maintain the Middle School section of the handbook.
- Creates live and recorded informational sessions on curriculum
- With the High School Directors oversight, create and maintain High School Website
- Assist the High School Director with revising and maintaining Pathways
- Assist the High School Director in revising and maintaining UCOP
- Developing and maintaining AG Approved Course Outlines
- Any other duties as assigned

## **Testing Coordinator**

### **Job Summary:**

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

### **Duties and Responsibilities:**

- Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff.
- Local benchmark monitoring such as Star 360 and other assessments.
- Upload local benchmark scores to student dashboard on School Pathways.

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

### **Coordinator of Professional Development and Teacher Training**

#### **Job Summary:**

The Coordinator of Professional Development and Teacher Training trains and supports incoming teaching staff with the Teacher Training Boot Camp and struggling teaching staff with targeting supports under the direction of the Executive Director. The Coordinator of Professional Development and Teacher Training will hold a student roster of 15 and be compensated with a stipend of \$10,000. Coordinator of Professional Development and Teacher Training can earn an additional stipend per student with a maximum roster of 35.

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

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

## **AcaPenta Stipend**

### **Job Summary:**

The AcaPenta Coordinator meets with students to determine if they are meeting academic decathlon course requirements. The AcaPenta Coordinator will hold a student roster of 28 and be compensated with a stipend of \$5,000. The AcaPenta Coordinator can earn an additional stipend per student with a maximum roster of 35.

### **Duties and Responsibilities:**

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

## **AcaDeca Stipend**

### **Job Summary:**

The AcaDeca Coordinator meets with students to determine if they are meeting academic decathlon course requirements. The The AcaDeca Coordinator Coordinator will hold a student roster of 28 and be compensated with a stipend of \$10,000. The The AcaDeca Coordinator Coordinator can earn an additional stipend per student with a maximum roster of 35.

### **Duties and Responsibilities:**

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

## **Induction Coach**

### **Job Summary:**

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

### **Duties and Responsibilities:**

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

## **Administrative Services Director**

### **Job Summary:**

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

### **Duties and Responsibilities:**

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

## **Accountability and Compliance Manager**

### **Job Summary:**

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

### **Duties and Responsibilities:**

- Assist school staff on compliance processes

- Ensure work records/attendance and compliance items are submitted and accurate
- Reach out to families for missing work, missed LP mtg, missing attendance, missing work samples
- Encourage, Assist, and Support families
- Ensure that all items such as POR, Media Release, Handbook Signature, etc. are submitted and accurate
- Monitor multiple trackers and surveys
- Maintains homeschool heart
- Sends compliance letters and documents in School Pathways
- Reconcile and make necessary corrections to data and or reports
- Support teachers by troubleshooting compliance processes and procedures
- Navigate through School Pathways
- Conduct internal, mock audits
- Attend team meetings
- Participate in trainings and professional development
- Provide excellent customer service
- Multi-task, take initiative, and work effectively in teams as well as independently
- Be detail oriented with the ability to maintain professionalism under pressure
- Show maturity and integrity to handle sensitive or confidential tasks
- Be sensitive to deadlines and due dates
- Other duties as assigned

## Receptionist

### Job Summary:

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

### Duties and Responsibilities:

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

- Other duties as assigned

### **K-5 Elementary Virtual Academy Teacher**

#### **Summary:**

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Early Elementary (K-5) Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development. In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

#### **Responsibilities:**

- Serve as the teacher of record and primary instructor in all core content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Assists in assessing and changing curricular needs when needed for students.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

### **6-8 Middle School Virtual Academy Teacher - Math**

#### Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development.

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

#### Responsibilities:

- Serve as the teacher of record and primary instructor in all core content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Assists in assessing and changing curricular needs when needed for students.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

### **6-8 Middle School Virtual Academy Teacher - ELA**

#### Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Teachers who are dedicated to providing a superior education for all students in our upcoming

2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development.

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers will hold a minimum student roster of 15 and be compensated with a stipend of \$15,000. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 20.

#### Responsibilities:

- Serve as the teacher of record and primary instructor in all core content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Assists in assessing and changing curricular needs when needed for students.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

#### Writing Workshop Virtual Teacher

##### Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development.

In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Writing Workshop Teachers will hold a minimum student roster of 28 and be compensated with a stipend of \$5,000. Writing Workshop Teachers can earn an additional stipend per student with a maximum roster of 35.

**Responsibilities:**

- Serve as the primary instructor in all writing content areas.
- Holds virtual live sessions, such as target office hours, workshops, and virtual classes for direct instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective weekly lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

## **K-2 Early Literacy Enrichment Teacher**

**Summary:**

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Early Literacy Enrichment Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year. We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development in virtual enrichment classes for TK-2nd grade students. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for TK/K or 1st/2nd grade groups in ELA subject areas in a virtual setting. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student.

Early Literacy Teachers will hold a student roster of 28 students and be compensated with a stipend of \$15,000.

**Responsibilities:**

- Holds virtual live sessions/virtual classes for direct instruction on early literacy and writing instruction.
- Relentlessly work to meet all goals related to student achievement and culture.
- Deliver highly effective daily lessons based on student need, rooted in research-based instructional practices that are grade appropriate and standards based.
- Differentiate instruction to meet the needs of all students.
- Utilize research-based best practices in daily planning and classroom instruction.
- Create a joyful, caring, and loving classroom environment for all students.
- Communicate regularly with families regarding the academic and social-emotional growth of their child.
- Incorporate 21st century technology skills into daily classroom practice and team settings.
- Collaborate and communicate effectively, humbly, and respectfully with all colleagues.
- Excitement to collaborate with team members across grade-levels
- High level of comfortability in navigating and learning new technology platforms
- Ability to provide effective instruction in a virtual setting
- Ability to establish and maintain positive relationships with students in a virtual environment
- Be well-organized
- Effectively support individual student needs in a virtual setting
- Communicate effectively and professionally with students, families, and colleagues
- Establish strong classroom management skills in a virtual setting.
- Display a positive virtual presence
- Effectively utilize various data and analytic tools to help make educational decisions
- Desire to continue growing professionally
- Additional duties as assigned

**SPED Assistant Director**

**Role Summary:**

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

**Key Responsibilities**

- Assist in leading the SPED Program design, implementation, and vision
- Work closely with the Senior Director of Special Education on all SELPA reimbursement in the area of Low Incidence and ERMHS to include updating the plan each year.
- Work closely with the Senior Director and Assistant Director of Transition and SEL on SEP, DINC, Dispro, and other non-compliance issues.
- Manage the logistics of IEP meeting scheduling and facilitation and act as Admin. Designee as needed
- Lead the SPED team in SEIS management
- Support the hiring/training/supervision/evaluation of Program Specialists, Education Specialists, and para-professionals.
- Create/source and implement appropriate SPED professional development in collaboration with administration
- Will perform the duties at the testing coordinator for all state testing, STAR 360, and intervention assessments for the special education department. In addition, the Coordinator will be the testing

liaison for the special education department and meet regularly with the general education testing coordinator.

- The AD will take the lead in Special Education interventions.
- Act as the SELPA liaison
- Function as needed in the operative role of Program Specialist to fill any caseload or instructional gaps
- Facilitate and support students in standards-based instruction and learning
- Continue developing as a professional educator through self-selected, Yosemite Valley & Monarch River Academy professional development, and SELPA PD.
- Plan and prescribe purposeful assignments for paraprofessionals, tutors, and/or volunteers as needed
- Promote positive interpersonal relationships among peers, staff, students, parents/guardians, and the larger Yosemite Valley & Monarch River Academy community
- Recognize learning needs and make appropriate referrals for additional services as appropriate
- Perform other duties as assigned

### **Speech-Language Pathologist**

#### **GENERAL FUNCTIONS**

Under the direction of the Special Education Director of Yosemite Valley & Monarch River Academy Charter Schools, employee will provide Special Education Speech and Language Assessments to students enrolled in Inspire Independent Study programs. The Speech and Language serves as a member of the Inspire Assessment Team and will collaborate as well as consult with the team members. Employee will also assist in development of MTSS with the Independent Study School educational model and interpret assessment results. Employee will be asked to travel to regional areas to assess student. As an employee of Inspire Charter Schools follow the responsibilities and procedures as delineated in the Teacher Handbook.

#### **SPECIAL EDUCATION PROGRAMS**

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans);
- Attend initial, annual, and triennial IEP meetings as needed; provide consultation.
- Attend core staff meetings;
- Consult with school administrators, special education instructional aides, regular education teachers, special education teachers and parents regarding speech and language issues, etc.;
- Refer students and families to community agencies as needed;
- For IEP's make reports available 5 days before the scheduled meeting;
- Provide reports and recommendations to Inspire staff and families
- Provide presentations and professional development to Inspire staff;
- Evaluate pupils' language and social growth;
- Communicate with parents through a variety of means;
- Maintain regular communication with directors;
- Attend Student Study Team Meetings as necessary;
- Maintain a safe environment for students;
- Respond appropriately to feedback given by parents and students;
- Exercise discretion in discussing students with non-parental adults, including staff members;
- Provide screening evaluations as part of Child Find duties.
- Establish and maintain cooperative working relationships;
- Interpret and apply legal mandates, policies and regulations pertaining special education and safe school operations;
- Maintain confidentiality;
- Understand and carry out oral and written instructions;
- Communicate effectively in oral and written form;

- Work with students (transitional kindergarten thru 12th grades.);
- Interpersonal skills using tact, patience and courtesy;
- Operation of a computer and assigned software.
- Other duties as assigned

### **Assistant Director of Assessment and Accountability**

#### **Job Description:**

The Yosemite Valley/Monarch River Academy Assistant Director of Assessment and Accountability reviews and evaluates compliance issues/concerns within the organization; monitors and evaluates efforts to meet requirements of various state and federal laws, regulations, and programs including, but not limited to Titles I, VI, VII, and IX, state submission, federal and state grant programs, among others. This person also engages in work with local, state and governmental agencies on matters relating to the Yosemite Valley/Monarch River Academy schools as it pertains to Standardized testing, SBAC, ELPAC etc. and all local diagnostic assessments. The Assistant Director of Assessment and Accountability will be placed on the Admin Salary Schedule.

#### **Duties:**

- Assists with the development of policies, protocols, guidelines, toolkits and professional development geared toward sharing best practices on compliance with these policies, and with the development of school and professional working environments that are in keeping with community norms as expressed in relevant policies
- Ensures school staff is in compliance from an operational standpoint and a legal standpoint
- Supports local school staff members in developing their practices in relation to community norms and policies, and in service of students, staff members and school culture.
- Acts as an independent reviewer and evaluator to ensure that compliance issues within the organization are being appropriately monitored, evaluated, investigated and reported
- Works closely with the Executive Director and Co-Director to ensure school operational compliance
- Perform a variety of responsible and complex technical duties; coordinate with site and district schedules and communications to ensure efficient, accurate and timely administration of large group testing for district students on site
- Explain policies and procedures related to testing within the scope of authority of this position; provide information to staff, vendors, students, parents and volunteers
- Order and coordinate delivery and return of test program materials and maintain mandated records related to testing events
- Direct preparation and organization of testing materials for distribution, collection and required accounting/security measures
- Secure, train and schedule necessary staff or volunteers to process materials and serve as test proctors where needed Prepare and process specialized forms, packets and information related to large group testing events
- Perform a wide variety of problem-solving tasks in support of large group testing events held at the sites
- Prepare and complete a wide variety of electronic files, labels, rosters, documents, records, manuals and reports related to testing events
- Operate a variety of office machines, including computer terminals and communication equipment
- Working knowledge of Renaissance Star 360® includes interim assessments for early literacy, math, and reading.
- Expertise in preparing STAR 360 reports and use of the dashboard.
- Train the staff in the use of the dashboard to review data at the student, group, and class level
- Use of data to complete reports that document student mastery and challenges outlined in the diagnostic data.
- Other duties as assigned

## **High School Guidance Technician**

### **Summary:**

The Guidance Technician provides direct support to the Counselor throughout the school year. Guidance Techs will aid counselors in initial enrollment advisement, data entry, and managing student information in the SIS. The Guidance Tech plays a vital role in streamlining the intake and counseling process for students. The Guidance Tech will be placed on the Classified Salary Schedule

### **General Duties & Responsibilities:**

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others
- Maintain regular office hours 8:00 AM to 4:30 PM, Monday through Friday
- Attend relevant department meetings (Schoolwide, High School, Counseling, Records, etc.)
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members
- Maintain effective and efficient organization system for transcripts, course assignments, and student records as directed by the high school counselors and update regularly
- Attend relevant conferences, professional development, and trainings to improve high school organization
- Input transcripts into Pathways in a timely manner
- Correct errors in Pathways as directed by high school counselors
- Collaborate with various school departments to ensure that Student Information System is accurate and correct
- Work directly with families to connect them with the appropriate person to address their concerns regarding course and curriculum access
- Collaborate with School Accountability to make sure student information is accurate
- Help School Accountability and Counseling departments with Year End Transition
- Work closely with Enrollment and Records departments to ensure student information is entered correctly into Pathways
- Other duties as assigned by administration based on school and student need

## **High School Teacher**

### **Summary:**

The High School Teacher provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. The teacher will deliver content in live online class sessions, and will also adapt, differentiate, and scaffold curriculum for students with different learning abilities. The teacher will organize and implement an instructional program that results in student academic success in accordance with school policies, state policies, and law. The High School Teacher will be placed on the Highly Qualified Teacher Salary Schedule.

### **General Duties & Responsibilities:**

- Meet professional obligations
- Work each school day from 8:00 AM to 5:00 PM, Monday through Friday
- Attend all staff meetings
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific course and school-wide student performance goals

- Maintain effective and efficient record keeping procedures for grades and attendance
  - Ensure all procedures and policies are followed
  - Monitor student progress
  - Input grades and collect work for compliance monitoring
  - Assist in proctoring exams and state testing
  - Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law
  - Plan, prepare, and implement instructional activities that contribute to an engaging learning environment
  - Hold virtual live class sessions, office hours, and informational meetings.
  - Maintain a student accessible recording database of all direct instruction
  - Whenever necessary, provide 1-on-1 support when help is sought
  - Grade and return student work and assessments within three school days
  - Provide timely, thoughtful, and thorough feedback for teacher graded work
  - Monitor student progress and use data to improve curriculum
  - Provide intervention opportunities whenever needed
  - Collaborate with Homeschool Teachers (HSTs), counselors, SPED Case Managers, and Directors to support student goals
  - Create, modify, and differentiate instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs
  - Assist in assessing and changing curricular needs
  - Check status of IEP/504 plans and make necessary accommodations and modifications in collaboration with SPED teacher
  - Attend IEP meetings as requested
  - Collaborate with peers to enhance instructional environment by participating in activities which include, but are not limited to: team teaching, meetings, staff development, communities of practice, PLC teams
  - Communicate with students, parents, and internal and external professionals within established timelines
  - Respond to incoming calls, emails, and inquiries in a timely manner
  - Automated response when out of office
  - Communicate professionally and respectfully with all school personnel, families, and students
- Additional Duties**
- Create a-g classes, pacing guides, curriculum guides, and common assessments
  - Submission of AP and a-g courses
  - Submission of NCAA course information
  - Meet individual teacher goals through OKR process
  - Collaborate with other departments and staff
  - Provide online class outlines, list of standards, assessments to other high school programs as needed
  - Other duties as assigned by administration based on school and student need

## **Home School Teacher (HST)**

### **Summary of Position:**

Under the direction of the Executive Director and support of an Assistant Director and Regional Coordinator, the Homeschool Teacher is responsible for the education of assigned TK-12th grade students and will create a flexible and appropriate learning plan for the school year, including core subject standard progress and mastery, interventions and supports as needed, and enrichment. The Homeschool Teacher will also provide resources and strategies to the student's parent/family to ensure an optimal environment for student learning and social/emotional growth. The HST will be placed on the HST Salary Schedule.

### **Duties and Responsibilities:**

#### General:

- Serve and support students in grades TK-12
- Help build school culture to create a community within the team and between families
- Keep all families informed as needed and appropriate
- Work collaboratively with local staff and school-wide departments in all school-related matters
- Follow school procedures to support student learning
- Maintain a valid teaching credential and work toward professional growth
- Attend events and meetings as directed (may be in-person or virtual)
- Be an Advocate for Accuracy in all things
- Demonstrate the ideals of an Ideal Team Player (Humble - Able to take and reflect upon feedback; Hungry - Strong work ethic; Smart - Strong and responsive people skills)
- Return/respond to all calls and emails in a timely manner (typically within 24-48 work hours)
- Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, AWR, and Report Cards)
- Engage in activities and data collection/analysis for educational or authorizing agencies like WASC
- Complete all training and professional development modules as assigned
- Collaborate with Senior Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

#### Curriculum and Instruction:

- Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program\ for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs).
- Evaluate instructional materials, including textbooks, digital resources, and other instructional materials/services for (1) Educational Value (Non-Religious), (2) Educational Quality, (3) Educational Quantity
- Consistently meet with the parent and the student, face-to-face is preferred, but virtually as appropriate, every 20 school days to review the student's body of work, and provide guidance and support
- Schedule additional meetings as needed to meet the needs of the student
- Regular and clear communication with families via in-person/virtual meetings, phone, internet/email, etc.
- Utilize student data to guide instructional decisions
- Actively participate in SST, 504, and or SPED processes and supports as needed

#### Attendance & Compliance:

- Ensure students are engaged in appropriate educational activities through the regular review of the student's body of work, regular meetings/communications with the family, and collection of attendance/learning logs
- Report information in a timely manner regarding student's attendance and learning, which includes submission of documentation or action items needed for compliance, SST, 504, or SPED, monthly attendance, and audit of Work Samples/Records

#### Testing & Assessments:

- Participate in proctoring all internal and state mandated testing and provide needed prep material for students
- Collaborate with Testing Coordinator, RCs, and other team members to implement processes for assessments
- Encourage student participation in school and state-mandated testing and assessments to measure student performance
- Provide families with accurate information regarding the value and purpose of testing
- Use strategies for General Education intervention and supports, utilizing the RTI process

#### Community Outreach & Relations:

- Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations
- Support your local/regional Community Connection and Lending Library events/activities
- Attend homeschool and other educational conferences, in-services, and professional development opportunities
- Build partnerships with parents and community stakeholders
- Maintain and grow roster number as appropriate
- Serve on school committees, participate in school and community activities, and represent the school as appropriate
- Help to develop and maintain positive relationships with vendors

## **Education Specialist**

### **GENERAL FUNCTIONS:**

Under the direction of the Special Education Director, the Education Specialist will support the instructional program for all students and provide academic, behavioral, and social intervention services to identified students. As an employee of Yosemite Valley or Monarch River Academy Charter Schools, this employee will follow the responsibilities and procedures as delineated in the teacher and special education handbook.

### **Job Duties:**

- Perform initial, triennial, and other informal assessments for in order to identify student need(s);
- Create assessment reports when appropriate;
- Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program;
- Schedule and prepare all materials for IEP meetings;
- Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education services;
- Maintain special education records to meet compliance guidelines;
- Teach/instruct students to ensure successful progress toward student's IEP goals;
- Communicate with parents about student progress and recommendations for home-based methods and materials; follows up on progress regularly
- Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum;
- Assist with implementation/understanding of accommodations/modifications
- Provide consultation regarding students on 504 plans and those served by academic skills intervention programs;
- Attend staff meetings and professional development trainings.
- Additional Duties as assigned

## **Program Specialists**

### **Job Purpose Statement:**

Under the direction of the Director of Special Education for Yosemite Valley & Monarch River Academy Charter Schools, this position is responsible for supporting and improving outcomes for students with disabilities. The Program Specialists will provide technical assistance, training, and support to school staff in implementing special education support and services for students with disabilities.

### **Essential Responsibilities:**

#### **I. Teacher Coaching**

- a. Co-develop and manage the coaching plans for Inspire Special Education Teachers in providing virtual specialized academic instruction.
- b. Support procedures to provide statewide assessments and accommodations.
- c. Provide SEIS technical support to teacher and service providers.
- d. Provide direct and indirect coaching support to IEP teams.
- e. Works with local school staff to ensure articulation with general education programs.
- f. Serves as administrative designee in coordinating the development of individual educational plans for students in specific Special Education divisions with teachers, parents, psychologists, speech therapists, and other ancillary personnel.

#### **II. Parent Coaching**

- a. Inform families regarding enrollment, and specialty partnerships as it applies to their child with an IEP.
- b. Guide parents in participating in the special education process.

#### **III. Supporting Compliance Processes**

- a. Assist Inspire Special Education Teachers in operating programs that support students in the least restrictive environment.
- b. Facilitate IEP meetings as appropriate.
- c. Analyze and report on student data as it relates to special education services.
- d. Analyze and interpret laws and regulations governing the provision of special education.
- e. Monitor SEIS regularly for special education compliance.
- f. Assists administration in compliance with Special Education programs with district, state, and federal regulations.
- g. Assists Special Education administration in coordinating the admission of incoming students during the enrollment process.
- h. Coordinates annual review process and participates in these meetings as assigned.
- i. Develops and coordinates procedures for monitoring and evaluating student progress consistent with the Individual Education Plan (IEP).

#### **IV. Professional Development**

- a. Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.
- b. Plans in-service programs in conjunction with designated administrator on an ongoing basis to ensure compliance with state and federal regulations pertaining to eligible students.
- c. Plans in-service programs in conjunction with designated administrator to ensure staff has appropriate expertise to meet Special Education students' unique needs and conducts an evaluation of each Inservice activity.

#### **V. Other duties as assigned.**

### **School Psychologist**

#### **GENERAL FUNCTIONS**

Under the direction of the Special Education Director of Yosemite Valley & Monarch River Academy Charter Schools, employee will provide Special Education Assessments to students enrolled in our schools. The School Psychologist serves as a member of the Special Education Department. Employee may also assist in development of MTSS with the Independent Study School educational model, interpret assessment results, and develop Behavioral Support Plans when needed. Employee will be asked to travel to regional areas to assess students.

#### **ESSENTIAL RESPONSIBILITIES:**

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)
- Evaluate pupils' academic and social growth

- Attend IEP meetings as needed; provide consultation
- Attend and participate in core staff meetings
- Consult with school administrators, Home School Teacher (HST), special education teachers, and parents regarding student learning and access to the educational program (behavior, attention, learning disorders, etc.)
- Provide consultation when needed regarding students on 504 plans
- Refer students and families to community agencies as needed
- Provide reports and recommendations to Inspire staff and families as needed for RtI
- Communicate with parents through a variety of means
- Maintain regular communication with directors
- Attend Student Study Team Meetings and Parent Request Meetings/Needs Assessment Meetings as necessary
- Maintain a safe environment for students
- Respond appropriately to feedback given by parents and students
- Exercise discretion in discussing students with non-parental adults, including staff members
- Other duties as assigned

### **Virtual Job Placement Specialist/Job Coach**

#### **Summary:**

The goal of this position is to prepare students with disabilities for employment through Transition Student Services that includes: job exploration counseling, workplace readiness training, mobility training, work-based learning opportunities, job coaching, postsecondary education counseling and instruction in self-advocacy.

#### **ESSENTIAL RESPONSIBILITIES:**

- Provides job exploration counseling.
- Provides workplace readiness training.
- Coordinates and conducts work based learning experience site logistics meetings with business partners, Job Placement Specialists, and students.
- Conducts work based learning experience orientations with students and parents.
- Identifies and “troubleshoots” problems that occur at work based learning experience sites.
- Provides instruction in self-advocacy.
- Develops and implements lesson plans/materials to support students with employment retention and soft skills.
- Develops curriculum.
- Holds virtual student sessions and virtual office hours.
- Conducts virtual mobility training for students using public transportation and ride share apps.
- Provides post-secondary education counseling.
- Utilizes community, post-secondary education and business resources to enhance the delivery of student services.
- Participates in community employer networks and Chamber of Commerce meetings.
- Initiates and maintains contact with a variety of businesses and industry representatives as part of work-based learning experiences.
- Remain updated on job market, fairs, internet, and community resources.
- Contacts prospective employers to develop specific job opportunities for students and prepare specific job analysis to facilitate job matching.
- Coordinates the placement of students into competitive integrated employment.
- Reviews job tasks, scenarios, and expectations with employed students and provide support with developing and /or enhancing their employment skills specific to their place of work.
- Regularly provides students receiving short term support services with informal and formal evaluations for improving work skills through regular site visits/supervision.

- Actively participates in staff development and transition meetings.
- Assists with developing student transition portfolios.
- Creates transition infrastructure and programs.
- Uploads work samples and other materials onto Student Pathways and SEIS.
- Duties as assigned.

### **Special Education Administrative Assistant**

#### **Summary of Position:**

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

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

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

### **Executive Administrative Assistant**

#### **Summary of Position:**

Assists the Executive Director in the daily operation of the school as well as the planning, implementing, directing and maintaining of school programs by providing a wide variety of complex and confidential administrative and secretarial support; analyzing requests and providing recommendations for action; communicating on behalf of the school and the governing board to its staff, other districts, and public agencies. This position is also represented as the Board Clerk for all governing board meetings. The Executive Administrative Assistant will be placed on the Classified Compensation Policy.

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

- Attends Board meetings, public hearings and work sessions for the purpose of providing information, recording minutes, coordinating materials distribution and/or supporting the needs of attendees.

- Compiles data from a wide variety of diversified sources (e.g. staff members, Board Members, Community Organizations, government agencies, etc.) for the purpose of preparing reports, making recommendations and/or preparing information.
- Maintains a wide variety of complex manual and electronic documents, files and records (e.g. contacts, timesheets, legislative information, databases, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of the Executive Director (e.g. Board procedures, public relations issues, meeting arrangements, account balances, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Prepares a wide variety of complex written materials (e.g. correspondence, agendas, minutes, event programs, bulletins, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.
- Processes a wide variety of complex documents and materials (e.g. work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Researches a variety of topics (e.g. current practices, policies, education codes, board agenda items, parental complaints, legal updates, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Coordinates a wide variety of projects, activities and/or events for the Directors, Principal, Vice-Principal, and Board (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.)
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for the Superintendent, Principal, Vice-Principal, other administrators and/or board members.
- Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the office and school.
- Other duties as assigned

### **SpEd Services & Assessment Team Coordinator**

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

#### **Job Duties:**

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

- Find new provider in remote areas
- Set up and maintain accounts in SEIS for all Therapist
- Help with Service Tracker in SEIS for Therapist
- Answer and help with all question about SEIS for Therapist
- Organize and execute assessment contracts
- Maintain tracking of assessment assignments via spreadsheets in Google Drive
- Review and process special education assessment plans within SEIS
- Communicate via phone and email with internal assessors and contracted agencies to assign and track assessments for all students, maintaining a 24-hour response time
- Communicate via phone and email with special education department staff to inform of assessment status for all students, maintaining a 24-hour response time
- Calculate and adhere to timelines within legal compliance
- Set up and maintain accounts with Pearson, MHS, etc.
- Order all Protocols
- Set up accounts in SEIS for contracted agencies Therapist
- Other duties as assigned

### **Assistant Director of Secondary Education**

#### **Job Summary:**

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

#### **HST Support:**

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

#### **Student/Parent Support:**

- Help students and parents of both High School and Middle School choose courses and curriculum.
- Provide concurrent enrollment support and direction following school counselor's guidelines.

- Plan, prepare and implement informational sessions that contribute to student achievement in Middle and High School.
- Assist Director with coordination and planning of high school events and senior events in the region.
- Participate in Community Outreach and School Events as appropriate.

#### Curriculum Support:

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

#### Individual Graduation Plans:

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

#### Ongoing Projects:

- Update and maintain High School Course Catalog
- Revise and maintain HST Handbook High School Section
- Create and maintain the Middle School section of the handbook.
- Creates live and recorded informational sessions on curriculum
- With the High School Directors oversight, create and maintain High School Website
- Assist the High School Director with revising and maintaining Pathways
- Assist the High School Director in revising and maintaining UCOP
- Developing and maintaining AG Approved Course Outlines
- Ensures consistency through all High School resources as well as student and curriculum systems.
- With the High School Director's leadership, create and maintain a High School Master Plan which includes but is not limited to due dates, deadlines, calendar items, etc.
- Under the supervision of the High School Director, HSS's participated in interviews for high school tutor candidates. Created training videos of best teaching practices.

#### Duties and Responsibilities:

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

- Attend planning meetings with local community colleges and CTE programs
- Any other duties as assigned

#### Summary Statement

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



Yosemite Valley Charter School  
July 1 2021 -HST Teacher Table

C-Basis - 10 Month Calendar\*

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

Additional Pay Scale Levels

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

H15	H20	H25
\$88,000	\$90,500	\$93,000

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

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

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

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

Yosemite Valley Charter School  
July 1, 2021 HQT Salary Table  
B-Basis - 10 Month Calendar\*

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

Additional Pay Scale Levels

	11	12	13	14	H15	H20	H25
(continued)							
H ( + 98 points)	\$81,250	\$83,750	\$86,250	\$88,750	\$91,250	\$93,750	\$96,250

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

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

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

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

**Yosemite Valley Charter School**  
**July 1, 2021 - SPED Teacher Salary Table**

PAY SCALE GROUP Points*	PAY SCALE LEVEL								
	1	2	3	4	5	6	7	8	9
A (Minimum)	\$58,240	\$58,240	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950
B ( + 14 points)	\$58,240	\$58,860	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950
C ( + 28 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,950
D ( + 42 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$64,419	\$67,950
E ( + 56 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$63,547	\$67,989	\$70,950
F ( + 70 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$62,566	\$65,891	\$69,379	\$73,950
G ( + 84 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$61,585	\$64,828	\$68,234	\$71,804	\$75,950
H ( + 98 points)	\$59,950	\$59,950	\$59,950	\$60,495	\$63,656	\$67,035	\$70,578	\$74,284	\$78,950

**Additional Pay Scale Levels**

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

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

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

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

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

**Certificated Support Team  
July 1, 2021 Salary Schedule**

**SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST**

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

**SPEECH/LANGUAGE PATHOLOGIST**

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

**NURSE**

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

**OCCUPATIONAL THERAPIST**

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

NBC or Doctorate Differential is \$3000

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

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

**Yosemite Valley Charter  
Effective January 1, 2022  
HST Salary Schedule**

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

**Additional Pay Scale Levels**

	11	12	13	14	H15	H20	H25	H30
(continued)								
H ( 84 + Masters)	\$80,340	\$82,915	\$85,490	\$88,065	\$90,649	\$93,215	\$95,790	\$97,850

Any teacher who has achieved rows F, G, and H prior to July 1, 2021 and does not have a Master's degree will remain in their current row until a Master's Degree is completed

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

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

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

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



**Yosemite Valley Charter  
Effective January 1, 2022  
HQT Salary Schedule**

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

**Additional Pay Scale Levels**

	11	12	13	14
(continued)				
H (84 + Masters)	\$83,688	\$86,262	\$88,838	\$91,413

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

Any teacher who has achieved rows F, G, and H prior to July 1, 2021 and does not have a Master's degree will remain in their current row until a Master's Degree is completed.

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

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

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

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

**Yosemite Valley Charter**  
**Effective January 1, 2022**  
**SPED Teacher Salary Schedule**

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

**Additional Pay Scale Levels**

	11	12	13	14	H15	H20	H25	H30
(continued) H ( 84 + Masters)	\$87,571	\$90,377	\$93,184	\$95,991	\$98,798	\$101,604	\$104,411	\$106,657

Any teacher who has achieved rows F, G, and H prior to July 1, 2021 and does not have a Master's degree will remain in their current row until a Master's Degree is completed.

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

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

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

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

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

**SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST**

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

**SPEECH/LANGUAGE PATHOLOGIST**

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

**NURSE**

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

**OCCUPATIONAL THERAPIST**

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

NBC or Doctorate Differential is \$3000

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

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

### 2021-22 Administrative Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Assistant Director 210 Day Calendar	\$107,500	\$110,000	\$112,500	\$115,000	\$117,500	\$120,000	\$122,500	\$125,000	\$127,500	\$130,000
Director 1 215 Day Calendar	\$127,500	\$130,000	\$132,500	\$135,000	\$137,500	\$140,000	\$142,500	\$145,000	\$147,500	\$150,000
Director 2 220 Day Calendar	\$147,500	\$150,000	\$152,500	\$155,000	\$157,500	\$160,000	\$162,500	\$165,000	\$167,500	\$170,000
Executive Director 230 Day Calendar	\$162,500	\$165,000	\$167,500	\$170,000	\$172,500	\$175,000	\$177,500	\$180,000	\$182,500	\$185,000

**Annual Stipend Additions:**

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

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

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

### 2021-22 Counselor Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Counselor	\$62,500	\$65,00	\$67,000	\$69,000	\$71,000	\$73,000	\$75,000	\$77,000	\$79,000	\$81,000

\*Annual salary for Counselor is based on 205 workdays. The 205 workdays is a minimum number of workdays, team members may need to work additional days beyond the work calendar.

#### Annual Stipend Additions:

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

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

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

### 2021-22 Classified Confidential Management Salary Schedule

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

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

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

PD Stipend:	Associates - \$500	Bachelors - \$750 Inclusive of Associates	Masters - \$1,000 Inclusive of Bachelors	Doctorate stipend - \$3,000 Inclusive of Masters
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### 2021-22 Classified Staff Salary Schedule

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

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

- A. Row (Office Tech 1, 2, 3, or 4) Column (A-L) is determined by the lowest column all other recently added department members started, previous job experience, educational level attained, and demonstrated proficiency or experience in necessary job skills

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

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

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

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

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

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

PD Stipend:	Associates - \$500	Bachelors - \$750 Inclusive of Associates	Masters - \$1,000 Inclusive of Bachelors	Doctorate stipend - \$3,000 Inclusive of Masters
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# **American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template**

## **Background on ESSER**

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor\\_1616080023247](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247)
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseeinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): [https://oese.ed.gov/files/2021/05/ESSER.GEER\\_FAQs\\_5.26.21\\_745AM\\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)

## **Purpose of the Template**

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov). Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs

may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov).

## LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Westside Elementary School, Yosemite Valley Charter School

Option for ensuring safe in-person instruction and continuity of services:  
has developed a plan

1. Please choose one:

- ☐ The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

**NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.**

- ☒ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

**NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.**

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

Yosemite Valley Charter School (YVC) is a non-classroom based independent study program. YVC will submit a new Safe Return to In-Person Instruction and Continuity of Services Plan and will post its plan within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

Yosemite Valley Charter School is a non-classroom-based independent study charter school. Daily instruction, facilitated by a credentialed teacher of record, is virtual and/or provided by the parent in the home, not in a school facility.

Yosemite Valley Charter School does contract with a service provider to operate a Lending Library at the school office, located at 3610 E. Ashlan Avenue, Fresno, CA 93726. While parents and students are not required to come

into the Lending Library facility to access resources, parents are allowed to make an appointment to come into the facility to check out school resources, such as books and supplies. Families are also able to check out Lending Library resources, virtually, through a website. The Lending Library and school office may be made available for teachers, counselors, or Special Education service providers to schedule one on one or small group support, as needed.

For those staff and families who choose to utilize the Lending Library or enter the school office, the following plan has been created incorporating guidelines from state and local health departments and CharterSAFE. The information included has been developed with the most current information known at the time and may be amended as guidance from local, state, and federal agencies changes.

Covid Safety Policies and Procedures:

<https://docs.google.com/document/d/17d0IoUz1c8mv5FYtEd8pf63sjoooEwL-j3rx-9wfH74/edit?usp=sharing>

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

Yosemite Valley Charter School is a non-classroom-based independent study charter school. Continuity of services, including meeting the needs of students with disabilities and English Learners, is ensured as our programs and services are provided virtually as more fully described in our Local Control and Accountability Plan. Highlights include:

#### Academic Supports

Yosemite Valley Charter School will provide academic supports through a high-quality educational program that includes a standards-aligned curriculum and research-based instructional strategies facilitated by a credentialed teacher in partnership with the learning coach in the home. Designated instruction and supports for English Learners and their families are provided, including access to supplemental academic support programs. Teachers provide ongoing progress monitoring and maintain positive relationships with families through virtual learning period meetings that include both academic support and social-emotional learning resources. A comprehensive Response to Intervention program provides Tier 2 targeted reading and mathematics support for struggling students through a variety of methods including virtual individual and small group classes using Zoom. Professional learning opportunities for teachers and parents are provided to increase student academic achievement and support. YVC has also created an intervention website for parents which lists resources in teaching reading fluency, writing, and math instruction.

#### Social-Emotional Supports and Mental Health

Yosemite Valley Charter School will provide social-emotional supports including targeted educational lessons for students and families using CASELs SEL Framework. A Student Crisis Team is available to provide social-emotional support for students and families in crisis, including an intake process that produces a cohesive and multidisciplinary plan of action. An Assistant Director of Social-Emotional Learning and Transitions coordinates SEL training and supports for staff and students, including referrals to local agencies as needed. YVC has created a website for families containing region-specific resources for families. An SEL elective course is offered for high school students and trained and certified MHFA (Mental Health First Aid) responders are available for all students as needed. YVC plans to increase school psychologist services in the 21-22 school year, expanding to include the needs presented by all students.

In cases where individual isolation or quarantine is required of a student with disabilities and where that student requires in-person services according to an approved Individualized Education Plan (IEP), our school will work

with the family and student on an individual basis to ensure that the student has access to appropriate virtual or telephonic services during the period of isolation or quarantine.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

Yosemite Valley Charter School has communicated plans to all stakeholders, including teachers, administrators, other staff, students, families, and community organizations concerning learning continuity and safety protocols in place to prevent the spread of illness including COVID-19 regularly to stakeholders through our website and Beehively platforms. Stakeholder feedback from virtual meetings and local climate survey data were collected and used in the creation of this plan.

The plan will be posted on our website for further comments and to receive feedback. A hard copy of the plan will be made available in our school offices located at 3610 E. Ashlan Avenue, Fresno, CA 93726, and will also be mailed upon request to interested stakeholders. Upon request by a parent who is an individual with a disability, the plan will be provided in an alternative format accessible to that parent. Feedback received, including ongoing feedback related to the effects of the COVID-19 pandemic will be reviewed by the school to ensure that the needs of our stakeholders are being met and incorporated into the final plan.

In addition, the LEA provides the following assurances:

- ☒ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

o Please insert link to the plan:

<https://docs.google.com/document/d/17d0loUz1c8mv5FYtEd8pf63sjoooEwL-j3rx-9wfH74/edit?usp=sharing>

- ☒ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- ☒ The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- ☒ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- ☒ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- ☒ The LEA has created its plan in an understandable and uniform format.
- ☒ The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- ☒ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Dr. Laurie Goodman, Executive Director, Yosemite Valley Charter School, 3610 E. Ashlan Avenue, Fresno, CA 93726, Fresno County  
laurie.goodman@monarchriveracademy.org

Stephanie Johnson, Co-Director, Yosemite Valley Charter School, 3610 E. Ashlan Avenue, Fresno, CA 93726, Fresno County  
steph.johnson@monarchriveracademy.org



# Independent Study Policy

Yosemite Valley Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully.

~~The purpose of the Yosemite Valley Charter School Governing Board approving this Independent Study Policy is to accomplish the following:~~

- ~~1. Establish the Time in Which an Assignment Must Be Completed~~
- ~~2. Establish the Procedure for Placement Determination~~
- ~~3. Outline What Must Be Included in a Current Written Agreement~~
- ~~4. Outline How Average Daily Attendance Will Be Calculated~~
- ~~5. Establish Compliance with the Education Code~~
- ~~6. Establish the Implementation of the Independent Study Policy~~

1. **Time in Which an Assignment Must Be Completed:** For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. **Evaluation of Independent Study**~~Placement Determination:~~ When any student fails to complete a pupil may miss two (2) assignments during any period of twenty (20) school days or fails to make satisfactory progress (defined in section 3 below), the Charter School will conduct before an evaluation ~~is conducted~~ to determine whether it is in the best interest of the pupil student to remain in independent study. In addition, a pupil will be required to produce evidence of a body of work for all 4 core subjects (English Language Arts, Math, Science, and Social Studies) for each learning period. A body of work must reflect at least 85% of each school day, showing engagement in learning. ~~Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Executive Director or his or her designee shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study.~~ A ~~writing~~ written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

**3. Satisfactory Educational Progress:** For purposes of conducting the evaluation in Section 2, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program (“IEP”). A Charter School Administrator, in collaboration with the Homeschool teacher, is responsible for making this determination based on all of the following indicators:

a. The student’s achievement and engagement in the independent study program, as indicated by the student’s performance on student-level measures of student achievement and student engagement.

• Pupil-level measures include, as applicable:

- Statewide assessments
- Whether the student has successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University
- Whether the student has successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks
- If an English learner, whether the student is making progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency
- If an English learner, whether the student is reclassified
- Whether the student has passed an advanced placement examination with a score of 3 or higher
- Whether the student demonstrates college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness

• Student engagement includes, as applicable:

- School attendance
- Chronic absenteeism
- Middle school drop out status
- High school dropout status
- High school graduation status

b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.

c. Learning required concepts, as determined by the supervising teacher.

d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

**4. Content of Independent Study:** Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge

substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

**5. Tiered Reengagement Strategies:** If a student does not generate attendance for more than three schooldays or 60 percent of the instructional days in a school week, or for students who are in violation of their independent study written agreement, Charter School shall:

- a. Verify current contact information for each enrolled student;
- b. Notify parents or guardians of lack of participation within one schoolday of the student’s absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.)
- c. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student’s needs for reengagement; and
- d. If the student has failed to complete two (2) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 3 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being.

**6. Synchronous Instruction and Live Interaction:** Based on each student’s grade level, their assigned teacher of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below.

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student’s assigned teacher of record, and involving live two-way communication.

- a. For students in grades TK-3, inclusive, their assigned teacher of record will schedule and offer opportunities for daily synchronous instruction. Daily synchronous instruction shall be offered in the form of classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. The assigned teacher of record will communicate a schedule of daily synchronous instructional opportunities to parents and guardians and will document student participation in daily synchronous instruction.

b. For students in grades 4-8, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction. Students in grades 4-8 will also be provided with opportunities for daily live interaction.

1. Weekly synchronous instruction shall be offered in the form of classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the assigned teacher of record and the student. The assigned teacher of record will communicate a schedule of weekly synchronous instructional opportunities to parents and guardians and will document student participation in weekly synchronous instruction.

2. Daily live interaction means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication. The Charter School will communicate a schedule of opportunities for daily live interaction to parents and guardians and will document student participation in daily live interaction

c. For students in grades 9-12, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction. Weekly synchronous instruction shall be offered in the form of classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. The assigned teacher of record will communicate a schedule of weekly synchronous instructional opportunities to parents and guardians and will document student participation in weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day will be documented as non participatory for that school day.

**7. Request to Attend In-Person Program:** A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to Administration or their assigned teacher of record. If a family makes such a request, Charter School will offer to help the student transition to enrollment in the in-person program offered by their district of residence within five schooldays.

**8. Current Written Independent Study Agreement:** A current written independent study agreement for each independent study student will be maintained on file. Written agreements may include subsidiary

agreements, such as course contracts and assignment and work records. Each written agreement will contain the following:

- The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
- The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- Pupil and parent/guardian acknowledgement of understanding that the pupil will participate in local benchmark assessments at minimum 3 times each school year and all applicable state assessments each school year.
- Charter School will comply with the written independent study agreement signature requirements set forth in EC § 51747(g)(9), including:

1. For the 2021-2022 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction): Charter School will obtain a signed written agreement from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction.
2. For School Years After 2021-2022 (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

**9. Option to Request Meeting:** Before signing a written agreement, and upon the request of the parent or guardian of a student, the Charter School will conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

**3. ~~A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:~~**

- ~~• The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.~~
- ~~• The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.~~
- ~~• The specific resources designated by the School, including materials and personnel, which will be made available to the pupil.~~
- ~~• A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.~~
- ~~• The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.~~
- ~~• A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.~~
- ~~• The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be~~

~~provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.~~

~~● Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code. An electronic signature will be acceptable only if using software or another method that allows for authentication of the signature. For instance, the program must require the use of a user's unique user name and password, there must be security precautions regarding transmission of the user's unique user name and password and each electronic signature must be accompanied by an accurate date and time stamp, along with the IP address of the device the person used to sign the document.~~

~~4. Pupil and parent/guardian acknowledgment of understanding that the pupil will participate in local benchmark assessments at minimum 3 times each school year and all applicable state assessments each school year.~~

~~5.—~~

~~6.—~~

**7.10. Average Daily Attendance:** It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:

- Students will electronically mark "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays.
- Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days" and electronically submit the log using the School's Parent Portal

**8.11. Compliance with the Education Code:** The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.

**9.12. Implementation of Independent Study Policy:** The Board and School Staff shall establish regulations to implement these policies in accordance with the law.