



## **Monarch River Academy**

2293 East Crabtree Avenue, Porterville, CA 93257  
Ph (559) 754-1442 | Fax (559) 335-4089

**Regular Scheduled Board Meeting  
Monarch River Academy  
May 7, 2020 – 5:00 pm  
337 N Plaza Drive  
Visalia CA, 93291**

**Join Zoom Meeting**  
**<https://zoom.us/j/91421164837>**

**Meeting ID: 914 2116 4837**

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**Find your local number: <https://zoom.us/u/adKchbGMB6>**

### **AGENDA**

1. Call to Order
2. Flag Salute
3. Approval of the Agenda
4. Public Comments
5. Executive Director's Report
  - a. Student Achievement
  - b. Open Enrollment Update
  - c. WASC Accreditation Update
  - d. FCMAT Update
  - e. ICS Update
6. Discussion and Potential Action on the April Board Meeting Minutes



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7. Discussion and Potential Action on the Board Resolution to Extend School Closure
8. Discussion and Potential Action on the Board Resolution to Allow HSTs to Carry Over 35 Students
9. Discussion and Potential Action on the Organization Chart
10. Discussion and Potential Action on the Assistant Director, Regional Coordinator, Community Connections and Counselor Compensation
11. Discussion and Potential Action on the Stipend and Stipend Document
12. Discussion and Potential Action on the Suicide Prevention Policy
13. Discussion and Potential Action on the Suspension and Expulsion Policy
14. Board of Directors Requests
15. Announcement of Next Regular Scheduled Board Meeting
16. Closed Session – Public Employee Performance Evaluation
17. Adjournment

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 with the administrative team 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 that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. 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 district staff or calendar the issue for future discussion.

Note: Monarch River Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



# Accrediting Commission for Schools Western Association of Schools and Colleges

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*President*

MARILYN S. GEORGE, Ed.D.  
*Executive Vice President*

April 29, 2020

Dr. Laurie Goodman  
Interim Principal  
Monarch River Academy  
2293 East Crabtree Ave.  
Porterville, CA 93257

Dear Dr. Goodman:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces that the Executive Committee of the Accrediting Commission for Schools has approved Initial Accreditation for Monarch River Academy (TK - 11), through June 30, 2023. The Commission will ratify this action at the Summer 2020 Commission Meeting.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit visiting committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC visiting committee will conduct a site visit to review the school's self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school's programs and operations and the impact on student learning.

Accreditation status is conditioned upon Monarch River Academy's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at <https://webportal.acswasc.org>. Failure to maintain compliance with said policies, procedures, and standards is ground for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges," until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9–12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."


Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools  
Western Association of Schools and Colleges  
533 Airport Blvd., Suite 200, Burlingame, CA 94010  
[www.acswasc.org](http://www.acswasc.org)

The Commission looks forward to Monarch River Academy's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gregory A. Franklin". The signature is fluid and cursive, with the first name "Gregory" being more prominent.

Gregory A. Franklin  
Commission Chairperson

Enclosures: Initial Visit Visiting Committee Report  
ACS WASC Substantive Change Policy and Procedures  
ACS WASC Merchandise Order Form

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**INITIAL VISIT  
VISITING COMMITTEE REPORT —  
CALIFORNIA PUBLIC SCHOOLS**

This form is to be used in conjunction with the *ACS WASC Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criterion A6 pertains only to California Charter Schools.

**Part I**

**Name of School:** Monarch River Academy

**School Address:** 2293 East Crabtree Ave., Porterville, CA 93257

**Grades Reviewed:** TK-11

**Enrollment:** 932

**School Type(s):** Independent Study, Charter School

<b>Initial Visit Co Chair:</b>	<u>Dr. Wendy Parcel</u>	<u>619-433-4222</u>	<u>wparcel@acswasc.org</u>
	<b>Name</b>	<b>Phone</b>	<b>Email</b>

<b>Initial Visit Co Chair:</b>	<u>Mr. Brian Jensen</u>	<u>619-379-0721</u>	<u>bjensen@acswasc.org</u>
	<b>Name</b>	<b>Phone</b>	<b>Email</b>

**Date of Visit:** March 11, 2020

## Introduction

Write a paragraph summarizing the important information found in Part I and II of the *Initial Visit Application/School Description for California Public Schools*.

Monarch River Academy (MRA), an independent study charter school that serves 932 students in grades TK-11, opened in July 2019 and is authorized by the Alta Vista Elementary School District in Tulare County. Students are served by a TK-12 homeschool program and reside in Tulare County and adjacent counties.

Students are served by a credentialed Homeschool Teacher (HST) who works with families on curriculum choice, instructional strategies, assessment, and is the person responsible for ensuring that students are meeting the state standards and the Schoolwide Learner Outcomes (SLOs). Students also have access to a variety of school-approved vendors. Students have the option to complete their work online, follow a textbook-based program, or combine textbook and online classes.

Tulare County is located in central California and includes parts of Sequoia National Park, Kings Canyon National Park, and Mount Whitney. The county population in 2018 was 465,861 with Hispanic/Latino residents making up 65% of the population. The remainder of the population includes Caucasian (28%), Asian (4%), and African American (2%) residents. Children account for roughly 30% of the county's population. The median household income is \$45,000. While approximately 24% of Tulare County residents live in poverty, 12% of homeschool students are living in poverty and 23% qualify for free or reduced lunch. Student mobility is currently about 4%. 60% of MRA's parents have a BA which is higher than the county average of 14%.

The majority of students (91%) are in grades TK-8. The ethnicity percentages of students at MRA does not mirror the county. The majority of students, 71%, are White, with the next largest ethnic groups being Hispanic/Latino (16%), Black or African American (4%), and Asian (3%). English Language Learners (ELLs) make up 1% of the student body with the predominant home language being Spanish (50%). Identified students with disabilities are 12% of the student body. The school uses El Dorado Charter SELPA.

As a new school there are no statewide assessment results as this will be the first year students will take the assessments. The school uses STAR 360 assessments for local data needs and gives the assessments in reading and math three times per year. Fall data indicates that the majority of students, 93% in ELA and 98% in math, completed the assessments, with 53% of students in grades K-3 taking the STAR Early Literacy assessment. Results showed that 70% of students in grades 1-11 scored at or above grade level in reading and 73% scored at or above grade level in math. 70% of students taking the Early Literacy assessment are at or above grade level. Data from fall 2019 mid-semester progress reports indicate that the majority of students, 70%, earned A and B grades, while 16% earned D or F grades.

Services offered by Inspire Charter Services (the back-office support provider) include enrollment, accountability, records, vendor oversight, curriculum development, UC A-G approvals, information technology support, student services, accounts payable, payroll, and human resources. Each school within the Inspire Family of Schools has its own budget and purchases these services through the school accounting process.

Teachers in statewide support roles provide intervention and student support services. These

positions are paid by the schools and include five statewide math Intervention Coordinators, four statewide reading Intervention Coordinators, one statewide writing Intervention Coordinator, three EL Intervention Coordinators, five 504 Coordinators, 9 Student Support Coordinators, a five-person speech team, 15 Student Support Specialists, and Online Intervention Coordinator.

## **Category A: Organization**

**A1. Vision and Purpose Criterion:** The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

### **Selected statements from the school application (optional):**

#### **Vision**

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

#### **Mission Statement**

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

#### **Schoolwide Learner Outcomes**

Monarch River Academy students are:

- Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-directed and motivated students who can set attainable goals to achieve academic success.
- Personalized learners who can thrive in the style of education that best fits their individual needs.
- Independent critical thinkers who can problem solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

**Visiting Committee comments:**

The school's SLOs were adopted from Inspire Charter Schools. They were created by a team of administrators, parents, and other stakeholders. The school communicates the vision, mission, and SLOs to all stakeholders in a variety of ways and believes that all students can achieve at high academic levels. There is a process in place for regular review/revision of the vision, mission, and SLOs. The school noted in their report that they want to raise student and parent awareness of the SLOs.

**A2. Governance Criterion:** The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

**Selected statements from the school application (optional):**

The MRA governing board is made up of four board members (two parents and two community members). School board members are elected in accordance with school bylaws, the terms of the school's charter document, and laws applying to public school governance. The MRA school board meets monthly. School board meetings are open to the public, and school stakeholders are encouraged to attend. The MRA Principal, Vice Principal, and Administrative Assistant attend all board meetings.

**Visiting Committee comments:**

The VC confirmed that the board has policies posted on the school website that are in alignment with the school's vision, mission, and SLOs. There is also a Universal Complaint Policy posted. The VC also confirmed that board agendas and minutes are posted on the website in compliance with the Brown Act. The board delegates the day to day running of the school to the principal. The LCAP is reviewed and approved by the board each year and is in support of the vision, mission, and SLOs. Charter Impact presents financial information to the board to help with the decision making process.

**A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion:** Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

**Selected statements from the school application (optional):**

Data drives all decision-making at Monarch River Academy, and all staff members play a key role in holding students accountable. Student achievement data, including STAR 360 and CAASPP results, will be shared with staff and other stakeholders regularly. Resource allocations through the LCAP will be made based on student needs, which are assessed through the use of achievement and demographic data. The regular and ongoing review of such data will allow for changes and interventions which positively impact student



achievement and overall school success.

**Visiting Committee comments:**

A handbook defines the responsibilities and relationships of administrators, faculty, and staff. There are standard operational practices in place for internal communication and conflict resolution. Staff are empowered and encouraged around shared responsibility for student learning. Teams of teachers and the leadership meet to discuss strategies for improving overall student achievement based currently on STAR 360 data, but in the future to include CAASPP data as well. Data findings, including additional data such as demographic and perception data, will be used to make recommendations on LCAP modifications. The school notes they would like to use this data to plan PD in the future. On an individual student level, HSTs share with families and students the results of individual student assessments in order to make decisions about curriculum selections, supplemental programs, including interventions, and vendor-led enrichment.

**A4. Staff: Qualified and Professional Development Criterion:** A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Visiting Committee comments:**

The school staff is qualified for their assigned responsibilities. Many HSTs have multiple subjects credentials and teachers who oversee and teach live online high school courses, or oversee student work through curriculum programs have single-subject credentials. All site-based teachers are adequately-credentialed for their positions. There are clear employment policies in place and all newly hired employees complete the Human Resources Department's on-boarding process. PD focuses upon priorities based on student achievement needs. The school notes that they need to develop a method to measure and evaluate the effectiveness of the PD. The evaluation process is clear and in place. The school notes that the evaluation will involve a three-part process that includes reviews of student achievement, communication skills, and the teacher's attainment of the professional teaching standards and that centers on the concepts outlined in Patrick Lencioni's book, *The Ideal Team Player*.

**A5. Resources Criterion:** The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Selected statements from the school application (optional):**

Monarch River Academy provides students and parents with the flexibility to choose curricular materials and support programs based on the learning needs and interests of each student. To do this, the school provides each student with access to a school account of Instructional Funds. The acceptable use of these funds is described in the Instructional Funds Policy, and all purchases must be approved by the Homeschool Teacher, who reviews each

order for educational quality, relevance, and adherence to the standards.

The adopted curriculum (including Edgenuity, ChoicePlus Bridge, Odysseyware, and Acellus) was selected based on input from the teaching staff and the curriculum team, and reviews of assessment data. The curriculum team will review the curriculum options on an annual basis and will make additions and changes as necessary to align with the changing needs of the student population.

**Visiting Committee comments:**

Resources are sufficient to support anticipated growth and are targeted towards achieving the school's goals that are linked to student learning. Per the Instruction Funds Policy, "The funding amount for the 2019-2020 school year is \$2,600 for TK-8th students and \$2,800 for 9-12th students. The families' chosen curriculum is deducted from the allocated funding amount. Currently, curriculum costs range from \$150 to \$1,000 per student." The HST's guidance for families is imperative to ensure that instructional funds are being used to best support individual student needs. There are adequate funds to cover program, teacher, PD, and materials costs; the school does not own or lease any facilities that are used for student instructional activities.

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**NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.**

**A6. Resources Criterion [Charter Schools Only]:** The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

**Selected statements from the school application (optional):**

The Chief Financial Officer and Chief Business Officer and the MRA Principal collaborate to ensure the school is following all fiscal policies and procedures. The MRA governing board and Charter Impact establish systems to ensure ongoing budgetary accountability.

**Visiting Committee comments:**

Long-range financial plans are in place and there are well-defined accounting and external audit policies and procedures in place to meet state requirements. Charter Impact supports the school and presents school financial information at monthly board meetings. The school is projected to have the proper reserve balance. Besides personnel costs, instructional funds allocated to each student to secure educational materials, constitute the majority of the long range capital needs planning. Stakeholders may attend board meetings or read the school's LCAP to learn more about the school's financial needs. Financial reports are distributed to the school's charter authorizer and the CDE. The school offers salaries and benefits that are competitive to similar schools and teachers are offered retirement benefits through STRS, with an additional voluntary 403b option. There are fiscal policies and procedures for internal controls, such as all contracts must be signed by the principal and individual checks over \$100,000 require two signatures. The school will use an outside auditor, but at this time have

not had their first audit.

## **Category B: Standards-based Student Learning: Curriculum**

**B1. Rigorous and Relevant Standards-based Curriculum Criterion:** All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

### **Selected statements from the school application (optional):**

Monarch River Academy is proud to offer a wide range of options to enable each student to work towards mastery of their grade-level content standards, as well as the Schoolwide Learner Outcomes using the curricular materials and instructional strategies that meet their unique needs. Students work in a homeschool or independent-study setting and receive the majority of their direct instruction from their parents or guardians. A credentialed Homeschool Teacher (HST) supports each student and their family with curriculum selections, assessments and the use of their results, identifying the child's learning style, and goal-setting. Single-subject teachers who are credentialed in each course subject area support high school students participating in teacher-led adopted curricula, such as Edgenuity or McGraw Hill. The single-subject teachers monitor student progress through their courses and provide office hours for direct curricular support.

All core subject high school courses offered at MRA are A-G-aligned (A-G approval is pending WASC accreditation). MRA provides students with science lab kits to ensure they meet the A-G science wet lab requirements. Labs are completed at home using materials that have been checked for safety considerations.

In addition to choosing the core curriculum program that supports each child's academic needs, parents and students choose enriching activities to enhance the instructional program. These include school-sponsored field trips and lessons, classes, and tutoring services offered by school-approved vendors. Students choose up to five programs from the Online Subscription Package, which includes online curriculum such as MobyMax and Schmoop, as well as educational apps, including Grammarly, Kids Discover Online, Tynker, Mango Languages, and the TutorMe resource.

Homeschool Teachers meet with each student and their parent monthly to review the body of work completed during the last month. Teachers also monitor each student's mastery of the standards through assessments, including the STAR 360 in reading and mathematics.

### **Visiting Committee comments:**

For homeschool students there is not one set curriculum; students and families can select from a variety of [K-8 choices](#) and [high school choices](#). Additional [online subscriptions](#) are available to students. The [site-based program](#) uses a blend of PBL and Montessori components and curriculum is aligned with CCSS. The school has created [I CAN Statements](#) in K-8 and [course outline/pacing guides](#) for high school. I CAN Statements are parent and

student friendly versions of the content standards. [Graduation requirements](#) are different for the homeschool and site-based programs, with the largest differences being that three years of English is needed in the homeschool program, while four years is needed in the site-based program, one additional year of math is needed in the site-based program, and a student must take two years of a language other than English in the site-based program.

The degree of congruence between the concepts and skills taught, the academic standards, and the SLOs is highly dependent upon the relationship and meetings that happen between the student/family and the HST. The Learning Record meetings are held at least once every 20 days and it is during these meetings that the HSTs monitor student progress by discussing student work, administer assessments, and review the student's entire body of work. It is at these meetings that any needed adjustment to the curricular program are made, recommendations for additional support, including tutoring happen, and goals are set for the next learning period. Work samples are collected as part of the school accountability requirement.

HSTs meet with their Regional Coordinators in small group meetings once a month to share best practices for curriculum and instructional strategies.

All programs are open to all students. High school students have access to a Career Exploration elective course as well as a variety of vocational electives. There are 6 students concurrently enrolled in community college classes.

There is a process in place for review of curriculum where feedback is collected from teachers, students, and parents about the curriculum options by administrators. As a TK-12 school, there are no feeder schools.

**B2. Access to Curriculum Criterion:** All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Selected statements from the school application (optional):**

All students at MRA work towards the grade-level content standards, the SLOs, and the College and Career Readiness Anchor Standards in a general education setting. Interventions and support programs are available for those students who need help meeting the demands of their grade-level curriculum.

While students and their parents have the ability to choose the curricular materials that meet the needs and interests of each student, Homeschool Teachers ensure all students are meeting the standards through regular reviews of their work and through formal and informal assessments administered throughout the school year.

Students have access to a large variety of school-approved instructional vendors who offer enriching in- person and online classes, lessons in the arts and physical education, and tutoring services. School Instructional Funds and the Online Subscription Package ensure each child has options to meet their unique needs and interests.

The school offers a wide range of vocational and career preparation electives, including a Career Exploration course, Fire and Emergency Services, Welding, Sports Management, and Cosmetology. High school students have access to college-level courses through concurrent enrollment with local community colleges. Students may also enroll in Career and Technical

Education courses and pathways through vendors such as eDynamic Learning, Vizio Makeup Academy, and Brighton College. The Naviance online program is available to help students explore their career interests and learn more about various career fields and requirements to enter each field.

**Visiting Committee comments:**

All students have personal learning plans that are developed collaboratively by the HST and the student. Part of coming up with a learning plan is the HST helping students and parents determine the child's learning style to support making appropriate curriculum choices. At the high school level, students also have Individualized Graduation Plans (IGPs). The guidance counselor speaks to students about choices and begins to develop the high school four year plan. There is collaboration among the counselor, student, and parent to monitor and change the personal learning plans and IGPs as needed. Students are encouraged to take a rigorous course of study and information about meeting graduation requirements is regularly reviewed.

All students have the opportunities to explore educational and career goals. Beginning in middle school, students have access to Naviance online to explore career and college and begin goal setting activities. As mentioned above, high school students have access to a variety of online CTE pathways through school-approved vendors.

There is a high level of support to ensure students meet all requirements for graduation. In addition to the HST, homeschool students enrolled in HQT-led courses have access to single-subject credentialed teachers who are teaching the courses, students in textbook programs have access to other HQTs, and all students may be referred on for additional support via the Inspire MTSS Continuum. ELD learners receive designated ELD instruction, as well as have access to online programs like English in a Flash.

The school has a great deal of flexibility to deal with student changes of interest and areas of career exploration. There are a wide variety of core curriculum choices and supplementary support offered to students. As a first year school, the school needs to put in place a way to gather information on the success of students after they leave high school. The school also notes that they need to establish a formal program to assist with students' transition into college and career life.

## **Category C: Standards-based Student Learning: Instruction**

**C1. Challenging and Relevant Learning Experiences Criterion:** To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

**Selected statements from the school application (optional):**

Monarch River Academy uses curricula that engage students in fulfilling the Common Core State Standards, Next Generation Science Standards, and the California Content Standards. Homeschool Teachers work closely with students and their parents to ensure every student

has access to challenging and relevant learning experiences.

As an independent study school, students and their parents have the freedom to choose the materials and instructional methods that will meet the needs, goals, and interests of each student. MRA Homeschool Teachers use the TK-8 I Can Statements (parent- and student-friendly versions of the content standards) and related Quarter-at-a-Glance documents or the high school course outlines to make sure all students are working towards mastery of the standards, regardless of the curricular materials being used.

Students at MRA have access to school Instructional Funds, which may be used to purchase core curriculum and supplemental materials, instructional technology, and online support programs. These funds may also be used towards vendor-led lessons, classes, and tutoring, which meet the student's needs and interests and provide a well-rounded educational program. Some students who participate in the "horse and reader" program through J-Bar Ranch. This program connects students with credentialed teachers to provide experiential reading lessons. Discovery of Learning and Success in Learning provide grade-level instructional support in reading and math to encourage student growth and achievement.

#### **Visiting Committee comments:**

All students have access to a wide variety of learning activities to assist them in achieving the academic standards and SLOs. In addition to the many curriculum choices for families to select from, there are also school approved vendors that offer enrichment opportunities. There are school sponsored field trips and events, and students have access to an online subscription package, as well as online intervention programs for students who need additional assistance.

While the school provides PD for teachers, in the homeschool setting it is the parent who is the daily instructor. There are some in-house PD days that teachers attend, three days in August before school begins and then regional monthly meetings. Teachers are also encouraged to attend outside PD but this is not being tracked by the school. In their Initial Description report, the school notes that they would like to establish a method to measure the effectiveness of PD activities as they pertain to student learning and achievement.

Instructional strategies that are used to encourage students to think, reason, and problem-solve in-group and individual activities vary in the homeschool setting with the school noting that they would like to find additional ways for groups of students to collaborate.

**C2. Student Engagement Criterion:** All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

#### **Selected statements from the school application (optional):**

Monarch River Academy is an independent study school, so teachers have many opportunities to act as coaches. It is the role of the Homeschool Teachers to coach parents and students in areas such as identifying a child's learning styles and academic needs and

using those pieces of information to make informed choices about instructional methods and curricular materials. HSTs also support families in analyzing the results of various assessments and in setting goals for continued student growth.

Teachers also coach families when additional support is needed. HSTs help parents and students locate services such as a tutor or an in-person class to help students succeed.

Teachers may also suggest interventions from the MTSS Continuum of Supports, or initiate the SST process if needed.

**Visiting Committee comments:**

As written above, teachers work as coaches to facilitate learning for all students that addresses their various learning styles. HST are able to modify courses on an ongoing basis to increase or decrease rigour as needed.

The VC confirmed through a review of student work and in talking to students and parents that they students are able to use library/multimedia resources and technology. All students at the school have access to a large amount of tech resources and are able to demonstrate their learning in multiple ways, including through the use of technology. All students also have access to a range of field trips that provide experiences beyond the textbook and high school students may join the Academic Decathlon team.

### **Category D: Standards-based Student Learning: Assessment and Accountability**

**D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion:** The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

**Selected statements from the school application (optional):**

Monarch River Academy uses data to drive instruction, professional development activities, and resource allocations that are used to improve student achievement. MRA's Homeschool Teachers (HSTs) use a variety of formal and informal assessments to gauge each student's strengths and needs, to make adjustments to the student's individualized learning plan, and to assist students in setting learning goals to drive improvement.

Students will complete the STAR 360 assessments in reading and mathematics two times per school year (once during the fall semester and once during the spring semester). All students are encouraged to complete these assessments. An Early Literacy assessment is used for students in grades TK and Kindergarten, as well as 1st- and 2nd-grade students who are not yet reading. The STAR 360 assessment provides a variety of score reports that include information on student strengths, reading levels, and areas of need to target. The assessment also provides access to the Pathblazer intervention program for those students who require intensive support.

The STAR 360 results are analyzed by the HST and shared with parents and students to be used in goal-setting and to help with decisions related to curriculum choices and support

programs and services.

MRA students will complete the state-mandated CAASPP, CAST, and Physical Fitness Test each spring. The results of which will be shared with parents. The ELPAC and California Alternate Assessment will be administered as necessary.

**Visiting Committee comments:**

The school collects and/or plans to collect a wide variety of data as listed above. Individual student results on assessments are discussed with parents and students and are used to lead discussions about curriculum choices, instructional strategies, potential intervention, and other conversations that support student academic achievement. Data is not currently being disaggregated by student groups and the school will administer the first CAASPP this spring. The VC encourages the school to look at schoolwide and student group data as more assessment data is collected. Individual student data is reported to parents in a variety of ways, including personal conversations, and schoolwide data will be made available to all stakeholders as it is collected.

**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion:**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Visiting Committee comments:**

Schoolwide, a wide variety of formal and informal assessment tools are used to monitor student progress and the school views formative and summative assessments as integral to student learning. Helping parents to understand how to use a variety of assessments is critical for student academic achievement. The best tools that the school has for helping parents to understand the standards and assessment are the I CAN Statements and the high school pacing guides. Helping parents understand if students are meeting CCSS assists in the conversations that take place about teaching and learning. Assessment data is beginning to be used to implement PD. For example, the school noted that they want to provide additional PD to teachers to help them prepare students for standardized assessments. The school also mentioned that they want to provide additional PD on the analysis of assessment results to enable teachers to effectively use and share these results with parents and students. The VC confirmed with students that they understand the academic standards, the SLOs, and the expected level of performance.

**D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion:** The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

**Visiting Committee comments:**

The school, with support of Inspire Charter Schools, is putting in place a system to assess student progress through a comprehensive assessment program with respect to the academic



standards (using STAR 360 and CAASPP) and schoolwide learner outcomes. The school will be working on how to assess student mastery of the SLOs and report the data. The school will be assessing its progress using a wide variety of indicators of student learning, including student work/performance. There are already plans in place to continue to update the board on student achievement of the academic standards and SLOs. The LCAP is modified and updated based upon reported student data, and funding decisions flow from the updated LCAP and the student data.

For state testing, the school has testing coordinators in place to ensure maximum participation and proper testing procedures and best practices are followed. Already in place are plans for PD sessions for parents to ensure they have the tools they need to effectively plan and assess student learning. The school is refining ways of communicating student progress to parents so parents are able to use it to drive their home instruction.

### **Category E: School Culture and Support for Student Personal and Academic Growth**

**E1. Parental and Community Involvement Criterion:** The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

**Visiting Committee comments:**

The school has an effective system for communicating with parents and ensuring they are partners in problem-solving and active decision making. Two family liaisons support homeschooling parents who are new to homeschooling. They also help plan parent and student events, oversee the local Facebook group, and create a weekly parent newsletter. Parents review the SLOs in the Parent-Student Handbook and on the school's website. Teachers are planning to focus on a "SLO of the Month" with families and to highlight the SLOs in a weekly newsletter. The school is looking for more ways to involve community resources, especially in the area of preparing students for college and career through college fairs, volunteer opportunities, and internships. They would also like to build bilingual resources for parents who are not fluent in English.

**E2. School Environment Criterion:** The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

**Selected statements from the school application (optional):**

Monarch River Academy is an independent study school, so the school does not operate on-site facilities for student learning activities. MRA has policies and procedures in place to ensure students are safe when working online or when participating in vendor-led classes, lessons, and other activities.

Prior to being approved to offer classes, lessons, or tutoring to MRA students, prospective

vendors must complete an application packet and submit proof of liability insurance and a W-9 form. As of 1/1/2020, the school will require all vendors to be corporations, rather than independent contractors, to remain in compliance with laws pertaining to public schools.

The school's board-approved comprehensive safety plan includes information about general school safety.

The school's Acceptable Use Policy is in place to keep students safe online.

**Visiting Committee comments:**

In addition to what is mentioned above, it is clear that the school has created a culture of open and transparent communication with all school families. For many homeschool families, the HST will stay with the family for many years continuing to build a deeper relationship along the way. Accountability for student success is shared by all stakeholders. Teachers and leadership staff have created a culture that is concerned with the whole child and the school honors individual differences while believing that all students can learn and be successful.

**E3. Personal and Academic Student Support Criterion:** All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

**Selected statements from the school application (optional):**

Monarch River Academy is proud to offer a wide range of extra-curricular activities to enhance the academic programming offered to students.

Monarch River teachers lead events throughout the school year. These include Pioneer Days at a local park and museum, a Poetry and Prose event, STEM fairs, art contests, talent shows, and a spelling bee.

Teachers also offer a variety of field trips, including tours of local grocery stores, restaurants, chocolate factories, and dairy farms; theatrical productions; pumpkin patches; Sequoia National Park; Kaweah Oaks Preserve; and the Exeter Mural Gallery.

Students may use Instructional Funds to participate in classes, lessons, and field trips through school- approved vendors. These include instruction in art, music, theatre, sports, computer skills, writing, and hands-on science. Tutoring is available to all students through approved vendors or the Online Subscription Package.

The Online Subscription Package includes options to encourage creativity with computer-based apps and coursework such as Rosetta Stone, Adobe Creative Cloud, and Tynker (computer coding).

**Visiting Committee comments:**

As mentioned previously, all students have personalized learning plans and high school students have IGP's. The approach to guidance and counseling is schoolwide.

A MTSS is used to support intervention efforts and includes potentially referring a student to a Student Success Team (SST) when additional support is needed. As needed, there are five

statewide reading intervention coordinators and three statewide math intervention coordinators who provide one-on-one instruction to students who require intervention in these areas.

The school is part of the El Dorado County Charter SELPA and the SELPA provides support in PD, parent support and resources, assistance with community advisory committees, special education procedural and legal support, and data monitoring. All students with IEPs and 504s are assigned a case manager who oversees the student's IEP and goals. The case managers also teach the students' SAI classes. It is the responsibility of the HST and the case manager to collaboratively work to ensure all accommodations and support programs are in place for students. English Learners are supported via designated ELD instruction, SDAIE strategies, and supplemental online programs. A guidance counselor is able to refer students to support providers for physical and mental health needs. The school notes they would also like additional PD for teachers in referring students for personal health counseling.

In addition to the co-curricular and extracurricular activities listed above, students can participate in activities such as being a part of the National Honor Society, joining the Community Connections group to plan service projects, and participate in school-led field trips.

## **Ongoing School Improvement**

### **Schoolwide Areas of Strength**

1. The staff believes that students learn in all different ways and do their best to support student learning in a variety of ways.
2. The school listens and responds to parent concerns.
3. HTSs collaborate with students and their parents to personalize the instructional program for each child.
4. Teachers hold students to high standards that are clearly communicated at regular intervals throughout the school year.
5. Personalized and differentiated curriculum and teaching is the backbone of MRA, and teachers provide differentiated and personalized support.
6. A wide variety of formal and informal assessment tools are used to monitor student progress.
7. MRA has developed a system for obtaining benchmark achievement data through the use of the STAR 360 assessments in reading and math.
8. Discussing the results of STAR 360 assessments with parents is valuable in driving instruction.
9. MRA teachers provide individualized support to personalize education for each student.
10. All students receive academic support and intervention to help ensure school, college, and career success.
11. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school.

12. The school connects parents and students to the community through vendors, field trips, and other school events.
13. The hands-on experiences within the community are valuable for students and help them to understand people and their community.

### **Critical Areas for Follow-up**

The VC agrees with the following school identified critical areas for follow-up.

1. The school's leadership team will investigate and promote opportunities for staff involvement in the development of the LCAP, including tracking the data on the stakeholders who are involved in the process.
2. The leadership team and instructional staff members will develop a plan to ensure school stakeholders, particularly students and parents/guardians, are aware of and understand the Schoolwide Learner Outcomes in order to improve student academic achievement. This may include highlighting the SLOs in the school's weekly newsletter and should also include tracking, potentially via a survey, stakeholder understanding of the SLOs.
3. Leadership and teachers should develop for teachers additional professional development to help prepare students for standardized assessments in order to increase better tracking of student academic achievement. This is an important area of growth needed because most students are not getting the test preparation that students in a traditional classroom setting would be getting. The school should make sure to track what PD is offered, who attends, and measure how the PD is affecting student results on the standardized assessments.



## Monarch River Academy

2293 East Crabtree Avenue, Porterville, CA 93257  
Ph (559) 754-1442 | Fax (559) 335-4089

Special Board Meeting - Monarch River Academy  
April 10, 2020 – 3:00 pm  
337 N Plaza Drive, Visalia CA, 93291

Attendance: Sam Nofziger, Monique Ouwinga, Ashley Wiens, Craig Wheaton - Teleconference

Absent: Sarah Sanchez

Also Present: Bryanna Brossman, Dr. Laurie Goodman, Steph Johnson - Teleconference

### Call to Order:

Sam Nofziger called the meeting to order at 3:12 pm.

### Approval of the Agenda:

Craig Wheaton motioned to approve the agenda. Ashley Wiens seconded.

-Unanimous.

### Public Comments:

None.

### Discussion and Potential Action on the Board Resolution: Establishment of Accounts at Wells Fargo:

Ashley Wiens motioned to approve the Board Resolution: Establishment of Accounts at Wells Fargo. Craig Wheaton seconded.

-Unanimous.

### Discussion and Potential Action on the Board Resolution: Affirming Board Positions:

Craig Wheaton motioned to approve the Board Resolution: Affirming Board Positions.

Ashley Wiens seconded.

-Unanimous.

### Discussion and Potential Action on the Teacher Employment Contract:

Ashley Wiens motioned to approve the Teacher Employment Contract. Monique Ouwinga seconded.

-Unanimous.



## **Monarch River Academy**

2293 East Crabtree Avenue, Porterville, CA 93257

Ph (559) 754-1442 | Fax (559) 335-4089

### **Board of Directors Requests:**

None.

### **Announcement of Next Regular Scheduled Board Meeting:**

The Next Regular Scheduled Board Meeting is April 23, 2020.

### **Adjournment:**

Craig Wheaton motioned to adjourn the meeting at 3:29 pm. Monique Ouwinga seconded.

-Unanimous.

Prepared by:

Bryanna Brossman

Noted by:

Board Secretary



## Monarch River Academy

2293 East Crabtree Avenue, Porterville, CA 93257  
Ph (559) 754-1442 | Fax (559) 335-4089

Regular Scheduled Board Meeting – Monarch River Academy  
April 23, 2020 – 6:00 pm

Attendance: Sam Nofziger, Ashley Wiens, Craig Wheaton, Sarah Sanchez, Monique Ouwinga - Teleconference

Absent: None

Also Present: Kimmi Buzzard, Dr. Laurie, Steph, Mariah, Darlington Ahaiwe - Teleconference

<b>1. Call to Order:</b> <b>2. Flag Salute: Conducted</b>	Craig Wheaton called meeting to order at 6:02 pm Flag Salute Conducted
<b>3. Approval of Agenda:</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens - Unanimous Board moved into closed session at 6:04 pm Board moved into open session at 6:27 pm
<b>4. Public Comments:</b>	None
	Board member Craig Wheaton left the meeting at 6:31 pm.
<b>5. Principals Report:</b> <ul style="list-style-type: none"> <li>a. Lottery</li> <li>b. Student Achievement</li> <li>c. State Testing</li> <li>d. High School Grading</li> <li>e. Paycheck Protection Program</li> </ul>	Craig Wheaton has a standing 6:30 pm - look at future times to make sure it does not conflict as he was not aware of the time change to 6:00pm  The board requested that Darlington with Charter Impact create a summary statement regarding the Paycheck Protection Program. The board will move forward with the application.
	Board member Monique Ouwinga joined the meeting 6:39 pm
<b>6. Discussion and Potential Action on the March Board Meeting Minutes and April Board Meeting Minutes</b>	Motioned to Approve - Sarah Sanchez Seconded - Monique Ouwinga - Unanimous
<b>7. Discussion and Potential Action on the Charter Impact Proposal</b>	Motioned to Approve - Monique Ouwinga Seconded - Sarah Sanchez



## Monarch River Academy

2293 East Crabtree Avenue, Porterville, CA 93257

Ph (559) 754-1442 | Fax (559) 335-4089

	- Unanimous
<b>8. Discussion and Potential Action on the Principal Title Change and Job Description</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens - Unanimous
<b>9. Discussion and Potential Action on the Board Resolution Regarding Executive Director Authority 2020 – 4</b>	Motioned to Approve - Sarah Sanchez Seconded - Monique Ouwinga - Unanimous
<b>10. Discussion and Potential Action on the 2020 – 2021 Benefits Renewals</b>	Motioned to Approve - Sarah Sanchez Seconded - Monique Ouwinga - Unanimous
<b>11. Discussion and Potential Action on the Teacher Salary Schedules</b>	Motioned to Approve - Monique Ouwinga Seconded - Sarah Sanchez - Unanimous
<b>12. Discussion and Potential Action on the Certificated Support Team Salary Schedule</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens - Unanimous
<b>13. Discussion and Potential Action on the Regional Coordinators, Community Connections, and Counselor Compensation</b>	The Board tabled this agenda item and requested Dr. Goodman to bring back specific details about student rosters, threshold caps, and job description.
<b>14. Discussion and Potential Action on the Field Trip Policy</b>	Motioned to Approve - Ashley Wiens Seconded - Sarah Sanchez - Unanimous
<b>15. Discussion and Potential Action on the Educational Vendor Policies and Procedures</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens - Unanimous
<b>16. Discussion and Potential Action on the Withdrawal Policy</b>	Motioned to Approve - Sarah Sanchez Seconded - Monique Ouwinga - Unanimous
<b>17. Discussion and Potential Action on the Teacher Certification Policy</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens - Unanimous





## Monarch River Academy

2293 East Crabtree Avenue, Porterville, CA 93257

Ph (559) 754-1442 | Fax (559) 335-4089

<b>18. Discussion and Potential Action on the Teacher Certification Financial Support</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens CTEL reimbursement and incentive of full cost if completed by June 30th 2021 (full calendar year). - Unanimous
<b>19. Discussion and Potential Action on the Board Resolution – High School Graduation Requirements: 2020 – 5</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens - Unanimous
<b>20. Discussion and Potential Action on the SELPA Representative 2020 - 6</b>	Motioned to Approve - Sarah Sanchez Seconded - Monique Ouwinga - Unanimous
<b>21. Discussion and Potential Action on Board Resolution - Requiring Leadership Team Members to Possess an Admin Credential 2020 – 7</b>	Motioned to Approve - Sarah Sanchez Seconded - Ashley Wiens - Unanimous
<b>22. Discussion and Potential Action on Board Meeting Stipend</b>	Motioned to Approve that board would like to wait to receive travel stipend - Ashley Wiens Seconded - Monique Ouwinga - Unanimous
<b>23. Board of Directors Requests</b>	None
<b>24. Announcement of Next Regular Scheduled Board Meeting</b>	The Board announced the next board meeting is scheduled for May 7, 2020, that time will be moved from from 6:00 pm to 5:00 pm.
<b>25. Adjournment:</b>	Motioned to Adjourn- Monique Ouwinga Seconded -Sarah Sanchez - Unanimous

Prepared by:

Bryanna Brossman

Noted by:

Board Secretary



## Monarch River Academy

2293 East Crabtree Avenue, Porterville, CA 93257  
Ph (559) 754-1442 | Fax (559) 335-4089

Special Board Meeting – Monarch River Academy  
April 29, 2020 – 3:30 pm

Attendance: Craig Wheaton, Ashley Wiens, Sam Nofziger, Sarah Sanchez, Monique Ouwinga  
(joined at 3:36 pm) – Teleconference

Absent: None

Also Present: Steph Johnson, Mariah Jordan, Laurie Goodman – Teleconference

<b>1. Call to Order</b>	Sam Nofziger called the meeting to order at 3:31 pm
<b>2. Flag Salute</b>	The Flag Salute was conducted
<b>3. Approval of the Agenda</b>	Motioned to Approve - Craig Wheaton Seconded - Ashley Wiens -Unanimous
<b>4. Public Comments</b>	None
<b>5. Discussion and Potential Action on the Board Resolution To Apply with One or More Financial Institutions to Borrow the Maximum Qualifying Amount under the Paycheck Protection Program</b>	Motioned to Approve - Sarah Sanchez Seconded - Craig Wheaton The board would like to apply in multiple places where available. The board motioned to approve the Board Resolution To Apply with One or More Financial Institutions to Borrow the Maximum Qualifying Amount under the Paycheck Protection Program and gave Charter Impact the ability to move forward with applying. - Unanimous
<b>6. Adjournment</b>	Motioned to Adjourn at 3:50 pm - Sarah Sanchez Seconded - Ashley Wiens



## Monarch River Academy

2293 East Crabtree Avenue, Porterville, CA 93257

Ph (559) 754-1442 | Fax (559) 335-4089

	-Unanimous
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**MONARCH RIVER ACADEMY**  
**BOARD RESOLUTION – 2020 – 8**

**I. Adoption of Monarch River Academy to Extend School Closure Until the End of the School Year**

WHEREAS, the Monarch River Academy Board of Directors (“Board”) governs the Monarch River Academy (“Charter School”), a nonprofit public benefit corporation, within the confines of both federal and state statutes governing charter schools and nonprofit corporations.

WHEREAS, on March 4, 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of a novel coronavirus (COVID-19); and

WHEREAS, on of March 17, 2020, the Monarch River Academy Board of Directors (“Board”) gave the Board President and Principal Authority to Unilaterally Take Any and All Necessary Actions to Prepare and Respond Effectively To the Novel Corona Virus (Covid-19); and

NOW, THEREFORE BE IT RESOLVED, That the Monarch River Academy Board of Directors:

- (1) Determines that the circumstances described in the Resolution herein constitute an emergency condition;
- (2) By unanimous vote authorizes to keep Monarch River Academy closed until the end of the 2019-2020 school year.

## SECRETARY'S CERTIFICATE

I, \_\_\_\_\_, Secretary of the Board of Directors of Monarch River Academy a California nonprofit public benefit corporation, County of \_\_\_\_\_, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Monarch River Academy which was duly and regularly held on \_\_\_\_\_, 2020, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on \_\_\_\_\_, 2020.

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Secretary of the Board of Directors of  
Monarch River Academy

**MONARCH RIVER ACADEMY**  
**BOARD RESOLUTION – 2020 – 9**

**I. Adoption of Monarch River Academy Approving to Allow Home School Teachers to Carry a Case Load of Over 35 Students**

WHEREAS, Monarch River Academy (the “School”) is committed to providing a high-quality educational program is dependent upon Home School Teachers providing individualized support for all students on their roster; and

WHEREAS, the School recognizes that per the board approved Home School Teacher Contract additional compensation of \$100/month per student is given when the employee’s roster is more than 28 up to 35 students

WHEREAS, the School recognizes that there might be a reason for a Home School Teacher to have more than 35 students on their roster, such as supporting additional students within a family they already serve;

NOW THEREFORE BE IT RESOLVED, the School hereby authorizes Home School Teachers to carry a case load over 28 and up to 35 students for additional compensation with the approval of the Board of Directors.

## SECRETARY'S CERTIFICATE

I, \_\_\_\_\_, Secretary of the Board of Directors of Monarch River Academy a California nonprofit public benefit corporation, County of \_\_\_\_\_, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Monarch River Academy which was duly and regularly held on \_\_\_\_\_, 2020, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

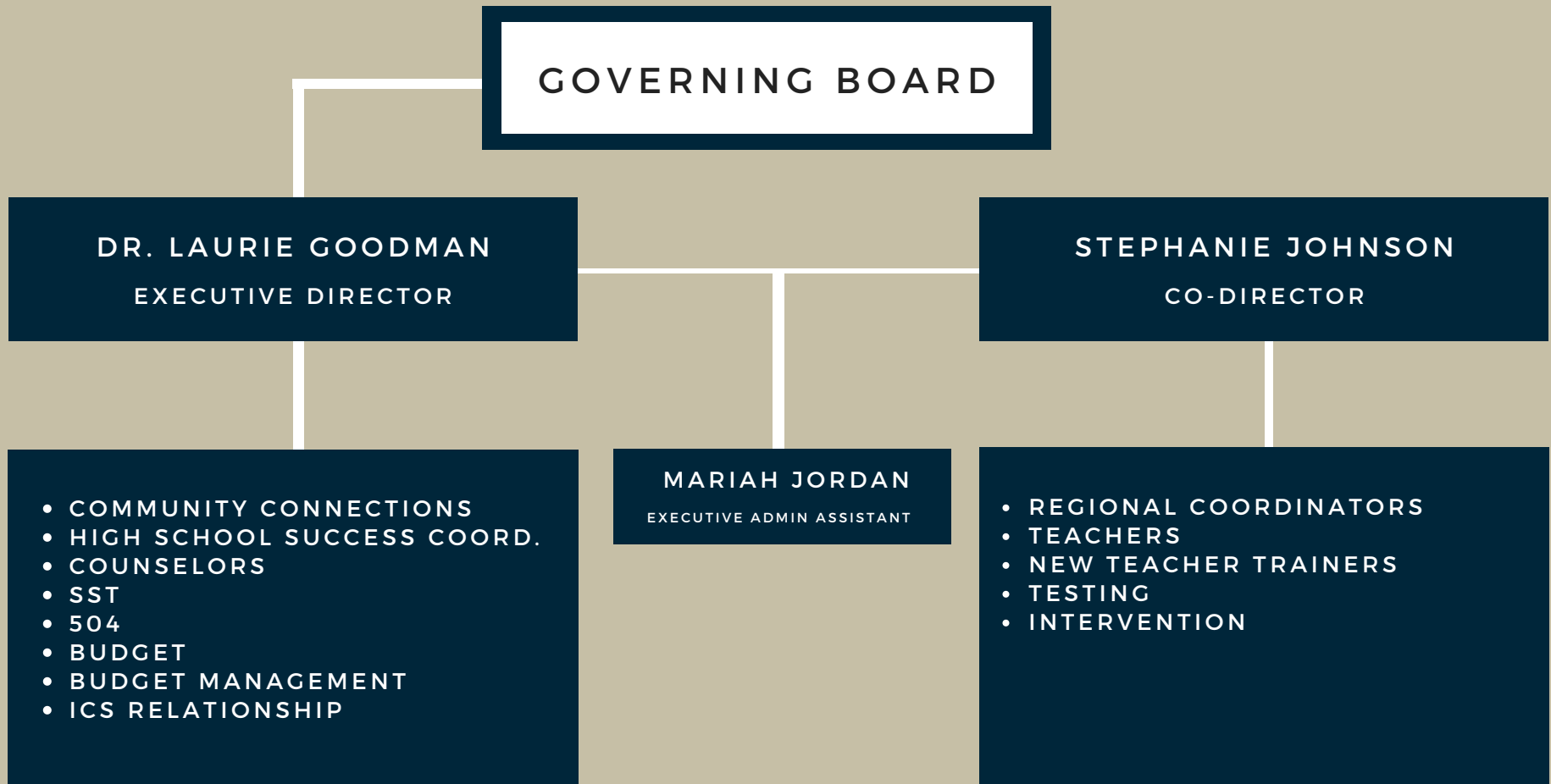
WITNESS my hand on \_\_\_\_\_, 2020.

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Secretary of the Board of Directors of  
Monarch River Academy

Yosemite Valley & Monarch River Charter Schools

# ORGANIZATION CHART





**Regional Coordinator, Director of Community Connections,  
Community Connections, Counselor and 504 Coordinator Compensation**

Regional Coordinators, Community Connections and Counselors would be rated in on the HST Salary Schedule based on their units and years of experience with the following stipends added:

- Regional Coordinators - \$20,000
  - Regional Coordinators earn a stipend from students from 20-28, the same will apply to our Teacher Trainer. They will carry a minimum of 20 students.
- Director of Community Connections - \$15,000
  - The Director for Community Connections earns a stipend for students from 28-35, but they can carry less than 28 and remain full time, but not less than 20.
- Community Connections - \$10,000
  - Community Connections earn a stipend for students from 28-35, but they can carry less than 28 and remain full time, but not less than 20.
- Testing Coordinator - \$10,000
  - Testing Coordinators earn a stipend for students from 28-35, but they can carry less than 28 and remain full time, but not less than 20
- SST Coordinator - \$10,000
  - SST Coordinators earn a stipend for students from 28-35, but they can carry less than 28 and remain full time, but not less than 20
- English Language Development Coordinator - \$10,000
  - English Language Development Coordinators earn a stipend for students from 28-35, but they can carry less than 28 and remain full time, but not less than 20.
- High School Success Coordinator- \$20,000
  - High School Success Coordinators earn a stipend for students from 28-35, but they can carry less than 28 and remain full time, but not less than 20.
- Counselors - \$5,000
- 504 Coordinator - \$10,000

**Co-Director Compensation**

The Co-Director would be compensated at the following rate:

- \$139,700 and will carry a student load of 5 students.



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## Suspension and Expulsion Policy

Monarch River Academy is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of Monarch River Academy Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
- ~~12. Identify a Student's Right to Appeal~~
13. Outline Expelled Students/Alternative Education
14. Outline Rehabilitation Plans
15. Outline the Readmission Process

- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the

infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

**2. Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

**3. Enumerated Offenses:**

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
  - Caused, attempted to cause, or threatened to cause physical injury to another person.
  - Willfully used force of violence upon the person of another, except self-defense.
  - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - Committed or attempted to commit robbery or extortion.
  - Caused or attempted to cause damage to school property or private property.
  - Stole or attempted to steal school property or private property (as used in this policy, “school property” includes, but is not limited to, electronic files and databases).
  - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited, to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
  - Committed an obscene act or engaged in habitual profanity or vulgarity.
  - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts specified above

relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, ~~288a~~ or 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
  - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
  - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
  - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~the student’s his or her~~ age, or for a person of ~~that student’s his or her~~ age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on ~~that student’s his or her~~ physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ academic performance.
    - iv. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - iv. An act of cyber sexual bullying. (48900(r)(2)(A)(iii).
    - (a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
    - (b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
  - Caused, attempted to cause, or threatened to cause physical injury to another person.
  - Willfully used force of violence upon the person of another, except self-defense.
  - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - Committed or attempted to commit robbery or extortion.
  - Caused or attempted to cause damage to school property or private property.
  - Stole or attempted to steal school property or private property.
  - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
  - Committed an obscene act or engaged in habitual profanity or vulgarity.
  - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - ~~○ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~
  - Knowingly received stolen school property or private property.
  - Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.



- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, ~~288a~~ or 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
  - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of ~~that student’s his or her~~ age, or for a person of ~~that student’s his or her~~ age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on ~~that student’s his or her~~ physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ academic performance.
    - iv. Causing a reasonable student to experience substantial interference with ~~that student’s his or her~~ ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a

profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

iv. An act of cyber sexual bullying. (48900(r)(2)(A)(iii).

(a) For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

(b) Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
  - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**4. Suspension Procedure:** Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action, ~~and the evidence against that student~~ ~~home or her~~, ~~the other means of correction that were attempted before the disciplinary action,~~ and shall be given the opportunity to present ~~that student’s~~ ~~his or her~~ version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

- Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director’s designee, the student and the student’s guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student’s presence will be

disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. **If such extended suspension exceeds 10 days, the following procedures shall be followed:** 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

- Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

**5. Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**6. Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to **present testimony, evidence and witnesses and** confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**7. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

- 8. Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- 9. Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.



If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

**10. Written Notice to Expel:** The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**11. Disciplinary Records:** The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

~~**12. Right to Appeal:** Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.~~

**13. Expelled Students/Alternative Education:** Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**14. Rehabilitation Plans:** Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of



review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

- 15. Readmission:** The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.