



Monarch River Academy

Regular Scheduled Board Meeting

Date and Time

Tuesday September 22, 2020 at 5:00 PM PDT

Location

3610 E. Ashlan Avenue
Fresno, CA 93726

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

Meeting ID: 985 425 9770

Join by Phone: (669) 900-6833

Monarch River Mission Statement

The mission of Monarch River Academy is to develop the individual gifts of students in Tulare County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order			
C. Flag Salute			1 m
D. Approval of the Agenda	Vote		1 m
E. Public Comments			2 m
F. Executive Director's Report		Dr. Laurie Goodman	10 m
<ul style="list-style-type: none">• Fir Avenue Termination Agreement• Social Media Policies• ADA Report• Achievement & Progress• Conflict of Interest Policy Doc for Signature			

G. Approve Minutes from 8/24/20 Board Meeting	Approve Minutes	1 m
H. Approve Minutes from 9/11/20 Special Board Meeting	Approve Minutes	1 m
Approve minutes for Special Board Meeting on September 11, 2020		

II. Finance 5:17 PM

A. August Financials	Vote	Darlington Ahaiwe	15 m
B. Due To Due From 19-20	Vote	Dr. Laurie Goodman	10 m
C. Due To Due From 20-21	Discuss	Dr. Laurie Goodman	5 m
D. Maintenance of Effort	Discuss	Darlington Ahaiwe	5 m
E. Compensation Policy 2020-2021	Vote	Dr. Laurie Goodman	10 m

III. Academic Excellence 6:02 PM

A. Learning Continuity and Attendance Plan	Vote	Michelene Fitzgerald	5 m
B. High School Presentation	Discuss	Denise Voth	10 m
C. EL Master Plan 2020-2021	Vote	Nailya Jarocki	10 m

IV. Operations 6:27 PM

A. Policy for Inspection of Public Records	Vote	Dr. Laurie Goodman	3 m
B. Arbitration Agreement	Vote	Dr. Laurie Goodman	5 m
C. Inspire Charter Services Update	FYI	Kimmi Buzzard	5 m

V. Governance 6:40 PM

A. Board Training Calendar	Vote	Kimmi Buzzard	5 m
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VI. Closing Items 6:45 PM

A. Board of Director's Requests	FYI	2 m
B. Announcement of the Next Regular Scheduled Board Meeting October 27, 2020 at 5:00 p.m.	FYI	1 m
C. Adjourn Meeting	Vote	

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Cover Sheet

Approve Minutes from 8/24/20 Board Meeting

Section:	I. Opening Items
Item:	G. Approve Minutes from 8/24/20 Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	8-24-20 - Board Meeting Minutes - Monarch River.docx.pdf



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
August 25, 2020 – 5:00 pm
337 N Plaza Drive
Visalia CA, 93291
Through Teleconference

Attendance: Sam Nofziger, Craig Wheaton, Monique Ouwinga
Absent: Sarah Sanchez, Ashley Weins
Also Present: Mariah Jordan, Rob Hudson, Kimmi Buzzard, Rob Hudson, Yolanda Vazquez, Steven James, Stephanie Johnson, Laurie Goodman

1. Call to Order	Sam Nofziger called the meeting to order at 5:10 pm.
2. Flag Salute	The Flag Salute was conducted.
3. Approval of the Agenda	Craig Wheaton motioned to approve without item number 17. Monique Ouwinga seconded. - Unanimous
4. Public Comments	None
5. Executive Directors Report a. Student Achievement b. ADA Report c. High School Presentation	The Executive Directors Report was conducted. Dr. Steven James presented the Special Education Presentation. The High School Presentation will be moved to the next board meeting.
6. Discussion and Potential Action on the July Board Meeting Minutes	Craig Wheaton motioned to approve. Monique Ouwinga seconded. - Unanimous
7. Discussion and Potential Action on the July Financials	Monique Ouwinga motioned to approve. Sam Nofziger seconded. - Unanimous



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8. Discussion and Potential Action on the Education Protection Account (EPA) Budget	Craig Wheaton motioned to approve. Sam Nofziger seconded. - Unanimous
9. Discussion and Potential Action on the 2019-2020 Shared Employee MOU and Intercompany Borrowing	Craig Wheaton motioned to approve. Sam Nofziger seconded. - Unanimous
10. Discussion and Potential Action on the Shared Employee MOU 2020-2021	Craig Wheaton motioned to approve. Sam Nofziger seconded. - Unanimous
11. Discussion and Potential Action on the Immunizations and Oral Assessment Policy	Monique Ouwinga motioned to approve. Sam Nofziger seconded. - Unanimous
12. Discussion and Potential Action on the Employee Handbook	Craig Wheaton motioned to approve. Sam Nofziger seconded. - Unanimous
13. Discussion and Potential Action on the STRS Sick Leave Roll-Over Policy	Craig Wheaton motioned to approve. Sam Nofziger seconded. - Unanimous
14. Discussion and Potential Action on the Covid-19 Sick Leave Policy	Craig Wheaton motioned to approve. Sam Nofziger seconded. - Unanimous
15. Discussion and Potential Action on the Board Training Calendar	Tabled item 15 back to the next board meeting with additional details such as pricing and estimated time of the webinars.
16. Discussion and Potential Action on the Conflict of Interest Policy	Monique Ouwinga motioned to approve. Craig Wheaton seconded. - Unanimous



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17. Discussion and Potential Action on the College and Career Partnership (CCAP) Agreement Regarding Instructional Services for Dual Enrollment	N/A
18. Discussion and Potential Action on the Policy for Inspection of Public Records	Tabled item number 18 to bring back to the next board meeting.
19. Discussion and Potential Action on the Independent Study Policy	Craig Wheaton motioned to approve. Sam Nofziger seconded. - Unanimous
20. Discussion and Potential Action on the Intervention Specialists Position and Compensation	Craig Wheaton motioned to approve. Monique Ouwinga seconded. - Unanimous The budget for this position was discussed orally.
21. Board of Director's Requests	
22. Announcement of Next Regular Scheduled Board Meeting	Tuesday, September 22nd, 5:00 pm.
23. Adjournment	Meeting adjourned at 6:30 pm.

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary

Cover Sheet

Approve Minutes from 9/11/20 Special Board Meeting

Section:	I. Opening Items
Item:	H. Approve Minutes from 9/11/20 Special Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on September 11, 2020



Monarch River Academy

Minutes

Special Board Meeting

Date and Time

Friday September 11, 2020 at 1:30 PM

Location

3610 E. Ashlan Avenue
Fresno, CA 93726

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

Meeting ID: 985 425 9770

Dial by your location

+1 669 900 6833 US (San Jose)

Monarch River Mission Statement

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Directors Present

Ashley Wiens (remote), Craig Wheaton (remote), Samuel Nofziger (remote), Sarah Sanchez (remote)

Directors Absent

Monique Ouwinga

Guests Present

April Green (remote), Bryanna Brossman, Christina Loya (remote), Darlington Ahaiwe (remote), Dr. Laurie Goodman (remote), Janell Gaertig (remote), Kimmi Buzzard (remote), Mariah Jordan

(remote), Michelene Fitzgerald (remote), Shausta Eckland (remote), Steph Johnson (remote), Steven James (remote), Yolanda Vazquez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Samuel Nofziger called a meeting of the board of directors of Monarch River Academy to order on Friday Sep 11, 2020 @ 1:34 PM.

C. Flag Salute

The Flag Salute was conducted.

D. Public Comments

None.

E. Approval of the Agenda

Ashley Wiens made a motion to Approve the Agenda.
Sarah Sanchez seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Executive Director's Report

The Executive Director's Report was conducted.

- The board was given information regarding the Board Training.

II. Finance

A. Unaudited Actuals for 2019-2020

Craig Wheaton made a motion to Approve the Unaudited Actuals for 2019-2020.
Sarah Sanchez seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Charter School Capital Introduction & Presentation

Discussion ensued.

III. Academic Excellence

A. Learning Continuity and Attendance Plan

Laurie Goodman presented the Learning Continuity and Attendance Plan.

B. Special Education Transition Program Presentation

Yolanda Vazquez presented the Special Education Transition Program and Transition website.

C. Students in Crisis Presentation

Yolanda Vazquez presented the Students in Crisis website.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:48 PM.

Respectfully Submitted,
Sarah Sanchez

B. Announcement of the Next Regular Scheduled Board Meeting
September 22, 2020 at 5:00 pm.

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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Cover Sheet

August Financials

Section: II. Finance
Item: A. August Financials
Purpose: Vote
Submitted by:
Related Material: Monarch River_Financial Package_August 2020 (1).pdf



Monarch River Academy

Monthly Financial Presentation – August 2020

MONARCH RIVER - Highlights

- Year-end expense projections decreased by \$232k
- Year-end surplus projected at \$567k.
- Beginning Fund Balance adjusted to Board approved Unaudited Actual Report (UAR).
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

Cert.	Instr.
47.9%	81.0%

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
20.26 :1

MONARCH RIVER - Revenue

Variance Analysis:

- State Aid Rev: Received *In-Lieu* payment compared to budget.
- Federal & Other State Rev: Delayed timing in *SPED* Payment.

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 389,386	\$ 396,436 \$ (7,050)
Federal Revenue	-	5,555 (5,555)
Other State Revenue	-	26,940 (26,940)
Other Local Revenue	781	- 781
Total Revenue	\$ 390,167	\$ 428,931 \$ (38,764)

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ 8,051,425	\$ 8,051,425	\$ -
111,408	111,408	-
735,130	735,130	-
781	-	781
\$ 8,898,743	\$ 8,897,962	\$ 781

MONARCH RIVER - Expenses

Variance Analysis:

- Certificated & Salaries:
 - (1) Instructors added compared to budget.
- Sub agreement Services: Timing in actual spending v. annualized budget.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 516,915	\$ 495,646	\$ (21,268)	\$ 3,188,474	\$ 3,247,546	\$ 59,072
Classified Salaries	-	-	-	-	-	-
Benefits	143,372	163,878	20,506	986,961	1,050,634	63,673
Books and Supplies	105,600	133,286	27,686	830,699	824,090	(6,609)
Subagreement Services	130,907	348,236	217,328	2,124,722	2,137,906	13,184
Operations	16,442	10,900	(5,542)	67,025	65,400	(1,625)
Facilities	-	-	-	-	-	-
Professional Services	122,103	139,019	16,916	1,056,812	1,044,219	(12,593)
Depreciation	-	-	-	-	-	-
Interest	43,853	61,484	17,631	76,952	175,115	98,163
Total Expenses	\$ 1,079,191	\$ 1,352,449	\$ 273,258	\$ 8,331,645	\$ 8,544,910	\$ 213,265

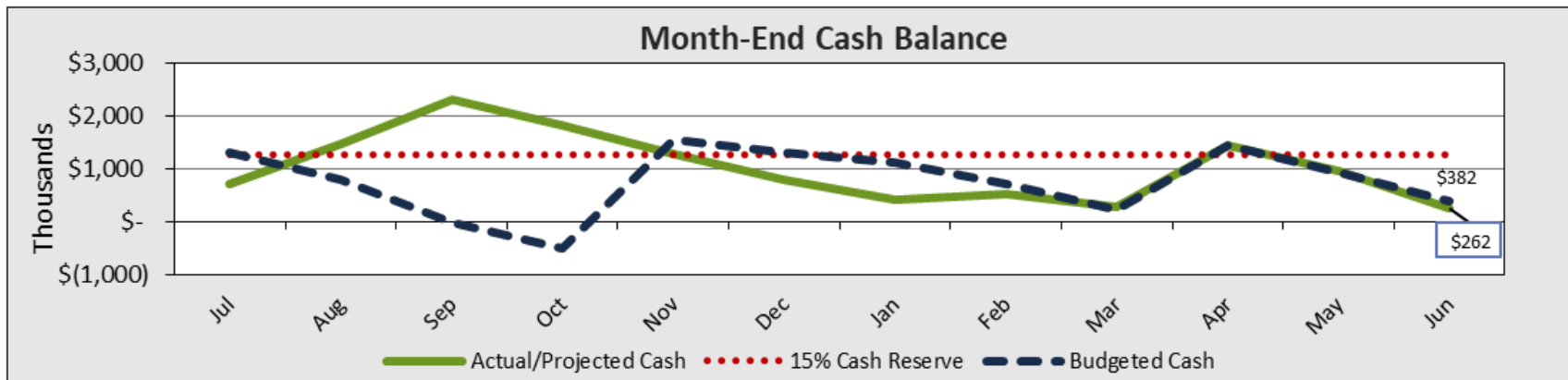
MONARCH RIVER - Fund Balance

- Annual surplus exceeds budget projections.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (689,024)	\$ (923,518)	\$ 234,494	\$ 567,098	\$ 353,052	\$ 214,046
Beginning Fund Balance	<u>607,321</u>	<u>607,321</u>		<u>607,321</u>	<u>607,321</u>	
Ending Fund Balance	<u>\$ (81,702)</u>	<u>\$ (316,196)</u>		<u>\$ 1,174,420</u>	<u>\$ 960,374</u>	
<i>As a % of Annual Expenses</i>	-1.0%	-3.7%		14.1%	11.2%	

MONARCH RIVER - Cash Balance

- Cash projections include DTDF payment plan.
 - Amount to Receive: \$1,859,132
 - Amount to Payout: (\$449,391)
- Positive year-end cash projected through receivable sales.



MONARCH RIVER- DTDF Summary

Charter Name	Total Amount to Pay	Total Amount to Receive	Net Balance	Invoice Number
Blue Ridge		\$ 510,500.58	\$ 510,500.58	N/A
Cabrillo Point	\$ (12,716.91)		\$ (12,716.91)	CPA-MRA
Clarksville	\$ (94,608.34)		\$ (94,608.34)	CCS-MRA
Cottonwood	\$ (191,475.02)		\$ (191,475.02)	TCS-MRA
Feather River	\$ (61,756.45)		\$ (61,756.45)	FRCS-MRA
Granite Mountain	\$ (2,116.24)		\$ (2,116.24)	GMCS-MRA
Heartland		\$ 40,426.62	\$ 40,426.62	N/A
Lake View	\$ (6,015.61)		\$ (6,015.61)	N/A
Mission Vista	\$ (8,749.19)		\$ (8,749.19)	MVA-MRA
Pacific Coast	\$ (71,953.61)		\$ (71,953.61)	PCA-MRA
Winship		\$ 683.68	\$ 683.68	N/A
Yosemite		\$ 1,307,520.81	\$ 1,307,520.81	N/A
Net Total	\$ (449,391.37)	\$ 1,859,131.69	\$ 1,409,740.32	
Net DTDF Related to Shared Staffing	\$ 366,416.54			

MONARCH RIVER - Compliance Reporting

Due Date	Description	Completed By
Sep-30	2020-21 Learning Continuity and Attendance Plan -- The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.	MRA
Oct-07	California Basic Educational Data System (CBEDS) data due to CDE - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction.	MRA
Oct-31	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	MRA

MOARCH RIVER - Appendix

- Monthly Cash Flow / Forecast 20-21
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging

Monarch River Academy
Monthly Cash Flow/Forecast FY20-21

Revised 09/10/2020

ADA = 891.26



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	379,529	379,529	683,153	683,153	683,153	683,153	321,082	122,967	122,967	122,967	2,725,779	7,590,586	7,590,586	-
8012	Education Protection Account	-	-	-	44,563	-	-	44,563	-	44,563	-	-	44,563	178,252	178,252	-
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	9,857	33,815	22,543	22,543	22,543	22,543	42,066	21,033	21,033	21,033	21,033	282,587	282,587	-
		-	389,386	413,344	750,259	705,696	705,696	750,259	705,696	363,148	188,564	144,001	2,791,376	8,051,425	8,051,425	-

Federal Revenue

8181	Special Education - Entitlement	-	-	11,110	9,998	9,998	9,998	9,998	9,998	10,061	10,061	10,061	10,061	111,408	111,408	-
		-	-	11,110	9,998	9,998	9,998	9,998	9,998	10,061	10,061	10,061	10,061	111,408	111,408	-

Other State Revenue

8311	State Special Education	-	-	53,880	48,492	48,492	48,492	48,492	48,797	48,797	48,797	48,797	48,797	540,326	540,326	-
8550	Mandated Cost	-	-	-	-	-	17,443	-	-	-	-	-	-	17,443	17,443	-
8560	State Lottery	-	-	-	-	-	-	44,215	-	44,215	-	-	88,930	177,361	177,361	-
		-	-	53,880	48,492	48,492	65,935	92,708	48,492	48,797	93,012	48,797	137,727	735,130	735,130	-

Other Local Revenue

8660	Interest Revenue	-	781	-	-	-	-	-	-	-	-	-	-	781	-	781
		-	781	-	-	-	-	-	-	-	-	-	-	781	-	781

Total Revenue

Expenses

Certificated Salaries

1100	Teachers' Salaries	193,133	201,435	193,999	193,999	193,999	193,999	193,999	193,999	193,999	193,999	193,999	-	2,334,559	2,487,887	153,329
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	7,976	13,916	25,608	25,608	25,608	25,608	25,608	25,608	25,608	25,608	25,608	-	277,971	273,668	(4,303)
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	233,563	233,563
1300	Administrators' Salaries	39,792	40,292	40,792	40,792	40,792	40,792	40,792	40,792	40,792	40,792	40,792	-	488,000	252,428	(235,572)
1900	Other Certificated Salaries	9,845	10,527	6,757	6,757	6,757	6,757	6,757	6,757	6,757	6,757	6,757	-	87,945	-	(87,945)
		250,746	266,169	267,156	267,156	267,156	267,156	267,156	267,156	267,156	267,156	267,156	-	3,188,474	3,247,546	59,072

Benefits

3101	STRS	39,684	42,013	48,635	48,635	48,635	48,635	48,635	48,635	48,635	48,635	48,635	-	568,050	597,548	29,498
3301	OASDI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311	Medicare	3,578	3,760	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	-	45,665	47,089	1,425
3401	Health and Welfare	23,755	17,162	26,875	26,875	26,875	26,875	26,875	26,875	26,875	26,875	26,875	-	309,668	337,500	27,832
3501	State Unemployment	6,555	2,804	1,078	1,078	1,078	5,390	4,312	2,156	1,078	1,078	1,078	-	28,763	23,030	(5,733)
3601	Workers' Compensation	3,470	590	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701	-	41,065	45,466	4,400
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		77,042	66,330	84,122	84,122	84,122	88,434	87,356	85,200	84,122	84,122	84,122	-	993,211	1,050,634	57,423

Books and Supplies

4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	33,561	61,389	59,560	57,783	44,017	39,969	48,605	32,200	38,763	45,981	47,506	96,158	605,491	605,491	-
4305	Software	17,539	9,002	10,233	10,233	10,233	10,233	10,233	10,233	10,233	10,233	10,233	-	128,874	123,700	(5,174)
4310	Office Expense	541	44	925	925	925	925	925	925	925	925	925	-	9,835	7,700	(2,135)
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	700	700
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	(17,566)	1,089	12,013	11,655	8,878	8,062	9,803	6,495	7,819	9,274	9,582	19,395	86,499	86,499	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		34,075	71,525	82,731	80,596	64,053	59,188	69,567	49,853	57,740	66,413	68,246	126,712	830,699	824,090	(6,609)

Subagreement Services

5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	408	14,900	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	26,567	-	280,975	294,200	13,225
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	1,973	35,769	156,187	151,529	115,428	104,812	127,459	84,439	101,651	120,578	124,577	252,162	1,376,563	1,376,563	-
5107	Instructional Services	39,126	38,731	38,933	38,933	38,933	38,933	38,933	38,933	38,933	38,933	38,933	-	467,184	467,143	(41)
		41,508	89,399	221,686	217,028	180,927	170,311	192,958	149,939	167,151	186,077	190,076	317,661	2,124,722	2,137,906	13,184

Monarch River Academy
Monthly Cash Flow/Forecast FY20-21

Revised 09/10/2020

ADA = 891.26



Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5501	Utilities
5502	Janitorial Services
5516	Miscellaneous Expense
5531	ASB Fundraising Expense
5900	Communications
5901	Postage and Shipping

Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals
-	-	400	400	400	400	400	400	400	400	400	400	-
-	-	17	17	17	17	17	17	17	17	17	17	-
3,258	9,630	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
3,878	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(365)	-	50	50	50	50	50	50	50	50	50	50	-
-	41	25	25	25	25	25	25	25	25	25	25	-
6,771	9,671	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	5,058	-

Annual Forecast
4,000
167
41,888
-
-
-
20,544
-
-
135
291
67,025

Original Budget Total	Favorable / (Unfav.)
6,100	2,100
200	33
39,100	(2,788)
-	-
-	-
-	-
20,000	(544)
-	-
-	-
-	(135)
-	(291)
65,400	(1,625)

Facilities, Repairs and Other Leases

5601	Rent
5602	Additional Rent
5603	Equipment Leases
5604	Other Leases
5605	Real/Personal Property Taxes
5610	Repairs and Maintenance

-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-

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-
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-	-
-	-
-	-
-	-
-	-
-	-
-	-

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5806	Special Activities/Field Trips
5807	Bank Charges
5808	Printing
5809	Other taxes and fees
5810	Payroll Service Fee
5811	Management Fee
5812	District Oversight Fee
5813	County Fees
5814	SPED Encroachment
5815	Public Relations/Recruitment

-	99	58	58	58	58	58	58	58	58	58	58	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	1,815	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	-
5,100	-	267	267	267	267	267	267	267	267	267	267	-
-	-	775	775	775	775	775	775	775	775	775	775	-
-	84	10,081	9,781	7,450	6,765	8,227	5,450	6,561	7,783	8,041	16,276	-
628	555	125	150	150	150	150	150	150	150	150	150	-
-	-	17	20	20	20	20	20	20	20	20	20	-
2,239	2,002	117	140	140	140	140	140	140	140	140	140	-
249	2,719	472	472	472	472	472	472	472	472	472	472	-
53,504	53,109	51,909	51,909	51,909	51,909	51,909	51,909	51,909	51,909	51,909	51,909	-
-	-	12,400	22,508	21,171	21,171	22,508	21,171	10,894	5,657	4,320	4,320	95,423
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	5,199	4,679	4,679	4,679	4,679	4,679	4,709	4,709	4,709	4,709	4,709
-	-	-	-	-	-	-	-	-	-	-	-	-
61,720	60,383	83,095	92,434	88,767	88,082	90,880	86,767	77,631	73,615	72,536	80,771	100,131

682
-
18,565
7,767
7,750
86,499
2,658
197
5,618
7,688
625,707
241,543
-
52,139
-
1,056,812

700	18
-	-
16,800	(1,765)
3,200	(4,567)
11,900	4,150
86,499	-
2,070	(588)
230	33
230	(5,388)
6,051	(1,637)
622,857	(2,849)
241,543	-
-	-
52,139	-
-	-
1,044,219	(12,593)

Depreciation

6900	Depreciation Expense
------	----------------------

-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-

-
-

-	-
-	-

Interest

7438	Interest Expense
------	------------------

18,804	25,049	-	-	-	-	-	-	-	33,099	-	-	-
18,804	25,049	-	-	-	-	-	-	-	33,099	-	-	-

76,952
76,952

175,115	98,163
175,115	98,163

Total Expenses

490,665	588,525	743,849	746,394	690,083	673,917	714,053	646,128	659,936	715,540	687,194	881,480	100,131
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8,337,895

8,544,910	207,015
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Monthly Surplus (Deficit)

(490,665)	(198,358)	(265,515)	62,356	74,104	107,712	138,912	118,059	(237,930)	(423,903)	(484,335)	(678,621)	2,839,032
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560,848

353,053	207,796
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Cash Flow Adjustments

Monthly Surplus (Deficit)
Cash flows from operating activities
Public Funding Receivables
Grants and Contributions Rec.
Due To/From Related Parties
Prepaid Expenses
Other Assets
Accounts Payable
Accrued Expenses
Other Liabilities
Cash flows from investing activities
Purchases of Prop. And Equip.
Notes Receivable
Cash flows from financing activities
Proceeds from Factoring
Payments on Factoring
Proceeds from Debt
Payments on Debt

(490,665)	(198,358)	(265,515)	62,356	74,104	107,712	138,912	118,059	(237,930)	(423,903)	(484,335)	(678,621)	2,839,032
-	-	-	-	-	-	(521,983)	-	-	-	-	-	(2,939,164)
476,881	45,102	-	-	-	-	-	-	-	-	-	-	-
583,158	-	-	-	-	-	-	-	-	-	-	-	-
-	-	1,411,857	-	-	-	-	-	500,000	-	-	-	-
1,698	(16,949)	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
19,253	95,216	-	-	-	-	-	-	-	-	-	-	100,131
(186,684)	(53,902)	-	-	-	-	-	-	-	-	-	-	-
(581,400)	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
544,300	1,161,200	-	-	-	-	-	-	1,103,300	-	-	-	-
(29,500)	(290,700)	(290,700)	(544,300)	(580,600)	(580,600)	-	-	-	-	-	-	-
311	311	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-

7%
560,848
(2,939,164)
583,158
1,911,857
(15,251)
-
214,600
(240,586)
(581,400)
-
-
-
2,808,800
(2,316,400)
622
-

Cert.	Instr.
47.9%	81.1%

Pupil:Teacher Ratio
20.26 :1

Total Change in Cash

337,351	741,920	855,642	(481,944)	(506,496)	(472,888)	(383,071)	118,059	(237,930)	1,179,397	(484,335)	(678,621)
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Cash, Beginning of Month

380,929	718,280	1,460,201	2,315,842	1,833,898	1,327,402	854,515	471,444	589,503	351,573	1,530,970	1,046,635
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Cash, End of Month

718,280	1,460,201	2,315,842	1,833,898	1,327,402	854,515	471,444	589,503	351,573	1,530,970	1,046,635	368,014
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Monarch River Academy

Budget vs Actual

For the period ended August 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 379,529	\$ 379,529	\$ 0	\$ 379,529	\$ 379,529	\$ 0	\$ 7,590,586
Education Protection Account	-	-	-	-	-	-	178,252
In Lieu of Property Taxes	9,857	16,907	(7,050)	9,857	16,907	(7,050)	282,587
Total State Aid - Revenue Limit	389,386	396,436	(7,050)	389,386	396,436	(7,050)	8,051,425
Federal Revenue							
Special Education - Entitlement	-	5,555	(5,555)	-	5,555	(5,555)	111,408
Total Federal Revenue	-	5,555	(5,555)	-	5,555	(5,555)	111,408
Other State Revenue							
State Special Education	-	26,940	(26,940)	-	26,940	(26,940)	540,326
Mandated Cost	-	-	-	-	-	-	17,443
State Lottery	-	-	-	-	-	-	177,361
Total Other State Revenue	-	26,940	(26,940)	-	26,940	(26,940)	735,130
Other Local Revenue							
Interest Revenue	781	-	781	781	-	781	-
Total Other Local Revenue	781	-	781	781	-	781	-
Total Revenues	390,167	428,931	(38,764)	390,167	428,931	(38,764)	8,897,962
Expenses							
Certificated Salaries							
Teachers' Salaries	201,435	207,324	5,889	394,568	414,648	20,080	2,487,887
Teachers' Extra Duty/Stipends	13,916	-	(13,916)	21,892	-	(21,892)	273,668
Pupil Support Salaries	-	19,464	19,464	-	38,927	38,927	233,563
Administrators' Salaries	40,292	21,036	(19,256)	80,083	42,071	(38,012)	252,428
Other Certificated Salaries	10,527	-	(10,527)	20,372	-	(20,372)	-
Total Certificated Salaries	266,169	247,823	(18,346)	516,915	495,646	(21,268)	3,247,546
Benefits							
State Teachers' Retirement System, certificated positions	42,013	45,599	3,586	81,697	91,199	9,502	597,548
Medicare/Alternative, certificated positions	3,760	3,593	(167)	7,338	7,187	(151)	47,089
Health and Welfare Benefits, certificated positions	17,162	28,125	10,963	40,918	56,250	15,332	337,500
State Unemployment Insurance, certificated positions	2,804	1,152	(1,652)	9,359	2,303	(7,056)	23,030
Workers' Compensation Insurance, certificated positions	590	3,470	2,879	4,060	6,939	2,879	45,466
Total Benefits	66,330	81,939	15,609	143,372	163,878	20,506	1,050,633
Books & Supplies							
School Supplies	61,389	52,332	(9,057)	94,951	97,360	2,410	605,491
Software	9,002	10,308	1,307	26,540	20,617	(5,924)	123,700
Office Expense	44	642	597	585	1,283	698	7,700
Business Meals	-	58	58	-	117	117	700
Noncapitalized Equipment	1,089	7,476	6,387	(16,476)	13,909	30,385	86,499
Total Books & Supplies	71,525	70,816	(708)	105,600	133,286	27,686	824,090

Monarch River Academy***Budget vs Actual***

For the period ended August 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	14,900	24,517	9,617	15,308	49,033	33,725	294,200
Other Educational Consultants	35,769	118,975	83,206	37,742	221,345	183,603	1,376,563
Instructional Services	38,731	38,929	198	77,857	77,857	-	467,143
Total Subagreement Services	89,399	182,420	93,020	130,907	348,236	217,329	2,137,906
Operations & Housekeeping							
Auto and Travel	-	508	508	-	1,017	1,017	6,100
Dues & Memberships	-	17	17	-	33	33	200
Insurance	9,630	3,258	(6,372)	12,888	6,517	(6,371)	39,100
Miscellaneous Expense	-	1,667	1,667	3,878	3,333	(544)	20,000
Communications	-	-	-	(365)	-	365	-
Postage and Shipping	41	-	(41)	41	-	(41)	-
Total Operations & Housekeeping	9,671	5,450	(4,221)	16,442	10,900	(5,542)	65,400
Professional/Consulting Services							
IT	99	58	(41)	99	117	18	700
Legal	1,815	1,400	(415)	1,815	2,800	985	16,800
Professional Development	-	267	267	5,100	533	(4,567)	3,200
General Consulting	-	992	992	-	1,983	1,983	11,900
Special Activities/Field Trips	84	7,476	7,392	84	13,909	13,825	86,499
Bank Charges	555	150	(405)	1,183	300	(883)	2,070
Printing	-	17	17	-	33	33	230
Other Taxes and Fees	2,002	17	(1,985)	4,241	33	(4,208)	230
Payroll Service Fee	2,719	504	(2,214)	2,968	1,009	(1,959)	6,051
Management Fee	53,109	51,905	(1,204)	106,613	103,810	(2,804)	622,857
District Oversight Fee	-	11,893	11,893	-	11,893	11,893	241,543
SPED Encroachment	-	2,600	2,600	-	2,600	2,600	52,139
Total Professional/Consulting Services	60,383	77,278	16,895	122,103	139,019	16,916	1,044,219
Interest							
Interest Expense	25,049	-	(25,049)	43,853	61,484	17,631	175,115
Total Interest	25,049	-	(25,049)	43,853	61,484	17,631	175,115
Total Expenses	588,525	665,726	77,200	1,079,191	1,352,449	273,258	8,544,910
Change in Net Assets	(198,358)	(236,794)	38,436	(689,024)	(923,518)	234,494	353,053
Net Assets, Beginning of Period	116,656			607,322			
Net Assets, End of Period	\$ (81,702)			\$ (81,702)			

Monarch River Academy**Statement of Financial Position****August 31, 2020**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 1,460,200	\$ 380,929	\$ 1,079,271	283%
Public Funding Receivables	175,738	697,721	(521,983)	-75%
Grants & Contributions Receivable	1,869,803	1,871,561	(1,758)	0%
Factored Receivable	(1,996,200)	(29,500)	(1,966,700)	6667%
Due To/From Related Parties	(51,116)	(51,116)	-	0%
Prepaid Expenses	72,515	57,264	15,251	27%
Total Current Assets	1,530,940	2,926,859	(1,395,919)	-48%
Total Assets	\$ 1,530,940	\$ 2,926,859	\$ (1,395,919)	-48%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 693,944	\$ 579,475	\$ 114,469	20%
Accrued Liabilities	342,603	583,189	(240,586)	-41%
Deferred Revenue	-	581,400	(581,400)	-100%
Notes Payable, Current Portion	144,723	144,101	622	0%
Total Current Liabilities	1,181,271	1,888,166	(706,895)	-37%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	431,372	431,372	-	0%
Total Long-Term Liabilities	431,372	431,372	-	0%
Total Liabilities	1,612,642	2,319,537	(706,895)	-30%
Total Net Assets	(81,702)	607,322	(689,024)	-113%
Total Liabilities and Net Assets	\$ 1,530,940	\$ 2,926,859	\$ (1,395,919)	-48%

Monarch River Academy**Statement of Cash Flows****For the period ended August 31, 2020**

	Month Ended 08/31/20	YTD Ended 08/31/20
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (198,358)	\$ (689,024)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	45,102	521,983
Grants, Contributions & Pledges Receivable	870,500	1,968,458
Prepaid Expenses	(16,949)	(15,251)
Accounts Payable	95,216	114,469
Accrued Expenses	(53,901.99)	(240,586)
Deferred Revenue	-	(581,400)
Total Cash Flows from Operating Activities	741,609	1,078,649
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	311	622
Total Cash Flows from Financing Activities	311	622
Change in Cash & Cash Equivalents	741,920	1,079,271
Cash & Cash Equivalents, Beginning of Period	718,280	380,929
Cash and Cash Equivalents, End of Period	\$ 1,460,200	\$ 1,460,200

Monarch River Academy**Check Register****For the period ended August 31, 2020**

Check Number	Vendor Name	Check Date	Check Amount
10307	Tulare Office of Education	8/3/2020	\$ 66,837.81
10308	Academy of Creative Education	8/6/2020	300.00
10309	All About Learning Press, Inc.	8/6/2020	422.01
10311	Amazon Capital Services	8/6/2020	1,338.76
10312	Beautiful Feet Books, Inc.	8/6/2020	527.11
10313	BookShark	8/6/2020	3,279.11
10314	Charter Impact, Inc.	8/6/2020	14,378.00
10315	Christina Roberts	8/6/2020	27.99
10316	Discount School Supply	8/6/2020	128.69
10317	Educational Development Corporation	8/6/2020	93.18
10318	Growing Healthy Children Therapy Services, Inc.	8/6/2020	498.50
10319	Institute for Excellence in Writing	8/6/2020	169.66
10320	Marnie Young	8/6/2020	783.75
10321	Math Crazy	8/6/2020	288.00
10322	Moving Beyond the Page	8/6/2020	228.96
10323	Oak Meadow Inc.	8/6/2020	477.98
10324	Peace Hill Press, Inc. dba Well Trained Mind Press	8/6/2020	128.77
10325	Provenance	8/6/2020	6,293.03
10326	Rainbow Resource Center	8/6/2020	23.10
10327	School Pathways, LLC	8/6/2020	3,189.37
10328	Teacher Synergy, LLC	8/6/2020	206.49
10329	Teaching Textbooks	8/6/2020	172.98
10330	The Talk Team	8/6/2020	1,342.50
10331	Zaner-Bloser	8/6/2020	105.80
10332	Provenance	8/13/2020	77,462.01
10333	The Talk Team	8/13/2020	1,092.50
10334	Joe Lenigan	8/17/2020	180.00
10335	Bredgetta Peters	8/18/2020	403.70
10336	Amazon Capital Services	8/20/2020	235.40
10337	BookShark	8/20/2020	2,162.03
10338	Dance Arts	8/20/2020	225.00
10339	Educational Development Corporation	8/20/2020	25.51
10340	Elemental Science	8/20/2020	113.94
10341	The Lampo Group, LLC	8/20/2020	232.42
10342	Hands 4 Building, LLC	8/20/2020	275.98
10343	History Unboxed LLC	8/20/2020	66.10
10344	Jenna Hulsey	8/20/2020	300.00
10345	Jostens	8/20/2020	90.83
10346	KiwiCo, Inc	8/20/2020	161.12
10347	Lakeshore	8/20/2020	97.28
10348	Learning Without Tears	8/20/2020	39.36
10349	Little Passports	8/20/2020	497.39
10350	Logic of English	8/20/2020	288.83
10351	Rebecca St. Marie	8/20/2020	320.00
10352	Math-U-See Inc.	8/20/2020	833.00
10353	Peace Hill Press, Inc. dba Well Trained Mind Press	8/20/2020	753.56
10354	Bredgetta Peters	8/20/2020	1,206.80
10355	Rainbow Resource Center	8/20/2020	133.53
10356	Reliant Investments, Inc	8/20/2020	900.00
10357	Sylvan Learning	8/20/2020	640.00
10358	The Talk Team	8/20/2020	3,675.00
10359	Unity Farms, Inc.	8/20/2020	1,440.00
10360	Charter Impact, Inc.	8/20/2020	2,166.34
10361	Amazon Capital Services	8/27/2020	107.67
10362	BookShark	8/27/2020	590.92

Monarch River Academy

Check Register

For the period ended August 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10363	Dustin Arth	8/27/2020	180.00
10364	Educational Development Corporation	8/27/2020	23.34
10365	History Unboxed LLC	8/27/2020	898.84
10366	Homeschool Planet	8/27/2020	108.80
10367	KiwiCo, Inc	8/27/2020	351.35
10368	Lighthouse Therapy LLC	8/27/2020	1,938.64
10369	Logic of English	8/27/2020	415.99
10370	Mystery Science Inc.	8/27/2020	69.00
10371	Provenance	8/27/2020	4,502.67
10373	Rainbow Resource Center	8/27/2020	2,298.66
10374	School Pathways, LLC	8/27/2020	1,942.35
10375	Teaching Textbooks	8/27/2020	<u>55.08</u>
Total Disbursements in August			<u>\$ 210,742.49</u>

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
A Plan in Place	14-1871a	8/10/2020	9/9/2020	\$ 48.77	\$ -	\$ -	\$ -	\$ -	\$ 48.77
A Plan in Place	14-1871b	8/10/2020	9/9/2020	49	-	-	-	-	49
A Plan in Place	14-1893	8/10/2020	9/9/2020	33	-	-	-	-	33
Activities for Learning Inc.	380336	6/4/2020	7/4/2020	100	-	-	-	-	100
Activities for Learning Inc.	380367	6/10/2020	7/10/2020	132	-	-	-	-	132
Alison Weidenheimer	6	6/10/2020	7/10/2020	160	-	-	-	-	160
All About Learning Press, Inc.	902819	6/23/2020	7/23/2020	179	-	-	-	-	179
All About Learning Press, Inc.	902967	7/20/2020	8/19/2020	96	-	-	-	-	96
All About Learning Press, Inc.	903160	7/30/2020	8/29/2020	179	-	-	-	-	179
All About Learning Press, Inc.	903161	7/30/2020	8/29/2020	59	-	-	-	-	59
All About Learning Press, Inc.	903170	7/30/2020	8/29/2020	156	-	-	-	-	156
Allard's Art Inc.	193800	6/25/2020	7/25/2020	30	-	-	-	-	30
Allard's Art Inc.	193801	6/25/2020	7/25/2020	30	-	-	-	-	30
Amazon Capital Services	114Q-K3XC-Y6KT	6/5/2020	7/5/2020	15	-	-	-	-	15
Amazon Capital Services	11FJ-KCLW-3D36	6/13/2020	7/13/2020	17	-	-	-	-	17
Amazon Capital Services	11FJ-KCLW-6XJK	6/13/2020	7/13/2020	18	-	-	-	-	18
Amazon Capital Services	11FJ-KCLW-7VVQ	6/13/2020	7/13/2020	17	-	-	-	-	17
Amazon Capital Services	11FJ-KCLW-7VXL	6/13/2020	7/13/2020	5	-	-	-	-	5
Amazon Capital Services	11FJ-KCLW-99DG	6/13/2020	7/13/2020	72	-	-	-	-	72
Amazon Capital Services	11FJ-KCLW-9VPY	6/13/2020	7/13/2020	178	-	-	-	-	178
Amazon Capital Services	11FJ-KCLW-DP3C	6/13/2020	7/13/2020	64	-	-	-	-	64
Amazon Capital Services	11FJ-KCLW-DYCL	6/13/2020	7/13/2020	15	-	-	-	-	15
Amazon Capital Services	11FJ-KCLW-HM17	6/14/2020	7/14/2020	73	-	-	-	-	73
Amazon Capital Services	11FJ-KCLW-KYWT	6/14/2020	7/14/2020	59	-	-	-	-	59
Amazon Capital Services	11FJ-KCLW-LWWT	6/14/2020	7/14/2020	18	-	-	-	-	18
Amazon Capital Services	11FJ-KCLW-NVDW	6/14/2020	7/14/2020	70	-	-	-	-	70
Amazon Capital Services	11FJ-KCLW-V93M	6/14/2020	7/14/2020	15	-	-	-	-	15
Amazon Capital Services	11LD-NHGX-4R46	6/15/2020	7/15/2020	25	-	-	-	-	25
Amazon Capital Services	11LD-NHGX-694M	6/15/2020	7/15/2020	27	-	-	-	-	27
Amazon Capital Services	11LD-NHGX-6GHR	6/15/2020	7/15/2020	5	-	-	-	-	5
Amazon Capital Services	11LD-NHGX-7F4G	6/15/2020	7/15/2020	5	-	-	-	-	5
Amazon Capital Services	11LD-NHGX-7PGJ	6/15/2020	7/15/2020	11	-	-	-	-	11
Amazon Capital Services	11LD-NHGX-7XQK	6/15/2020	7/15/2020	8	-	-	-	-	8
Amazon Capital Services	11LD-NHGX-9FHN	6/15/2020	7/15/2020	62	-	-	-	-	62
Amazon Capital Services	11LD-NHGX-CXJW	6/16/2020	7/16/2020	25	-	-	-	-	25
Amazon Capital Services	11LD-NHGX-DKFJ	6/16/2020	7/16/2020	17	-	-	-	-	17

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	11LD-NHGX-GJVD	6/16/2020	7/16/2020	87	-	-	-	-	87
Amazon Capital Services	11LD-NHGX-NM9X	6/16/2020	7/16/2020	56	-	-	-	-	56
Amazon Capital Services	11LD-NHGX-W6YF	6/16/2020	7/16/2020	87	-	-	-	-	87
Amazon Capital Services	11MK-PNXM-149F	6/14/2020	7/14/2020	15	-	-	-	-	15
Amazon Capital Services	11PX-V1LN-6DR7	6/17/2020	7/17/2020	70	-	-	-	-	70
Amazon Capital Services	11PX-V1LN-6WPR	6/17/2020	7/17/2020	22	-	-	-	-	22
Amazon Capital Services	11PX-V1LN-7THD	6/17/2020	7/17/2020	65	-	-	-	-	65
Amazon Capital Services	11QF-3YMX-1WK6	6/16/2020	7/16/2020	10	-	-	-	-	10
Amazon Capital Services	11QF-3YMX-3LXL	6/16/2020	7/16/2020	19	-	-	-	-	19
Amazon Capital Services	11QF-3YMX-3NYG	6/16/2020	7/16/2020	17	-	-	-	-	17
Amazon Capital Services	11QF-3YMX-4HFT	6/17/2020	7/17/2020	20	-	-	-	-	20
Amazon Capital Services	11QF-3YMX-4JQY	6/17/2020	7/17/2020	43	-	-	-	-	43
Amazon Capital Services	11QF-3YMX-6JTQ	6/17/2020	7/17/2020	52	-	-	-	-	52
Amazon Capital Services	11XK-H63C-FFTQ	8/7/2020	10/6/2020	53	-	-	-	-	53
Amazon Capital Services	11XK-H63C-FLCN	8/7/2020	10/6/2020	86	-	-	-	-	86
Amazon Capital Services	11XK-H63C-HK9M	8/7/2020	10/6/2020	36	-	-	-	-	36
Amazon Capital Services	134D-DGNT-1XHQ	6/10/2020	7/10/2020	35	-	-	-	-	35
Amazon Capital Services	134D-DGNT-6WYG	6/11/2020	7/11/2020	27	-	-	-	-	27
Amazon Capital Services	134D-DGNT-99XY	6/11/2020	7/11/2020	90	-	-	-	-	90
Amazon Capital Services	134D-DGNT-CWPQ	6/11/2020	7/11/2020	133	-	-	-	-	133
Amazon Capital Services	134D-DGNT-FW6P	6/11/2020	7/11/2020	32	-	-	-	-	32
Amazon Capital Services	13CP-MDY4-4FLN	6/20/2020	7/20/2020	435	-	-	-	-	435
Amazon Capital Services	13CP-MDY4-CK37	6/20/2020	7/20/2020	21	-	-	-	-	21
Amazon Capital Services	13CP-MDY4-PKTR	6/21/2020	7/21/2020	35	-	-	-	-	35
Amazon Capital Services	13CP-MDY4-PVDJ	6/21/2020	7/21/2020	12	-	-	-	-	12
Amazon Capital Services	13GV-3NVY-JQM7	7/28/2020	8/27/2020	54	-	-	-	-	54
Amazon Capital Services	13GV-3NVY-LFVV	7/28/2020	8/27/2020	24	-	-	-	-	24
Amazon Capital Services	13GV-3NVY-YG6H	7/28/2020	8/27/2020	6	-	-	-	-	6
Amazon Capital Services	13GV-3NVY-YJD1	7/28/2020	8/27/2020	3	-	-	-	-	3
Amazon Capital Services	13PG-Q6PQ-FLDR	6/24/2020	7/24/2020	76	-	-	-	-	76
Amazon Capital Services	141K-LYTR-WC9K	8/18/2020		15	-	-	-	-	15
Amazon Capital Services	1479-MCX4-1RM1	7/30/2020	9/28/2020	19	-	-	-	-	19
Amazon Capital Services	14CW-J17Q-L6M6	7/28/2020	8/27/2020	8	-	-	-	-	8
Amazon Capital Services	14HD-VCPV-QC3V	6/21/2020	7/21/2020	118	-	-	-	-	118
Amazon Capital Services	14HD-VCPV-TWY7	6/21/2020	7/21/2020	28	-	-	-	-	28
Amazon Capital Services	14HD-VCPV-X7D1	6/21/2020	7/21/2020	94	-	-	-	-	94

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	14MC-QRL4-1W34	7/26/2020	8/25/2020	128	-	-	-	-	128
Amazon Capital Services	14MC-QRL4-47JT	7/27/2020	8/26/2020	8	-	-	-	-	8
Amazon Capital Services	14PR-3YGG-JFKF	8/10/2020	10/9/2020	17	-	-	-	-	17
Amazon Capital Services	14PR-3YGG-PWCW	8/11/2020		38	-	-	-	-	38
Amazon Capital Services	161T-WHJJ-6XJH	7/23/2020	8/22/2020	33	-	-	-	-	33
Amazon Capital Services	161T-WHJJ-KHPP	7/23/2020	8/22/2020	8	-	-	-	-	8
Amazon Capital Services	1663-DFWK-4FPK	6/15/2020	7/15/2020	13	-	-	-	-	13
Amazon Capital Services	1663-DFWK-4Q3H	6/15/2020	7/15/2020	4	-	-	-	-	4
Amazon Capital Services	1663-DFWK-4T3F	6/15/2020	7/15/2020	26	-	-	-	-	26
Amazon Capital Services	1663-DFWK-6NTW	6/15/2020	7/15/2020	22	-	-	-	-	22
Amazon Capital Services	1663-DFWK-6XCQ	6/15/2020	7/15/2020	9	-	-	-	-	9
Amazon Capital Services	1663-DFWK-9XPP	6/16/2020	7/16/2020	59	-	-	-	-	59
Amazon Capital Services	1663-DFWK-9Y4V	6/16/2020	7/16/2020	17	-	-	-	-	17
Amazon Capital Services	1663-DFWK-DJRT	6/16/2020	7/16/2020	29	-	-	-	-	29
Amazon Capital Services	1663-DFWK-G37C	6/16/2020	7/16/2020	19	-	-	-	-	19
Amazon Capital Services	1663-DFWK-G7HN	6/16/2020	7/16/2020	16	-	-	-	-	16
Amazon Capital Services	1663-DFWK-HCN1	6/16/2020	7/16/2020	27	-	-	-	-	27
Amazon Capital Services	1663-DFWK-HGDM	6/16/2020	7/16/2020	29	-	-	-	-	29
Amazon Capital Services	1663-DFWK-HHRM	6/16/2020	7/16/2020	75	-	-	-	-	75
Amazon Capital Services	1663-DFWK-MG1T	6/16/2020	7/16/2020	71	-	-	-	-	71
Amazon Capital Services	16G7-KHCM-7XL3	8/9/2020	10/8/2020	15	-	-	-	-	15
Amazon Capital Services	16G7-KHCM-FNCN	8/9/2020	10/8/2020	25	-	-	-	-	25
Amazon Capital Services	16GT-HQMF-YQTY	7/28/2020	8/27/2020	17	-	-	-	-	17
Amazon Capital Services	16L9-T4VK-MJMR	7/29/2020	8/28/2020	16	-	-	-	-	16
Amazon Capital Services	16L9-T4VK-QWDQ	7/29/2020	8/28/2020	15	-	-	-	-	15
Amazon Capital Services	16L9-T4VK-YDP1	7/30/2020	9/28/2020	57	-	-	-	-	57
Amazon Capital Services	16LH-N4KX-TWN9	7/29/2020	8/28/2020	67	-	-	-	-	67
Amazon Capital Services	16PJ-QWF6-1THD	8/8/2020	10/7/2020	15	-	-	-	-	15
Amazon Capital Services	16PJ-QWF6-L1CD	8/9/2020	10/8/2020	17	-	-	-	-	17
Amazon Capital Services	16WR-F1RL-1D46	6/10/2020	7/10/2020	16	-	-	-	-	16
Amazon Capital Services	16WR-F1RL-3C61	6/10/2020	7/10/2020	47	-	-	-	-	47
Amazon Capital Services	16XG-F194-6NKL	6/13/2020	7/13/2020	65	-	-	-	-	65
Amazon Capital Services	16XG-F194-9GLL	6/13/2020	7/13/2020	18	-	-	-	-	18
Amazon Capital Services	16XG-F194-DQ41	6/13/2020	7/13/2020	10	-	-	-	-	10
Amazon Capital Services	16XG-F194-LRTY	6/14/2020	7/14/2020	7	-	-	-	-	7
Amazon Capital Services	16XG-F194-R4YW	6/14/2020	7/14/2020	11	-	-	-	-	11

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	16XG-F194-TX6P	6/14/2020	7/14/2020	28	-	-	-	-	28
Amazon Capital Services	16XG-F194-V3HW	6/14/2020	7/14/2020	7	-	-	-	-	7
Amazon Capital Services	16XG-F194-V3KP	6/14/2020	7/14/2020	10	-	-	-	-	10
Amazon Capital Services	16XG-F194-V76F	6/14/2020	7/14/2020	10	-	-	-	-	10
Amazon Capital Services	16XG-F194-W9WP	6/15/2020	7/15/2020	18	-	-	-	-	18
Amazon Capital Services	16XG-FT94-4QP9	6/13/2020	7/13/2020	41	-	-	-	-	41
Amazon Capital Services	173R-NTCW-3KKX	8/1/2020	9/30/2020	34	-	-	-	-	34
Amazon Capital Services	173R-NTCW-7L9C	8/1/2020	9/30/2020	33	-	-	-	-	33
Amazon Capital Services	173R-NTCW-M9Y7	8/2/2020	10/1/2020	10	-	-	-	-	10
Amazon Capital Services	174N-YTFC-9D1P	8/9/2020	9/8/2020	27	-	-	-	-	27
Amazon Capital Services	174N-YTFC-GC49	8/9/2020	10/8/2020	7	-	-	-	-	7
Amazon Capital Services	174N-YTFC-HP4Q	8/9/2020	10/8/2020	4	-	-	-	-	4
Amazon Capital Services	179G-7M9Q-MCTX	6/6/2020	7/6/2020	20	-	-	-	-	20
Amazon Capital Services	17C9-KWLH-3GM1	6/17/2020	7/17/2020	21	-	-	-	-	21
Amazon Capital Services	17C9-KWLH-63GN	6/17/2020	7/17/2020	5	-	-	-	-	5
Amazon Capital Services	17C9-KWLH-6CHF	6/17/2020	7/17/2020	41	-	-	-	-	41
Amazon Capital Services	17C9-KWLH-9LKP	6/17/2020	7/17/2020	60	-	-	-	-	60
Amazon Capital Services	17C9-KWLH-DLR1	6/17/2020	7/17/2020	19	-	-	-	-	19
Amazon Capital Services	17C9-KWLH-F6RF	6/17/2020	7/17/2020	11	-	-	-	-	11
Amazon Capital Services	17C9-KWLH-MMDD	6/17/2020	7/17/2020	127	-	-	-	-	127
Amazon Capital Services	17JK-V6PM-C91X	8/7/2020	10/6/2020	20	-	-	-	-	20
Amazon Capital Services	17JK-V6PM-CCYX	8/7/2020	10/6/2020	36	-	-	-	-	36
Amazon Capital Services	17JK-V6PM-CD7K	8/7/2020	10/6/2020	15	-	-	-	-	15
Amazon Capital Services	17JK-V6PM-CQXL	8/7/2020	10/6/2020	16	-	-	-	-	16
Amazon Capital Services	17JK-V6PM-DRXH	8/7/2020	10/6/2020	31	-	-	-	-	31
Amazon Capital Services	17LM-6YDJ-3FFT	6/15/2020	7/15/2020	21	-	-	-	-	21
Amazon Capital Services	17LM-6YDJ-CLV6	6/16/2020	7/16/2020	48	-	-	-	-	48
Amazon Capital Services	17LM-6YDJ-D1KC	6/16/2020	7/16/2020	17	-	-	-	-	17
Amazon Capital Services	17LM-6YDJ-FKD6	6/16/2020	7/16/2020	9	-	-	-	-	9
Amazon Capital Services	17LM-6YDJ-FYL6	6/16/2020	7/16/2020	349	-	-	-	-	349
Amazon Capital Services	17LM-6YDJ-HPLC	6/16/2020	7/16/2020	45	-	-	-	-	45
Amazon Capital Services	17LM-6YDJ-JPPX	6/16/2020	7/16/2020	163	-	-	-	-	163
Amazon Capital Services	17LM-6YDJ-JWMW	6/16/2020	7/16/2020	22	-	-	-	-	22
Amazon Capital Services	17LM-6YDJ-L6XR	6/16/2020	7/16/2020	46	-	-	-	-	46
Amazon Capital Services	17LM-6YDJ-NLPP	6/16/2020	7/16/2020	25	-	-	-	-	25
Amazon Capital Services	17LM-6YDJ-RCY6	6/16/2020	7/16/2020	24	-	-	-	-	24

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	17LM-6YDJ-T343	6/16/2020	7/16/2020	78	-	-	-	-	78
Amazon Capital Services	17LM-6YDJ-VR91	6/16/2020	7/16/2020	31	-	-	-	-	31
Amazon Capital Services	17LM-6YDJ-VWPX	6/16/2020	7/16/2020	382	-	-	-	-	382
Amazon Capital Services	17RV-TMCD-3M1T	6/10/2020	7/10/2020	8	-	-	-	-	8
Amazon Capital Services	194H-RVVJ-4VQ9	7/23/2020	8/22/2020	31	-	-	-	-	31
Amazon Capital Services	194H-RVVJ-71CV	7/23/2020	8/22/2020	35	-	-	-	-	35
Amazon Capital Services	194H-RVVJ-HWY1	7/23/2020	8/22/2020	41	-	-	-	-	41
Amazon Capital Services	194H-RVVJ-RX36	7/24/2020	8/23/2020	9	-	-	-	-	9
Amazon Capital Services	196M-3YLP-6CXR	6/24/2020	7/24/2020	24	-	-	-	-	24
Amazon Capital Services	197T-T61W-4P19	6/13/2020	7/13/2020	21	-	-	-	-	21
Amazon Capital Services	197T-T61W-7X9G	6/13/2020	7/13/2020	8	-	-	-	-	8
Amazon Capital Services	197T-T61W-9GYD	6/13/2020	7/13/2020	8	-	-	-	-	8
Amazon Capital Services	197T-T61W-CTHX	6/13/2020	7/13/2020	10	-	-	-	-	10
Amazon Capital Services	197T-T61W-FL9H	6/14/2020	7/14/2020	9	-	-	-	-	9
Amazon Capital Services	197T-T61W-GCPP	6/14/2020	7/14/2020	36	-	-	-	-	36
Amazon Capital Services	197T-T61W-KFMJ	6/14/2020	7/14/2020	34	-	-	-	-	34
Amazon Capital Services	197T-T61W-M6T4	6/14/2020	7/14/2020	21	-	-	-	-	21
Amazon Capital Services	197T-T61W-M9VX	6/14/2020	7/14/2020	20	-	-	-	-	20
Amazon Capital Services	197T-T61W-MP9R	6/14/2020	7/14/2020	33	-	-	-	-	33
Amazon Capital Services	197T-T61W-P19C	6/14/2020	7/14/2020	21	-	-	-	-	21
Amazon Capital Services	199L-PDJQ-361F	7/24/2020	8/23/2020	35	-	-	-	-	35
Amazon Capital Services	19CR-C6X6-TWN6	7/21/2020	8/20/2020	59	-	-	-	-	59
Amazon Capital Services	19CR-C6X6-V16Y	7/21/2020	8/20/2020	6	-	-	-	-	6
Amazon Capital Services	19D6-G3CL-MJ4H	8/13/2020		96	-	-	-	-	96
Amazon Capital Services	19ND-MHF9-HLGM	7/25/2020	8/24/2020	16	-	-	-	-	16
Amazon Capital Services	19Q7-DFM7-MTF9	8/14/2020		15	-	-	-	-	15
Amazon Capital Services	19Q7-DFM7-NJ9Q	8/14/2020		50	-	-	-	-	50
Amazon Capital Services	19YM-716K-1WCT	6/15/2020	7/15/2020	54	-	-	-	-	54
Amazon Capital Services	19YM-716K-377M	6/15/2020	7/15/2020	15	-	-	-	-	15
Amazon Capital Services	19YM-716K-4FXT	6/15/2020	7/15/2020	11	-	-	-	-	11
Amazon Capital Services	19YM-716K-6WMV	6/15/2020	7/15/2020	8	-	-	-	-	8
Amazon Capital Services	19YM-716K-CDJJ	6/15/2020	7/15/2020	11	-	-	-	-	11
Amazon Capital Services	19YW-XWNY-1KGQ	8/16/2020		8	-	-	-	-	8
Amazon Capital Services	1C34-XRLH-14JH	7/21/2020	8/20/2020	51	-	-	-	-	51
Amazon Capital Services	1C34-XRLH-41WJ	7/21/2020	8/20/2020	301	-	-	-	-	301
Amazon Capital Services	1C34-XRLH-4GQH	7/21/2020	8/20/2020	13	-	-	-	-	13

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	1C34-XRLH-6QXM	7/21/2020	8/20/2020	26	-	-	-	-	26
Amazon Capital Services	1C34-XRLH-7M94	7/22/2020	8/21/2020	24	-	-	-	-	24
Amazon Capital Services	1C34-XRLH-7MC1	7/22/2020	8/21/2020	16	-	-	-	-	16
Amazon Capital Services	1C34-XRLH-7RN3	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1C34-XRLH-7RYG	7/22/2020	8/21/2020	5	-	-	-	-	5
Amazon Capital Services	1C34-XRLH-7VM3	7/22/2020	8/21/2020	36	-	-	-	-	36
Amazon Capital Services	1C34-XRLH-7VPW	7/22/2020	8/21/2020	37	-	-	-	-	37
Amazon Capital Services	1C34-XRLH-7W36	7/22/2020	8/21/2020	46	-	-	-	-	46
Amazon Capital Services	1C34-XRLH-7WHG	7/22/2020	8/21/2020	23	-	-	-	-	23
Amazon Capital Services	1C34-XRLH-937N	7/22/2020	8/21/2020	29	-	-	-	-	29
Amazon Capital Services	1C34-XRLH-9L1J	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1C34-XRLH-CKN6	7/22/2020	8/21/2020	25	-	-	-	-	25
Amazon Capital Services	1C34-XRLH-GGVM	7/22/2020	8/21/2020	5	-	-	-	-	5
Amazon Capital Services	1C34-XRLH-HNH6	7/22/2020	8/21/2020	23	-	-	-	-	23
Amazon Capital Services	1C34-XRLH-HNY1	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1C34-XRLH-HPRG	7/22/2020	8/21/2020	131	-	-	-	-	131
Amazon Capital Services	1C34-XRLH-RQQQ	7/22/2020	8/21/2020	110	-	-	-	-	110
Amazon Capital Services	1C34-XRLH-RX3W	7/22/2020	8/21/2020	16	-	-	-	-	16
Amazon Capital Services	1C34-XRLH-V9C1	7/22/2020	8/21/2020	26	-	-	-	-	26
Amazon Capital Services	1C34-XRLH-VLRN	7/22/2020	8/21/2020	78	-	-	-	-	78
Amazon Capital Services	1C34-XRLH-VLTL	7/22/2020	8/21/2020	41	-	-	-	-	41
Amazon Capital Services	1C7D-PNJC-6RDG	6/15/2020	7/15/2020	16	-	-	-	-	16
Amazon Capital Services	1C7D-PNJC-96RW	6/15/2020	7/15/2020	12	-	-	-	-	12
Amazon Capital Services	1C7D-PNJC-973D	6/15/2020	7/15/2020	17	-	-	-	-	17
Amazon Capital Services	1C7D-PNJC-9FDN	6/16/2020	7/16/2020	79	-	-	-	-	79
Amazon Capital Services	1C7D-PNJC-D4DQ	6/16/2020	7/16/2020	24	-	-	-	-	24
Amazon Capital Services	1C7D-PNJC-FPT1	6/16/2020	7/16/2020	15	-	-	-	-	15
Amazon Capital Services	1C7D-PNJC-FVDW	6/16/2020	7/16/2020	33	-	-	-	-	33
Amazon Capital Services	1C7D-PNJC-JVTM	6/16/2020	7/16/2020	11	-	-	-	-	11
Amazon Capital Services	1C7D-PNJC-KGGT	6/16/2020	7/16/2020	145	-	-	-	-	145
Amazon Capital Services	1C7D-PNJC-KLHL	6/16/2020	7/16/2020	65	-	-	-	-	65
Amazon Capital Services	1C7D-PNJC-PN6Q	6/16/2020	7/16/2020	21	-	-	-	-	21
Amazon Capital Services	1C7D-PNJC-VMVY	6/16/2020	7/16/2020	8	-	-	-	-	8
Amazon Capital Services	1C7D-PNJC-X9G6	6/16/2020	7/16/2020	47	-	-	-	-	47
Amazon Capital Services	1CD7D-PNJC-PHGH	6/16/2020	7/16/2020	55	-	-	-	-	55
Amazon Capital Services	1CGX-XJLF-3YDP	6/15/2020	7/15/2020	20	-	-	-	-	20

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1CGX-XJLF-3YXG	6/15/2020	7/15/2020	28	-	-	-	-	28
Amazon Capital Services	1CGX-XJLF-4FG3	6/15/2020	7/15/2020	56	-	-	-	-	56
Amazon Capital Services	1CGX-XJLF-9KDT	6/15/2020	7/15/2020	11	-	-	-	-	11
Amazon Capital Services	1CGX-XJLF-C7T1	6/15/2020	7/15/2020	46	-	-	-	-	46
Amazon Capital Services	1CGX-XJLF-CQK3	6/16/2020	7/16/2020	155	-	-	-	-	155
Amazon Capital Services	1CGX-XJLF-DC3G	6/16/2020	7/16/2020	178	-	-	-	-	178
Amazon Capital Services	1CGX-XJLF-J3PY	6/16/2020	7/16/2020	28	-	-	-	-	28
Amazon Capital Services	1CGX-XJLF-JKJY	6/16/2020	7/16/2020	132	-	-	-	-	132
Amazon Capital Services	1CGX-XJLF-KPWT	6/16/2020	7/16/2020	21	-	-	-	-	21
Amazon Capital Services	1CGX-XJLF-MLYM	6/16/2020	7/16/2020	34	-	-	-	-	34
Amazon Capital Services	1CGX-XJLF-NWVH	6/16/2020	7/16/2020	24	-	-	-	-	24
Amazon Capital Services	1CGX-XJLF-QJGN	6/16/2020	7/16/2020	6	-	-	-	-	6
Amazon Capital Services	1CGX-XJLF-QPPT	6/16/2020	7/16/2020	24	-	-	-	-	24
Amazon Capital Services	1CGX-XJLF-RJDQ	6/16/2020	7/16/2020	229	-	-	-	-	229
Amazon Capital Services	1CGX-XJLF-RYG3	6/16/2020	7/16/2020	22	-	-	-	-	22

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	1CGX-XJLF-T1HV	6/16/2020	7/16/2020	23	-	-	-	-	23
Amazon Capital Services	1CGX-XJLF-T1MJ	6/16/2020	7/16/2020	30	-	-	-	-	30
Amazon Capital Services	1CGX-XJLF-T993	6/16/2020	7/16/2020	33	-	-	-	-	33
Amazon Capital Services	1CGX-XJLF-WNRF	6/16/2020	7/16/2020	34	-	-	-	-	34
Amazon Capital Services	1CLP-TFJF-WLRW	7/21/2020	8/20/2020	34	-	-	-	-	34
Amazon Capital Services	1CMD-XHHJ-33Q4	6/17/2020	7/17/2020	40	-	-	-	-	40
Amazon Capital Services	1CMD-XHHJ-3MQL	6/17/2020	7/17/2020	17	-	-	-	-	17
Amazon Capital Services	1CMD-XHHJ-7FJ4	6/17/2020	7/17/2020	20	-	-	-	-	20
Amazon Capital Services	1CMD-XHHJ-DQM7	6/17/2020	7/17/2020	20	-	-	-	-	20
Amazon Capital Services	1CMD-XHHJ-HHWN	6/17/2020	7/17/2020	20	-	-	-	-	20
Amazon Capital Services	1CMD-XHHJ-HLPX	6/17/2020	7/17/2020	81	-	-	-	-	81
Amazon Capital Services	1CMD-XHHJ-HP17	6/17/2020	7/17/2020	67	-	-	-	-	67
Amazon Capital Services	1CMD-XHHJ-J7P9	6/17/2020	7/17/2020	32	-	-	-	-	32
Amazon Capital Services	1CMD-XHHJ-YKPV	6/18/2020	7/18/2020	57	-	-	-	-	57
Amazon Capital Services	1CMD-XHHJ-YRG9	6/18/2020	7/18/2020	27	-	-	-	-	27
Amazon Capital Services	1CMD-XHHJ-YW1V	6/18/2020	7/18/2020	14	-	-	-	-	14
Amazon Capital Services	1CRY-D6VX-1FC4	7/26/2020	8/25/2020	48	-	-	-	-	48
Amazon Capital Services	1CYG-PWQQ-63V1	6/24/2020	7/24/2020	15	-	-	-	-	15
Amazon Capital Services	1D1K-6T46-3XF9	6/15/2020	7/15/2020	13	-	-	-	-	13
Amazon Capital Services	1D1K-6T46-4DFR	6/15/2020	7/15/2020	24	-	-	-	-	24
Amazon Capital Services	1D1K-6T46-9X4G	6/15/2020	7/15/2020	10	-	-	-	-	10
Amazon Capital Services	1D7H-LYCN-XG4F	8/12/2020	10/11/2020	20	-	-	-	-	20
Amazon Capital Services	1D9D-LNQD-1PPJ	6/17/2020	7/17/2020	15	-	-	-	-	15
Amazon Capital Services	1D9D-LNQD-3XN9	6/17/2020	7/17/2020	66	-	-	-	-	66
Amazon Capital Services	1D9D-LNQD-6W66	6/17/2020	7/17/2020	22	-	-	-	-	22
Amazon Capital Services	1D9D-LNQD-7XWJ	6/17/2020	7/17/2020	49	-	-	-	-	49
Amazon Capital Services	1D9D-LNQD-DXW9	6/17/2020	7/17/2020	164	-	-	-	-	164
Amazon Capital Services	1D9D-LNQD-HDM7	6/17/2020	7/17/2020	50	-	-	-	-	50
Amazon Capital Services	1DYM-4WRW-4G9R	6/17/2020	7/17/2020	13	-	-	-	-	13
Amazon Capital Services	1DYM-4WRW-4LRJ	6/17/2020	7/17/2020	33	-	-	-	-	33
Amazon Capital Services	1DYM-4WRW-4TV3	6/17/2020	7/17/2020	32	-	-	-	-	32
Amazon Capital Services	1FF7-W3J7-14PJ	6/15/2020	7/15/2020	15	-	-	-	-	15
Amazon Capital Services	1FF7-W3J7-7LPP	6/15/2020	7/15/2020	27	-	-	-	-	27
Amazon Capital Services	1FP6-HC6N-6RCQ	7/21/2020	8/20/2020	44	-	-	-	-	44
Amazon Capital Services	1FP6-HC6N-7GRY	7/22/2020	8/21/2020	15	-	-	-	-	15
Amazon Capital Services	1FP6-HC6N-7GVT	7/22/2020	8/21/2020	21	-	-	-	-	21

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1FP6-HC6N-7M7Y	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1FP6-HC6N-7MYF	7/22/2020	8/21/2020	58	-	-	-	-	58
Amazon Capital Services	1FP6-HC6N-9FKH	7/22/2020	8/21/2020	76	-	-	-	-	76
Amazon Capital Services	1FP6-HC6N-CHL7	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1FP6-HC6N-FV6J	7/22/2020	8/21/2020	7	-	-	-	-	7
Amazon Capital Services	1FP6-HC6N-HXTV	7/22/2020	8/21/2020	21	-	-	-	-	21
Amazon Capital Services	1FP6-HC6N-LNP4	7/22/2020	8/21/2020	32	-	-	-	-	32
Amazon Capital Services	1FP6-HC6N-LT63	7/22/2020	8/21/2020	15	-	-	-	-	15
Amazon Capital Services	1FP6-HC6N-MN9Y	7/22/2020	8/21/2020	7	-	-	-	-	7
Amazon Capital Services	1FP6-HC6N-Q96D	7/22/2020	8/21/2020	40	-	-	-	-	40
Amazon Capital Services	1FP6-HC6N-VDNX	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1FP6-HC6N-VJRK	7/22/2020	8/21/2020	74	-	-	-	-	74
Amazon Capital Services	1FP6-HC6N-WFWD	7/23/2020	8/22/2020	17	-	-	-	-	17
Amazon Capital Services	1FP6-HC6N-XDLX	7/23/2020	8/22/2020	20	-	-	-	-	20
Amazon Capital Services	1FP6-HC6N-YKXW	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	1G3M-JYH6-4P63	7/28/2020	8/27/2020	11	-	-	-	-	11
Amazon Capital Services	1G3M-JYH6-714N	7/29/2020	8/28/2020	28	-	-	-	-	28
Amazon Capital Services	1G3M-JYH6-C7FT	7/29/2020	8/28/2020	40	-	-	-	-	40
Amazon Capital Services	1G4C-FFKL-16YL	6/16/2020	7/16/2020	6	-	-	-	-	6
Amazon Capital Services	1G4C-FFKL-4QR9	6/17/2020	7/17/2020	189	-	-	-	-	189
Amazon Capital Services	1G4C-FFKL-6J7M	6/17/2020	7/17/2020	27	-	-	-	-	27
Amazon Capital Services	1G4C-FFKL-7R4G	6/17/2020	7/17/2020	17	-	-	-	-	17
Amazon Capital Services	1G4C-FFKL-9PP7	6/17/2020	7/17/2020	28	-	-	-	-	28
Amazon Capital Services	1G4C-FFKL-9VGN	6/17/2020	7/17/2020	51	-	-	-	-	51
Amazon Capital Services	1G4J-RNR1-1QD1	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	1G4J-RNR1-4PCY	7/23/2020	8/22/2020	11	-	-	-	-	11
Amazon Capital Services	1G4J-RNR1-691V	7/23/2020	8/22/2020	28	-	-	-	-	28
Amazon Capital Services	1GG7-T34P-GTT3	7/30/2020	9/28/2020	27	-	-	-	-	27
Amazon Capital Services	1GG7-T34P-JFX4	7/31/2020	9/29/2020	17	-	-	-	-	17
Amazon Capital Services	1GGN-YQKN-FFCH	6/24/2020	7/24/2020	16	-	-	-	-	16
Amazon Capital Services	1GJT-13LQ-9FTP	7/30/2020	9/28/2020	38	-	-	-	-	38
Amazon Capital Services	1GJT-13LQ-GWJK	7/30/2020	9/28/2020	31	-	-	-	-	31
Amazon Capital Services	1GM1-PXQJ-6MLC	6/11/2020	7/11/2020	7	-	-	-	-	7
Amazon Capital Services	1GM1-PXQJ-CWW3	6/11/2020	7/11/2020	43	-	-	-	-	43
Amazon Capital Services	1GM1-PXQJ-JQGV	6/12/2020	7/12/2020	73	-	-	-	-	73
Amazon Capital Services	1GM1-PXQJ-XHQJ	6/13/2020	7/13/2020	41	-	-	-	-	41

Monarch River Academy**Accounts Payable Aging**

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1GN9-9YJ3-14QC	6/10/2020	7/10/2020	11	-	-	-	-	11
Amazon Capital Services	1GN9-9YJ3-61NC	6/11/2020	7/11/2020	14	-	-	-	-	14
Amazon Capital Services	1GN9-9YJ3-71YK	6/11/2020	7/11/2020	41	-	-	-	-	41
Amazon Capital Services	1GPK-JCV1-P6WM	6/25/2020	7/25/2020	21	-	-	-	-	21
Amazon Capital Services	1GTH-DH4F-119P	6/17/2020	7/17/2020	90	-	-	-	-	90
Amazon Capital Services	1GTH-DH4F-3T7W	6/17/2020	7/17/2020	61	-	-	-	-	61
Amazon Capital Services	1GTH-DH4F-HJNK	6/17/2020	7/17/2020	65	-	-	-	-	65
Amazon Capital Services	1GTH-DH4F-MGKJ	6/18/2020	7/18/2020	11	-	-	-	-	11
Amazon Capital Services	1GV6-J6X1-63GV	8/8/2020	10/7/2020	7	-	-	-	-	7
Amazon Capital Services	1H66-4LVD-6VCX	6/13/2020	7/13/2020	23	-	-	-	-	23
Amazon Capital Services	1H66-4LVD-CF6H	6/13/2020	7/13/2020	63	-	-	-	-	63
Amazon Capital Services	1H66-4LVD-GH9X	6/13/2020	7/13/2020	16	-	-	-	-	16
Amazon Capital Services	1H66-4LVD-HK6X	6/13/2020	7/13/2020	49	-	-	-	-	49
Amazon Capital Services	1H66-4LVD-HQ1Y	6/13/2020	7/13/2020	22	-	-	-	-	22
Amazon Capital Services	1H66-4LVD-HRTD	6/14/2020	7/14/2020	30	-	-	-	-	30
Amazon Capital Services	1H66-4LVD-JCM6	6/14/2020	7/14/2020	24	-	-	-	-	24
Amazon Capital Services	1H66-4LVD-KKPM	6/14/2020	7/14/2020	8	-	-	-	-	8
Amazon Capital Services	1H66-4LVD-KXJN	6/14/2020	7/14/2020	20	-	-	-	-	20
Amazon Capital Services	1H66-4LVD-M1WK	6/14/2020	7/14/2020	36	-	-	-	-	36
Amazon Capital Services	1H66-4LVD-PG6K	6/14/2020	7/14/2020	35	-	-	-	-	35
Amazon Capital Services	1H66-4LVD-PMC3	6/14/2020	7/14/2020	74	-	-	-	-	74
Amazon Capital Services	1H66-4LVD-PMLH	6/14/2020	7/14/2020	24	-	-	-	-	24
Amazon Capital Services	1H66-4LVD-XNW9	6/14/2020	7/14/2020	7	-	-	-	-	7
Amazon Capital Services	1H66-4LVD-XNY3	6/14/2020	7/14/2020	11	-	-	-	-	11
Amazon Capital Services	1H66-4LVD-Y9DR	6/14/2020	7/14/2020	10	-	-	-	-	10
Amazon Capital Services	1H79-JXLW-1WTQ	7/26/2020	8/25/2020	72	-	-	-	-	72
Amazon Capital Services	1H79-JXLW-3YK6	7/27/2020	8/26/2020	34	-	-	-	-	34
Amazon Capital Services	1H79-JXLW-43NQ	7/27/2020	8/26/2020	21	-	-	-	-	21
Amazon Capital Services	1HJ1-W3D3-166V	7/27/2020	8/26/2020	123	-	-	-	-	123
Amazon Capital Services	1HJ1-W3D3-9YQG	7/27/2020	8/26/2020	19	-	-	-	-	19
Amazon Capital Services	1HLX-1NH4-6CMD	6/22/2020	7/22/2020	19	-	-	-	-	19
Amazon Capital Services	1J91-CYHT-DGRL	6/9/2020	7/9/2020	37	-	-	-	-	37
Amazon Capital Services	1JCQ-L41D-6JMX	6/18/2020	7/18/2020	39	-	-	-	-	39
Amazon Capital Services	1JL4-GLP4-4FK3	7/28/2020	8/27/2020	27	-	-	-	-	27
Amazon Capital Services	1JL4-GLP4-R6DF	7/29/2020	8/28/2020	22	-	-	-	-	22
Amazon Capital Services	1JL4-GLP4-RPWM	7/30/2020	8/29/2020	11	-	-	-	-	11

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1JLQ-XQQC-CTVH	6/23/2020	7/23/2020	18	-	-	-	-	18
Amazon Capital Services	1JM6-RM3F-CW9W	6/20/2020	7/20/2020	50	-	-	-	-	50
Amazon Capital Services	1JM6-RM3F-GD99	6/20/2020	7/20/2020	6	-	-	-	-	6
Amazon Capital Services	1JM6-RM3F-GGYM	6/20/2020	7/20/2020	15	-	-	-	-	15
Amazon Capital Services	1KDY-D4ML-C66P	6/15/2020	7/15/2020	11	-	-	-	-	11
Amazon Capital Services	1KDY-D4ML-DMKF	6/15/2020	7/15/2020	25	-	-	-	-	25
Amazon Capital Services	1KFH-QYQH-WN7G	6/19/2020	7/19/2020	7	-	-	-	-	7
Amazon Capital Services	1KFH-QYQH-Y7NQ	6/19/2020	7/19/2020	60	-	-	-	-	60
Amazon Capital Services	1KLV-D4PR-JGCY	8/12/2020	10/11/2020	28	-	-	-	-	28
Amazon Capital Services	1KNK-9QYQ-1X9M	6/15/2020	7/15/2020	16	-	-	-	-	16
Amazon Capital Services	1KVL-KX4Q-4QVV	6/20/2020	7/20/2020	8	-	-	-	-	8
Amazon Capital Services	1KVL-KX4Q-DXDF	6/20/2020	7/20/2020	42	-	-	-	-	42
Amazon Capital Services	1KVL-KX4Q-FTDG	6/20/2020	7/20/2020	52	-	-	-	-	52
Amazon Capital Services	1KVL-KX4Q-KFCL	6/21/2020	7/21/2020	64	-	-	-	-	64
Amazon Capital Services	1L1W-W6PH-FJV3	8/18/2020	9/17/2020	(48)	-	-	-	-	(48)
Amazon Capital Services	1L1W-W6PH-T1YD	8/18/2020	10/17/2020	20	-	-	-	-	20
Amazon Capital Services	1L1W-W6PH-TMQ9	8/19/2020	10/18/2020	17	-	-	-	-	17
Amazon Capital Services	1LX6-YQ19-4DNV	8/11/2020	10/10/2020	42	-	-	-	-	42
Amazon Capital Services	1LX6-YQ19-696W	8/11/2020	10/10/2020	54	-	-	-	-	54
Amazon Capital Services	1LX6-YQ19-WK9W	8/12/2020	10/11/2020	11	-	-	-	-	11
Amazon Capital Services	1M1W-L3DP-16QL	8/20/2020	10/19/2020	37	-	-	-	-	37
Amazon Capital Services	1M91-KHH4-1PW7	6/13/2020	7/13/2020	82	-	-	-	-	82
Amazon Capital Services	1M91-KHH4-1TCF	6/13/2020	7/13/2020	44	-	-	-	-	44
Amazon Capital Services	1M91-KHH4-7PQ7	6/13/2020	7/13/2020	22	-	-	-	-	22
Amazon Capital Services	1M91-KHH4-9YK9	6/13/2020	7/13/2020	104	-	-	-	-	104
Amazon Capital Services	1M91-KHH4-CGPG	6/13/2020	7/13/2020	30	-	-	-	-	30
Amazon Capital Services	1M91-KHH4-CT3C	6/13/2020	7/13/2020	127	-	-	-	-	127
Amazon Capital Services	1M91-KHH4-D4J3	6/13/2020	7/13/2020	20	-	-	-	-	20
Amazon Capital Services	1M91-KHH4-DL94	6/13/2020	7/13/2020	139	-	-	-	-	139
Amazon Capital Services	1M91-KHH4-FX6T	6/14/2020	7/14/2020	78	-	-	-	-	78
Amazon Capital Services	1M91-KHH4-LFDM	6/14/2020	7/14/2020	33	-	-	-	-	33
Amazon Capital Services	1M91-KHH4-LKGC	6/14/2020	7/14/2020	35	-	-	-	-	35
Amazon Capital Services	1M91-KHH4-PH9H	6/14/2020	7/14/2020	4	-	-	-	-	4
Amazon Capital Services	1M91-KHH4-VMWL	6/14/2020	7/14/2020	4	-	-	-	-	4
Amazon Capital Services	1M91-KHH4-WPJC	6/15/2020	7/15/2020	59	-	-	-	-	59
Amazon Capital Services	1MCN-PYRV-GPMY	8/2/2020	10/1/2020	19	-	-	-	-	19

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1MHH-P91J-CYC7	6/11/2020	7/11/2020	24	-	-	-	-	24
Amazon Capital Services	1MHH-P91J-FNH1	6/11/2020	7/11/2020	16	-	-	-	-	16
Amazon Capital Services	1MHH-P91J-GDNT	6/12/2020	7/12/2020	105	-	-	-	-	105
Amazon Capital Services	1MHH-P91J-GKPK	6/12/2020	7/12/2020	17	-	-	-	-	17
Amazon Capital Services	1MHH-P91J-GKV7	6/12/2020	7/12/2020	54	-	-	-	-	54
Amazon Capital Services	1MHH-P91J-GKX1	6/12/2020	7/12/2020	67	-	-	-	-	67
Amazon Capital Services	1MHH-P91J-K46R	6/12/2020	7/12/2020	16	-	-	-	-	16
Amazon Capital Services	1MHH-P91J-MKWN	6/12/2020	7/12/2020	14	-	-	-	-	14
Amazon Capital Services	1MHY-FNW4-6WWL	6/11/2020	7/11/2020	26	-	-	-	-	26
Amazon Capital Services	1MJF-MLN9-6KRN	6/11/2020	7/11/2020	14	-	-	-	-	14
Amazon Capital Services	1MJF-MLN9-73LH	6/11/2020	7/11/2020	19	-	-	-	-	19
Amazon Capital Services	1MJF-MLN9-7YQ7	6/11/2020	7/11/2020	18	-	-	-	-	18
Amazon Capital Services	1MJF-MLN9-FF7M	6/11/2020	7/11/2020	44	-	-	-	-	44
Amazon Capital Services	1MNG-HJ97-6GM3	7/25/2020	8/24/2020	19	-	-	-	-	19
Amazon Capital Services	1MVX-NQKF-139Y	8/16/2020	10/15/2020	96	-	-	-	-	96
Amazon Capital Services	1MVX-NQKF-YTPD	8/17/2020	10/16/2020	15	-	-	-	-	15
Amazon Capital Services	1MWC-3N16-1GK6	7/23/2020	8/22/2020	44	-	-	-	-	44
Amazon Capital Services	1MWC-3N16-39CR	7/23/2020	8/22/2020	8	-	-	-	-	8
Amazon Capital Services	1MXL-K3P3-3KYY	6/15/2020	7/15/2020	16	-	-	-	-	16
Amazon Capital Services	1MYF-37HJ-6FLW	6/10/2020	7/10/2020	56	-	-	-	-	56
Amazon Capital Services	1MYF-37HJ-6FVD	6/10/2020	7/10/2020	15	-	-	-	-	15
Amazon Capital Services	1MYF-37HJ-6NYR	6/11/2020	7/11/2020	15	-	-	-	-	15
Amazon Capital Services	1MYF-37HJ-FG3J	6/11/2020	7/11/2020	13	-	-	-	-	13
Amazon Capital Services	1N9Y-PJVV-39TP	7/24/2020	8/23/2020	6	-	-	-	-	6
Amazon Capital Services	1NNN-TRHC-GXPY	7/30/2020	9/28/2020	26	-	-	-	-	26
Amazon Capital Services	1NQ1-416K-GJ9G	6/8/2020	7/8/2020	17	-	-	-	-	17
Amazon Capital Services	1NQ1-RT4Y-4YJH	6/22/2020	7/22/2020	43	-	-	-	-	43
Amazon Capital Services	1NQ1-RT4Y-FT3X	6/23/2020	7/23/2020	22	-	-	-	-	22
Amazon Capital Services	1NQ1-RT4Y-G19D	6/23/2020	7/23/2020	19	-	-	-	-	19
Amazon Capital Services	1NQ1-RT4Y-HPVC	6/23/2020	7/23/2020	26	-	-	-	-	26
Amazon Capital Services	1NRD-97RM-1NDN	6/11/2020	7/11/2020	29	-	-	-	-	29
Amazon Capital Services	1NRD-97RM-1NPV	6/11/2020	7/11/2020	62	-	-	-	-	62
Amazon Capital Services	1NRD-97RM-D4DM	6/11/2020	7/11/2020	4	-	-	-	-	4
Amazon Capital Services	1NRD-97RM-JHQ3	6/12/2020	7/12/2020	41	-	-	-	-	41
Amazon Capital Services	1NRD-97RM-JYW7	6/12/2020	7/12/2020	28	-	-	-	-	28
Amazon Capital Services	1NRD-97RM-NNNN	6/12/2020	7/12/2020	14	-	-	-	-	14

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1NRD-97RM-NWYQ	6/12/2020	7/12/2020	76	-	-	-	-	76
Amazon Capital Services	1NRD-97RM-Q1VP	6/12/2020	7/12/2020	7	-	-	-	-	7
Amazon Capital Services	1NRD-97RM-R1CT	6/12/2020	7/12/2020	40	-	-	-	-	40
Amazon Capital Services	1NT4-C1X4-19TG	7/23/2020	8/22/2020	11	-	-	-	-	11
Amazon Capital Services	1NT4-C1X4-19W9	7/23/2020	8/22/2020	53	-	-	-	-	53
Amazon Capital Services	1NT4-C1X4-19X6	7/23/2020	8/22/2020	58	-	-	-	-	58
Amazon Capital Services	1NT4-C1X4-1JJV	7/23/2020	8/22/2020	42	-	-	-	-	42
Amazon Capital Services	1NT4-C1X4-39PL	7/23/2020	8/22/2020	5	-	-	-	-	5
Amazon Capital Services	1NT4-C1X4-3QFR	7/23/2020	8/22/2020	10	-	-	-	-	10
Amazon Capital Services	1NT4-C1X4-64PK	7/23/2020	8/22/2020	25	-	-	-	-	25
Amazon Capital Services	1NT4-C1X4-77GY	7/23/2020	8/22/2020	58	-	-	-	-	58
Amazon Capital Services	1NT4-C1X4-RQTF	7/24/2020	8/23/2020	23	-	-	-	-	23
Amazon Capital Services	1NT4-C1X4-YRYL	7/24/2020	8/23/2020	27	-	-	-	-	27
Amazon Capital Services	1P3V-FYC1-194X	6/17/2020	7/17/2020	46	-	-	-	-	46
Amazon Capital Services	1P3V-FYC1-3VM7	6/17/2020	7/17/2020	65	-	-	-	-	65
Amazon Capital Services	1P3V-FYC1-4GNJ	6/17/2020	7/17/2020	139	-	-	-	-	139
Amazon Capital Services	1P3V-FYC1-64FD	6/17/2020	7/17/2020	13	-	-	-	-	13
Amazon Capital Services	1P3V-FYC1-DXLP	6/17/2020	7/17/2020	15	-	-	-	-	15
Amazon Capital Services	1P3V-FYC1-FKY7	6/17/2020	7/17/2020	88	-	-	-	-	88
Amazon Capital Services	1P3V-FYC1-FQX3	6/17/2020	7/17/2020	21	-	-	-	-	21
Amazon Capital Services	1P3V-FYC1-RLXF	6/18/2020	7/18/2020	163	-	-	-	-	163
Amazon Capital Services	1P3V-FYC1-XFNT	6/18/2020	7/18/2020	23	-	-	-	-	23
Amazon Capital Services	1P3Y-9FWL-17DJ	6/15/2020	7/15/2020	22	-	-	-	-	22
Amazon Capital Services	1P7G-7TF9-6G3X	8/10/2020	10/9/2020	42	-	-	-	-	42
Amazon Capital Services	1P7G-7TF9-GVX7	8/10/2020	10/9/2020	36	-	-	-	-	36
Amazon Capital Services	1PFJ-Q9FX-1WJ7	7/21/2020	8/20/2020	13	-	-	-	-	13
Amazon Capital Services	1PFJ-Q9FX-69LG	7/22/2020	8/21/2020	37	-	-	-	-	37
Amazon Capital Services	1PFJ-Q9FX-69MD	7/22/2020	8/21/2020	32	-	-	-	-	32
Amazon Capital Services	1PFJ-Q9FX-6C3G	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1PFJ-Q9FX-6Y4M	7/22/2020	8/21/2020	32	-	-	-	-	32
Amazon Capital Services	1PFJ-Q9FX-6YLN	7/22/2020	8/21/2020	146	-	-	-	-	146
Amazon Capital Services	1PFJ-Q9FX-716G	7/22/2020	8/21/2020	46	-	-	-	-	46
Amazon Capital Services	1PFJ-Q9FX-71VX	7/22/2020	8/21/2020	36	-	-	-	-	36
Amazon Capital Services	1PFJ-Q9FX-71WV	7/22/2020	8/21/2020	36	-	-	-	-	36
Amazon Capital Services	1PFJ-Q9FX-74FW	7/22/2020	8/21/2020	53	-	-	-	-	53
Amazon Capital Services	1PFJ-Q9FX-764F	7/22/2020	8/21/2020	11	-	-	-	-	11

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	1PFJ-Q9FX-76FV	7/22/2020	8/21/2020	47	-	-	-	-	47
Amazon Capital Services	1PFJ-Q9FX-76JM	7/22/2020	8/21/2020	68	-	-	-	-	68
Amazon Capital Services	1PFJ-Q9FX-76KJ	7/22/2020	8/21/2020	16	-	-	-	-	16
Amazon Capital Services	1PFJ-Q9FX-7RLR	7/22/2020	8/21/2020	117	-	-	-	-	117
Amazon Capital Services	1PFJ-Q9FX-9GMY	7/22/2020	8/21/2020	21	-	-	-	-	21
Amazon Capital Services	1PFJ-Q9FX-CFTK	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1PFJ-Q9FX-DQWW	7/22/2020	8/21/2020	15	-	-	-	-	15
Amazon Capital Services	1PFJ-Q9FX-G46W	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1PFJ-Q9FX-GXWK	7/22/2020	8/21/2020	17	-	-	-	-	17
Amazon Capital Services	1PFJ-Q9FX-H4CL	7/22/2020	8/21/2020	22	-	-	-	-	22
Amazon Capital Services	1PFJ-Q9FX-LH3F	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1PFJ-Q9FX-LLJG	7/22/2020	8/21/2020	9	-	-	-	-	9
Amazon Capital Services	1PFJ-Q9FX-LW9L	7/22/2020	8/21/2020	20	-	-	-	-	20
Amazon Capital Services	1PFJ-Q9FX-TVQ3	7/22/2020	8/21/2020	60	-	-	-	-	60
Amazon Capital Services	1PFJ-Q9FX-TVYL	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1PFJ-Q9FX-XJ99	7/23/2020	8/22/2020	66	-	-	-	-	66
Amazon Capital Services	1PFL-MTYH-33JQ	6/22/2020	7/22/2020	20	-	-	-	-	20
Amazon Capital Services	1PH1-YTMH-7JRT	6/20/2020	7/20/2020	199	-	-	-	-	199
Amazon Capital Services	1PH1-YTMH-FGLY	6/20/2020	7/20/2020	41	-	-	-	-	41
Amazon Capital Services	1PH1-YTMH-FMLR	6/20/2020	7/20/2020	9	-	-	-	-	9
Amazon Capital Services	1PH1-YTMH-KKC4	6/21/2020	7/21/2020	143	-	-	-	-	143
Amazon Capital Services	1PNG-9W1M-1TGC	6/10/2020	7/10/2020	35	-	-	-	-	35
Amazon Capital Services	1PNG-9W1M-47VR	6/10/2020	7/10/2020	73	-	-	-	-	73
Amazon Capital Services	1PNG-9W1M-4FPX	6/10/2020	7/10/2020	13	-	-	-	-	13
Amazon Capital Services	1PNG-9W1M-74N4	6/11/2020	7/11/2020	90	-	-	-	-	90
Amazon Capital Services	1PNG-9W1M-7YQ3	6/11/2020	7/11/2020	107	-	-	-	-	107
Amazon Capital Services	1PNG-9W1M-913D	6/11/2020	7/11/2020	12	-	-	-	-	12
Amazon Capital Services	1PNG-9W1M-D4QP	6/11/2020	7/11/2020	21	-	-	-	-	21
Amazon Capital Services	1PNV-R7RL-1NG3	6/13/2020	7/13/2020	59	-	-	-	-	59
Amazon Capital Services	1PNV-R7RL-1P3P	6/13/2020	7/13/2020	110	-	-	-	-	110
Amazon Capital Services	1PNV-R7RL-46PR	6/13/2020	7/13/2020	17	-	-	-	-	17
Amazon Capital Services	1PNV-R7RL-CN46	6/13/2020	7/13/2020	37	-	-	-	-	37
Amazon Capital Services	1PNV-R7RL-CN9W	6/13/2020	7/13/2020	142	-	-	-	-	142
Amazon Capital Services	1PNV-R7RL-LJQG	6/14/2020	7/14/2020	65	-	-	-	-	65
Amazon Capital Services	1PNV-R7RL-LPC6	6/14/2020	7/14/2020	10	-	-	-	-	10
Amazon Capital Services	1PNV-R7RL-LTGR	6/14/2020	7/14/2020	59	-	-	-	-	59

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1PNV-R7RL-N3MW	6/14/2020	7/14/2020	51	-	-	-	-	51
Amazon Capital Services	1PNV-R7RL-TC79	6/14/2020	7/14/2020	21	-	-	-	-	21
Amazon Capital Services	1PNV-R7RL-TRFG	6/14/2020	7/14/2020	11	-	-	-	-	11
Amazon Capital Services	1PNV-R7RL-VDFR	6/14/2020	7/14/2020	17	-	-	-	-	17
Amazon Capital Services	1PRP-3FXW-7M3Y	7/29/2020	8/28/2020	57	-	-	-	-	57
Amazon Capital Services	1PRP-3FXW-VQLH	7/30/2020	8/29/2020	9	-	-	-	-	9
Amazon Capital Services	1PVH-LGDV-CH1G	8/7/2020	10/6/2020	59	-	-	-	-	59
Amazon Capital Services	1PVH-LGDV-CHQX	8/7/2020	10/6/2020	24	-	-	-	-	24
Amazon Capital Services	1QHK-KPTC-GGFM	8/7/2020	10/6/2020	20	-	-	-	-	20
Amazon Capital Services	1QK4-FJC7-TLVK	7/21/2020	8/20/2020	14	-	-	-	-	14
Amazon Capital Services	1QQJ-LY46-19LP	8/17/2020	10/16/2020	16	-	-	-	-	16
Amazon Capital Services	1QQJ-LY46-3RCP	8/18/2020	10/17/2020	14	-	-	-	-	14
Amazon Capital Services	1QQJ-LY46-VV93	8/19/2020	10/18/2020	85	-	-	-	-	85
Amazon Capital Services	1QVW-4GVG-7QMV	8/19/2020	10/18/2020	22	-	-	-	-	22
Amazon Capital Services	1QVW-4GVG-DHWD	8/19/2020	10/18/2020	61	-	-	-	-	61
Amazon Capital Services	1QVW-4GVG-KVCQ	8/19/2020	10/18/2020	70	-	-	-	-	70
Amazon Capital Services	1QVW-4GVG-LXK1	8/20/2020	9/19/2020	(238)	-	-	-	-	(238)
Amazon Capital Services	1R4N-QLQ6-1LQW	6/16/2020	7/16/2020	91	-	-	-	-	91
Amazon Capital Services	1R4N-QLQ6-44YP	6/16/2020	7/16/2020	45	-	-	-	-	45
Amazon Capital Services	1R4N-QLQ6-67LF	6/16/2020	7/16/2020	48	-	-	-	-	48
Amazon Capital Services	1R4N-QLQ6-69TT	6/16/2020	7/16/2020	79	-	-	-	-	79
Amazon Capital Services	1R4N-QLQ6-74TV	6/17/2020	7/17/2020	44	-	-	-	-	44
Amazon Capital Services	1R4N-QLQ6-7YJP	6/17/2020	7/17/2020	29	-	-	-	-	29
Amazon Capital Services	1R4N-QLQ6-91N7	6/17/2020	7/17/2020	17	-	-	-	-	17
Amazon Capital Services	1R9F-4JXK-16TR	6/26/2020	7/26/2020	11	-	-	-	-	11
Amazon Capital Services	1R9F-4JXK-WTLT	6/28/2020	7/28/2020	7	-	-	-	-	7
Amazon Capital Services	1RHC-GN9D-C197	7/30/2020	9/28/2020	20	-	-	-	-	20
Amazon Capital Services	1RHC-GN9D-HCNQ	7/30/2020	9/28/2020	9	-	-	-	-	9
Amazon Capital Services	1RHC-GN9D-HF3V	7/30/2020	9/28/2020	16	-	-	-	-	16
Amazon Capital Services	1RHC-GN9D-HF7M	7/30/2020	9/28/2020	36	-	-	-	-	36
Amazon Capital Services	1RHC-GN9D-JMQ6	7/31/2020	9/29/2020	57	-	-	-	-	57
Amazon Capital Services	1RHC-GN9D-JMTY	7/31/2020	9/29/2020	51	-	-	-	-	51
Amazon Capital Services	1RJM-LCVW-31V1	6/9/2020	7/9/2020	28	-	-	-	-	28
Amazon Capital Services	1RMM-CVRV-DCFC	8/1/2020	9/30/2020	8	-	-	-	-	8
Amazon Capital Services	1RMM-CVRV-M7DT	8/2/2020	10/1/2020	188	-	-	-	-	188
Amazon Capital Services	1RTP-TCDG-NVY3	6/19/2020	7/19/2020	13	-	-	-	-	13

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For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	1RTP-TCDG-R6FT	6/19/2020	7/19/2020	9	-	-	-	-	9
Amazon Capital Services	1RTP-TCDG-X1JF	6/19/2020	7/19/2020	36	-	-	-	-	36
Amazon Capital Services	1RTP-TCDG-XGNM	6/19/2020	7/19/2020	42	-	-	-	-	42
Amazon Capital Services	1RVT-PJMW-XQ61	8/20/2020	10/19/2020	38	-	-	-	-	38
Amazon Capital Services	1TGJ-Q4HP-M7D1	8/14/2020	10/13/2020	14	-	-	-	-	14
Amazon Capital Services	1TT3-3HLM-6HWW	7/21/2020	8/20/2020	238	-	-	-	-	238
Amazon Capital Services	1TT3-3HLM-6JMH	7/21/2020	8/20/2020	77	-	-	-	-	77
Amazon Capital Services	1TT3-3HLM-6JXR	7/21/2020	8/20/2020	61	-	-	-	-	61
Amazon Capital Services	1TT3-3HLM-9W3Y	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1TT3-3HLM-9XGC	7/22/2020	8/21/2020	25	-	-	-	-	25
Amazon Capital Services	1TT3-3HLM-9XX6	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1TT3-3HLM-9Y9L	7/22/2020	8/21/2020	73	-	-	-	-	73
Amazon Capital Services	1TT3-3HLM-C3T7	7/22/2020	8/21/2020	33	-	-	-	-	33
Amazon Capital Services	1TT3-3HLM-CHJK	7/22/2020	8/21/2020	14	-	-	-	-	14
Amazon Capital Services	1TT3-3HLM-CLYF	7/22/2020	8/21/2020	53	-	-	-	-	53
Amazon Capital Services	1TT3-3HLM-CM1C	7/22/2020	8/21/2020	9	-	-	-	-	9
Amazon Capital Services	1TT3-3HLM-DCGR	7/22/2020	8/21/2020	13	-	-	-	-	13
Amazon Capital Services	1TT3-3HLM-FQG9	7/22/2020	8/21/2020	97	-	-	-	-	97
Amazon Capital Services	1TT3-3HLM-GWKP	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1TT3-3HLM-H13H	7/22/2020	8/21/2020	23	-	-	-	-	23
Amazon Capital Services	1TT3-3HLM-HQNK	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1TT3-3HLM-HRXW	7/22/2020	8/21/2020	306	-	-	-	-	306
Amazon Capital Services	1TT3-3HLM-KJW3	7/22/2020	8/21/2020	41	-	-	-	-	41
Amazon Capital Services	1TT3-3HLM-KMYR	7/22/2020	8/21/2020	12	-	-	-	-	12
Amazon Capital Services	1TT3-3HLM-Q7MK	7/22/2020	8/21/2020	22	-	-	-	-	22
Amazon Capital Services	1TT3-3HLM-QV13	7/22/2020	8/21/2020	94	-	-	-	-	94
Amazon Capital Services	1TT3-3HLM-T7XP	7/22/2020	8/21/2020	10	-	-	-	-	10
Amazon Capital Services	1V3V-WGV1-3QLJ	7/21/2020	8/20/2020	61	-	-	-	-	61
Amazon Capital Services	1V3V-WGV1-691X	7/22/2020	8/21/2020	9	-	-	-	-	9
Amazon Capital Services	1V3V-WGV1-6XL4	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1V3V-WGV1-6XNX	7/22/2020	8/21/2020	12	-	-	-	-	12
Amazon Capital Services	1V3V-WGV1-6XXF	7/22/2020	8/21/2020	80	-	-	-	-	80
Amazon Capital Services	1V3V-WGV1-71TH	7/22/2020	8/21/2020	39	-	-	-	-	39
Amazon Capital Services	1V3V-WGV1-733X	7/22/2020	8/21/2020	52	-	-	-	-	52
Amazon Capital Services	1V3V-WGV1-73QL	7/22/2020	8/21/2020	59	-	-	-	-	59
Amazon Capital Services	1V3V-WGV1-7VPV	7/22/2020	8/21/2020	64	-	-	-	-	64

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	1V3V-WGV1-9D3M	7/22/2020	8/21/2020	19	-	-	-	-	19
Amazon Capital Services	1V3V-WGV1-CYKW	7/22/2020	8/21/2020	15	-	-	-	-	15
Amazon Capital Services	1V3V-WGV1-G71J	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1V3V-WGV1-HJRL	7/22/2020	8/21/2020	13	-	-	-	-	13
Amazon Capital Services	1V3V-WGV1-V9MC	7/23/2020	8/22/2020	20	-	-	-	-	20
Amazon Capital Services	1V47-NFJM-9QP9	8/7/2020	10/6/2020	28	-	-	-	-	28
Amazon Capital Services	1V47-NFJM-CKC9	8/7/2020	10/6/2020	10	-	-	-	-	10
Amazon Capital Services	1VCX-HDYV-WC4N	6/7/2020	7/7/2020	7	-	-	-	-	7
Amazon Capital Services	1VCX-HDYV-X3W6	6/7/2020	7/7/2020	13	-	-	-	-	13
Amazon Capital Services	1VM6-D9VL-46XN	7/23/2020	8/22/2020	6	-	-	-	-	6
Amazon Capital Services	1VM6-D9VL-47WP	7/23/2020	8/22/2020	22	-	-	-	-	22
Amazon Capital Services	1VM6-D9VL-F116	7/23/2020	8/22/2020	22	-	-	-	-	22
Amazon Capital Services	1VMX-VL99-1YDN	6/11/2020	7/11/2020	20	-	-	-	-	20
Amazon Capital Services	1VMX-VL99-6V4X	6/11/2020	7/11/2020	9	-	-	-	-	9
Amazon Capital Services	1VMX-VL99-6YFD	6/11/2020	7/11/2020	4	-	-	-	-	4
Amazon Capital Services	1VMX-VL99-DJFJ	6/11/2020	7/11/2020	118	-	-	-	-	118
Amazon Capital Services	1VMX-VL99-FC61	6/11/2020	7/11/2020	22	-	-	-	-	22
Amazon Capital Services	1VMX-VL99-FNJY	6/12/2020	7/12/2020	119	-	-	-	-	119
Amazon Capital Services	1VMX-VL99-GJVC	6/12/2020	7/12/2020	10	-	-	-	-	10
Amazon Capital Services	1VMX-VL99-PY9H	6/12/2020	7/12/2020	16	-	-	-	-	16
Amazon Capital Services	1VMX-VL99-QWMN	6/12/2020	7/12/2020	12	-	-	-	-	12
Amazon Capital Services	1VMX-VL99-YC1Y	6/13/2020	7/13/2020	105	-	-	-	-	105
Amazon Capital Services	1VN9-R73G-6FLT	6/30/2020	7/30/2020	45	-	-	-	-	45
Amazon Capital Services	1VP1-WVVG-DQF6	8/15/2020	10/14/2020	9	-	-	-	-	9
Amazon Capital Services	1VP1-WVVG-HMKN	8/15/2020	10/14/2020	19	-	-	-	-	19
Amazon Capital Services	1W1K-ML4J-CMTL	6/11/2020	7/11/2020	49	-	-	-	-	49
Amazon Capital Services	1W1K-ML4J-CR11	6/11/2020	7/11/2020	11	-	-	-	-	11
Amazon Capital Services	1W1K-ML4J-DPMT	6/11/2020	7/11/2020	43	-	-	-	-	43
Amazon Capital Services	1W1K-ML4J-FQTC	6/12/2020	7/12/2020	18	-	-	-	-	18
Amazon Capital Services	1W1K-ML4J-MLXN	6/12/2020	7/12/2020	33	-	-	-	-	33
Amazon Capital Services	1W1K-ML4J-PQ6X	6/12/2020	7/12/2020	17	-	-	-	-	17
Amazon Capital Services	1W1K-ML4J-QCGT	6/12/2020	7/12/2020	43	-	-	-	-	43
Amazon Capital Services	1W1K-ML4J-RWW3	6/12/2020	7/12/2020	6	-	-	-	-	6
Amazon Capital Services	1W1K-ML4J-WNMN	6/13/2020	7/13/2020	8	-	-	-	-	8
Amazon Capital Services	1W1K-ML4J-WXLH	6/13/2020	7/13/2020	61	-	-	-	-	61
Amazon Capital Services	1W1K-ML4J-XGQL	6/13/2020	7/13/2020	58	-	-	-	-	58

Monarch River Academy**Accounts Payable Aging**

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	1W1K-ML4J-XH3W	6/13/2020	7/13/2020	13	-	-	-	-	13
Amazon Capital Services	1W1K-ML4J-Y3VL	6/13/2020	7/13/2020	115	-	-	-	-	115
Amazon Capital Services	1W1K-ML4J-YTLG	6/13/2020	7/13/2020	24	-	-	-	-	24
Amazon Capital Services	1W4J-43VX-GJVR	7/27/2020	8/26/2020	27	-	-	-	-	27
Amazon Capital Services	1W4J-43VX-J9C3	7/27/2020	8/26/2020	21	-	-	-	-	21
Amazon Capital Services	1W4J-43VX-JGGN	7/27/2020	8/26/2020	74	-	-	-	-	74
Amazon Capital Services	1W4J-43VX-JWX1	7/28/2020	8/27/2020	82	-	-	-	-	82
Amazon Capital Services	1W4J-43VX-QVCW	7/28/2020	8/27/2020	37	-	-	-	-	37
Amazon Capital Services	1W4J-43VX-TF7G	7/28/2020	8/27/2020	3	-	-	-	-	3
Amazon Capital Services	1X13-T1T7-1KHD	6/15/2020	7/15/2020	64	-	-	-	-	64
Amazon Capital Services	1X13-T1T7-1PX4	6/15/2020	7/15/2020	11	-	-	-	-	11
Amazon Capital Services	1X13-T1T7-3L7P	6/15/2020	7/15/2020	11	-	-	-	-	11
Amazon Capital Services	1X13-T1T7-3NRG	6/15/2020	7/15/2020	13	-	-	-	-	13
Amazon Capital Services	1X13-T1T7-3NW6	6/15/2020	7/15/2020	33	-	-	-	-	33
Amazon Capital Services	1X13-T1T7-3XC6	6/15/2020	7/15/2020	58	-	-	-	-	58
Amazon Capital Services	1XD4-FTHH-NFPQ	8/19/2020	10/18/2020	51	-	-	-	-	51
Amazon Capital Services	1XD4-FTHH-PXCX	8/19/2020	10/18/2020	48	-	-	-	-	48
Amazon Capital Services	1XHV-DXFH-6N3W	6/15/2020	7/15/2020	13	-	-	-	-	13
Amazon Capital Services	1XHV-DXFH-DP97	6/15/2020	7/15/2020	19	-	-	-	-	19
Amazon Capital Services	1XHV-DXFH-DRMD	6/16/2020	7/16/2020	6	-	-	-	-	6
Amazon Capital Services	1XHV-DXFH-GCLQ	6/16/2020	7/16/2020	67	-	-	-	-	67
Amazon Capital Services	1XHV-DXFH-KGYJ	6/16/2020	7/16/2020	9	-	-	-	-	9
Amazon Capital Services	1XHV-DXFH-MN4V	6/16/2020	7/16/2020	12	-	-	-	-	12
Amazon Capital Services	1XHV-DXFH-MRDD	6/16/2020	7/16/2020	22	-	-	-	-	22
Amazon Capital Services	1XHV-DXFH-VXL4	6/16/2020	7/16/2020	86	-	-	-	-	86
Amazon Capital Services	1XHV-DXFH-Y9NG	6/16/2020	7/16/2020	20	-	-	-	-	20
Amazon Capital Services	1XJL-6DD1-M4HG	8/14/2020	10/13/2020	16	-	-	-	-	16
Amazon Capital Services	1XJL-6DD1-MFTF	8/14/2020	10/13/2020	13	-	-	-	-	13
Amazon Capital Services	1XJL-6DD1-N3GH	8/14/2020	10/13/2020	78	-	-	-	-	78
Amazon Capital Services	1XPR-PN3G-7M7C	7/2/2020	8/1/2020	154	-	-	-	-	154
Amazon Capital Services	1XRV-6GRH-HTVT	6/25/2020	7/25/2020	23	-	-	-	-	23
Amazon Capital Services	1Y6C-7LRF-1QMW	6/20/2020	7/20/2020	18	-	-	-	-	18
Amazon Capital Services	1Y6C-7LRF-DWFP	6/20/2020	7/20/2020	20	-	-	-	-	20
Amazon Capital Services	1Y6C-7LRF-GH99	6/20/2020	7/20/2020	20	-	-	-	-	20
Amazon Capital Services	1Y6C-7LRF-KW6N	6/21/2020	7/21/2020	20	-	-	-	-	20
Amazon Capital Services	1Y6C-7LRF-PKX3	6/21/2020	7/21/2020	28	-	-	-	-	28

Monarch River Academy**Accounts Payable Aging**

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Amazon Capital Services	1Y6C-7LRF-RQR1	6/21/2020	7/21/2020	49	-	-	-	-	49
Amazon Capital Services	1Y7V-13PD-63MP	7/21/2020	8/20/2020	216	-	-	-	-	216
Amazon Capital Services	1Y7V-13PD-79NF	7/22/2020	8/21/2020	49	-	-	-	-	49
Amazon Capital Services	1Y7V-13PD-7H3F	7/22/2020	8/21/2020	22	-	-	-	-	22
Amazon Capital Services	1Y7V-13PD-7JFQ	7/22/2020	8/21/2020	56	-	-	-	-	56
Amazon Capital Services	1Y7V-13PD-7KGM	7/22/2020	8/21/2020	17	-	-	-	-	17
Amazon Capital Services	1Y7V-13PD-7KL9	7/22/2020	8/21/2020	50	-	-	-	-	50
Amazon Capital Services	1Y7V-13PD-7KTQ	7/22/2020	8/21/2020	57	-	-	-	-	57
Amazon Capital Services	1Y7V-13PD-7L46	7/22/2020	8/21/2020	31	-	-	-	-	31
Amazon Capital Services	1Y7V-13PD-7R31	7/22/2020	8/21/2020	8	-	-	-	-	8
Amazon Capital Services	1Y7V-13PD-C7C1	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1Y7V-13PD-CFFP	7/22/2020	8/21/2020	28	-	-	-	-	28
Amazon Capital Services	1Y7V-13PD-CN4W	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1Y7V-13PD-CVW3	7/22/2020	8/21/2020	7	-	-	-	-	7
Amazon Capital Services	1Y7V-13PD-DKX9	7/22/2020	8/21/2020	12	-	-	-	-	12
Amazon Capital Services	1Y7V-13PD-DRQG	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1Y7V-13PD-HCHC	7/22/2020	8/21/2020	58	-	-	-	-	58
Amazon Capital Services	1Y7V-13PD-J1DP	7/22/2020	8/21/2020	57	-	-	-	-	57
Amazon Capital Services	1Y7V-13PD-J434	7/22/2020	8/21/2020	9	-	-	-	-	9
Amazon Capital Services	1Y7V-13PD-J46X	7/22/2020	8/21/2020	17	-	-	-	-	17
Amazon Capital Services	1Y7V-13PD-MF3L	7/22/2020	8/21/2020	5	-	-	-	-	5
Amazon Capital Services	1Y7V-13PD-RJPT	7/22/2020	8/21/2020	11	-	-	-	-	11
Amazon Capital Services	1Y7V-13PD-V3RW	7/22/2020	8/21/2020	6	-	-	-	-	6
Amazon Capital Services	1Y7V-13PD-V9RQ	7/23/2020	8/22/2020	9	-	-	-	-	9
Amazon Capital Services	1Y7V-13PD-XM1Q	7/23/2020	8/22/2020	31	-	-	-	-	31
Amazon Capital Services	1YFW-DPFF-67V6	7/28/2020	8/27/2020	12	-	-	-	-	12
Amazon Capital Services	1YFW-DPFF-6T19	7/29/2020	8/28/2020	38	-	-	-	-	38
Amazon Capital Services	1YFW-DPFF-NJP6	7/29/2020	8/28/2020	76	-	-	-	-	76
Amazon Capital Services	1YGQ-P7VG-FCNR	8/19/2020	10/18/2020	12	-	-	-	-	12
Amazon Capital Services	1YGQ-P7VG-MHHK	8/19/2020	10/18/2020	4	-	-	-	-	4
Amazon Capital Services	1YGY-NXFG-1QDT	6/11/2020	7/11/2020	59	-	-	-	-	59
Amazon Capital Services	1YGY-NXFG-D4VQ	6/11/2020	7/11/2020	45	-	-	-	-	45
Amazon Capital Services	1YGY-NXFG-DWC6	6/11/2020	7/11/2020	34	-	-	-	-	34
Amazon Capital Services	1YGY-NXFG-GDCL	6/12/2020	7/12/2020	12	-	-	-	-	12
Amazon Capital Services	1YGY-NXFG-HM4K	6/12/2020	7/12/2020	15	-	-	-	-	15
Amazon Capital Services	1YGY-NXFG-TDNW	6/12/2020	7/12/2020	15	-	-	-	-	15

Monarch River Academy**Accounts Payable Aging**

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Amazon Capital Services	1YGY-NXFG-XWGM	6/13/2020	7/13/2020	10	-	-	-	-	10
Amazon Capital Services	1YPG-M676-LRWV	8/9/2020	9/8/2020	18	-	-	-	-	18
Amazon Capital Services	1YXL-C16H-D1CG	6/4/2020	7/4/2020	58	-	-	-	-	58
Amazon Capital Services	1YXL-C16H-FHFQ	6/4/2020	7/4/2020	106	-	-	-	-	106
Amazon Capital Services	1YY3-CL7K-3QM7	6/17/2020	7/17/2020	16	-	-	-	-	16
Amazon Capital Services	1YY3-CL7K-47W3	6/17/2020	7/17/2020	97	-	-	-	-	97
Amazon Capital Services	1YY3-CL7K-4P71	6/17/2020	7/17/2020	13	-	-	-	-	13
Amazon Capital Services	1YY3-CL7K-4XFH	6/17/2020	7/17/2020	93	-	-	-	-	93
Amazon Capital Services	1YY3-CL7K-7999	6/17/2020	7/17/2020	26	-	-	-	-	26
Amazon Capital Services	1YY3-CL7K-99P7	6/17/2020	7/17/2020	8	-	-	-	-	8
Amazon Capital Services	1YY3-CL7K-DVT6	6/17/2020	7/17/2020	95	-	-	-	-	95
Amazon Capital Services	1YY3-CL7K-LWTL	6/17/2020	7/17/2020	8	-	-	-	-	8
Amazon Capital Services	1YY3-CL7K-MH1L	6/17/2020	7/17/2020	31	-	-	-	-	31
Amazon Capital Services	1YY3-CL7K-WJG7	6/18/2020	7/18/2020	26	-	-	-	-	26
Amy Spano	30	7/9/2020	8/8/2020	300	-	-	-	-	300
Amy Spano	31	7/9/2020	8/8/2020	200	-	-	-	-	200
Amy Spano	32	7/9/2020	8/8/2020	200	-	-	-	-	200
Amy Spano	33	7/9/2020	8/8/2020	200	-	-	-	-	200
ASU Preparatory Academy	INV01566	6/9/2020	7/9/2020	350	-	-	-	-	350
ASU Preparatory Academy	INV01568	6/9/2020	7/9/2020	350	-	-	-	-	350
ASU Preparatory Academy	INV01607	6/24/2020	7/24/2020	350	-	-	-	-	350
ASU Preparatory Academy	INV01668	7/7/2020	8/6/2020	350	-	-	-	-	350
Beaumont Music Centre	1758	6/16/2020	7/16/2020	110	-	-	-	-	110
Beautiful Feet Books, Inc.	12081	6/8/2020	7/8/2020	219	-	-	-	-	219
Beautiful Feet Books, Inc.	12085	6/9/2020	7/9/2020	512	-	-	-	-	512
Beautiful Feet Books, Inc.	12094	6/9/2020	7/9/2020	88	-	-	-	-	88
Beautiful Feet Books, Inc.	12101	6/11/2020	7/11/2020	138	-	-	-	-	138
Beautiful Feet Books, Inc.	12204	7/15/2020	8/14/2020	266	-	-	-	-	266
Beautiful Feet Books, Inc.	12343	8/3/2020	9/2/2020	359	-	-	-	-	359
Beautiful Feet Books, Inc.	12349	8/3/2020	9/2/2020	27	-	-	-	-	27
Beautiful Feet Books, Inc.	12364	8/3/2020	9/2/2020	256	-	-	-	-	256
Beautiful Feet Books, Inc.	12440	8/7/2020	9/6/2020	97	-	-	-	-	97
Beautiful Feet Books, Inc.	12449	8/10/2020	9/9/2020	244	-	-	-	-	244
Bitsbox	2864	7/29/2020	7/29/2020	87	-	-	-	-	87
Bitsbox	2875	8/5/2020	8/5/2020	87	-	-	-	-	87
Bonnie Haskell	020-02-2	6/10/2020	7/10/2020	260	-	-	-	-	260

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Bonnie Haskell	020-06-1	6/10/2020	7/10/2020	260	-	-	-	-	260
BookShark	31003692	6/3/2020	7/3/2020	924	-	-	-	-	924
BookShark	31003881	6/4/2020	7/4/2020	332	-	-	-	-	332
BookShark	31003943	6/4/2020	7/4/2020	78	-	-	-	-	78
BookShark	31004014	6/4/2020	7/4/2020	43	-	-	-	-	43
BookShark	31004024	6/4/2020	7/4/2020	46	-	-	-	-	46
BookShark	31004260	6/5/2020	7/5/2020	1,358	-	-	-	-	1,358
BookShark	31005388	6/11/2020	7/11/2020	336	-	-	-	-	336
BookShark	31005416	6/11/2020	7/11/2020	256	-	-	-	-	256
BookShark	31006800	6/18/2020	7/18/2020	419	-	-	-	-	419
BookShark	31006803	6/18/2020	7/18/2020	845	-	-	-	-	845
BookShark	31006811	6/18/2020	7/18/2020	43	-	-	-	-	43
BookShark	31007562	6/24/2020	7/24/2020	79	-	-	-	-	79
Braille Consultants, Inc.	74	6/11/2020	7/11/2020	300	-	-	-	-	300
Brave Writer LLC	11559494	7/18/2020	7/18/2020	229	-	-	-	-	229
Brave Writer LLC	11627742	7/19/2020	7/19/2020	218	-	-	-	-	218
Brave Writer LLC	14938196	7/25/2020	7/25/2020	229	-	-	-	-	229
Brave Writer LLC	15038197	7/25/2020	7/25/2020	60	-	-	-	-	60
Break the Barriers, Inc.	11687	7/7/2020	8/6/2020	294	-	-	-	-	294
Brenda Myers	14	6/11/2020	7/11/2020	120	-	-	-	-	120
Brian Hammons Piano	405	8/19/2020	9/18/2020	390	-	-	-	-	390
Brian Hammons Piano	406	8/19/2020	9/18/2020	390	-	-	-	-	390
BYU Independent Study	DCE-00005532	7/1/2020	7/31/2020	720	-	-	-	-	720
C'est La Vie Arts	1	8/5/2020	9/4/2020	1,440	-	-	-	-	1,440
Cabrillo Point Academy	CPA-MRA	6/30/2020	6/30/2020	12,717	-	-	-	-	12,717
California Arts Academy	1937	6/22/2020	7/22/2020	295	-	-	-	-	295
California Arts Academy	1949	6/25/2020	7/25/2020	252	-	-	-	-	252
California Arts Academy	1950	6/25/2020	7/25/2020	80	-	-	-	-	80
California Arts Academy	1983	7/9/2020	8/8/2020	270	-	-	-	-	270
California Arts Academy	1984	7/9/2020	8/8/2020	270	-	-	-	-	270
Cengage Learning	70263605	4/20/2020	4/20/2020	(66)	-	-	-	-	(66)
Charter Impact, Inc.	2PR081520	8/24/2020	8/24/2020	573	-	-	-	-	573
Charter Impact, Inc.	QTR22020	8/19/2020	8/19/2020	20	-	-	-	-	20
Charter's Choice Educational Services	434	6/17/2020	7/17/2020	175	-	-	-	-	175
CharterSafe	31718	7/1/2020	7/1/2020	25,423	-	-	-	-	25,423
CharterSafe	31728	8/1/2020	8/1/2020	8,474	-	-	-	-	8,474

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Clarksville Charter School	CCS-MRA	6/30/2020	6/30/2020	94,608	-	-	-	-	94,608
Colleen Snyder	7/20-B	7/17/2020	8/16/2020	120	-	-	-	-	120
Crafty School Crates	17794	6/29/2020	7/29/2020	190	-	-	-	-	190
Crafty School Crates	17819	7/23/2020	8/22/2020	254	-	-	-	-	254
Crafty School Crates	17820	7/23/2020	8/22/2020	254	-	-	-	-	254
Crafty School Crates	17821	7/23/2020	8/22/2020	254	-	-	-	-	254
Crafty School Crates	17822	7/23/2020	8/22/2020	254	-	-	-	-	254
Crafty School Crates	17823	7/23/2020	8/22/2020	107	-	-	-	-	107
Dance Arts	EA-46	7/17/2020	8/16/2020	150	-	-	-	-	150
Dance Arts	HR-45	7/17/2020	8/16/2020	50	-	-	-	-	50
Discover Talking Pen	50780-200619	6/19/2020	7/19/2020	160	-	-	-	-	160
Discovery of Learning, LLC	fIMR520	5/13/2020	6/12/2020	11,778	-	-	-	-	11,778
Discovery of Learning, LLC	IMR620	6/15/2020	7/15/2020	11,778	-	-	-	-	11,778
E-Therapy, LLC	13547	6/30/2020	7/30/2020	44	-	-	-	-	44
E-Therapy, LLC	13779	7/15/2020	8/14/2020	44	-	-	-	-	44
Edmentum Inc	Q-263678-P	7/1/2020	7/16/2020	240	-	-	-	-	240
Education.com Holdings, Inc.	E10192	7/29/2020	8/28/2020	120	-	-	-	-	120
Educational Development Corporation	DIR6237696	6/5/2020	7/5/2020	35	-	-	-	-	35
Educational Development Corporation	DIR6237702	6/5/2020	7/5/2020	38	-	-	-	-	38
Educational Development Corporation	DIR6237734	6/5/2020	7/5/2020	190	-	-	-	-	190
Educational Development Corporation	DIR6237740	6/5/2020	7/5/2020	28	-	-	-	-	28
Educational Development Corporation	DIR6237760	6/7/2020	7/7/2020	227	-	-	-	-	227
Educational Development Corporation	DIR6346045	6/16/2020	7/16/2020	81	-	-	-	-	81
Educational Development Corporation	DIR6474616	6/30/2020	7/30/2020	184	-	-	-	-	184
Educational Development Corporation	DIR6474618	6/30/2020	7/30/2020	55	-	-	-	-	55
Educational Development Corporation	DIR6579780	7/11/2020	8/10/2020	15	-	-	-	-	15
Educational Development Corporation	DIR6579788	7/11/2020	8/10/2020	15	-	-	-	-	15
Educational Development Corporation	DIR6702217	7/20/2020	8/19/2020	49	-	-	-	-	49
eDynamic Learning	19-1009 CREDIT	1/23/2020	2/22/2020	(170)	-	-	-	-	(170)
eDynamic Learning	20-2116	7/24/2020	8/23/2020	170	-	-	-	-	170
Evan-Moor	INV279023	6/19/2020	7/19/2020	406	-	-	-	-	406
Evan-Moor	INV279051	6/22/2020	7/22/2020	82	-	-	-	-	82
Evan-Moor	INV279786	7/1/2020	7/31/2020	82	-	-	-	-	82
Evan-Moor	INV279839	7/2/2020	8/1/2020	100	-	-	-	-	100
Evan-Moor	INV281792	7/20/2020	8/19/2020	25	-	-	-	-	25
Evan-Moor	INV283098	7/31/2020	8/30/2020	113	-	-	-	-	113

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For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Feather River Charter School	FRCS-MRA	6/30/2020	6/30/2020	61,756	-	-	-	-	61,756
Fresno School of Music	708	7/7/2020	8/6/2020	114	-	-	-	-	114
Generation Genius, Inc	GG0033303	7/20/2020	8/19/2020	95	-	-	-	-	95
Global Teletherapy	3663	6/29/2020	7/29/2020	8,874	-	-	-	-	8,874
Global Teletherapy	3793	8/5/2020	9/4/2020	1,280	-	-	-	-	1,280
Goodfellow Occupational Therapy, Inc	1551	6/1/2020	6/26/2020	880	-	-	-	-	880
Goodfellow Occupational Therapy, Inc	1616	7/29/2020	8/23/2020	330	-	-	-	-	330
Goodfellow Occupational Therapy, Inc.	1598	7/8/2020	8/2/2020	605	-	-	-	-	605
GrammarFlip	1790	7/31/2020	8/30/2020	40	-	-	-	-	40
Granite Mountain Charter School	GMCS-MRA	6/30/2020	6/30/2020	2,116	-	-	-	-	2,116
Growing Healthy Children Therapy Serv	IMRA 2006	6/30/2020	7/30/2020	101	-	-	-	-	101
Guido's Martial Arts Academy	GalMarqJune20	7/6/2020	8/5/2020	513	-	-	-	-	513
High School Math Live	84201	8/4/2020	9/3/2020	350	-	-	-	-	350
Home Science Tools	1021649A	6/19/2020	7/19/2020	25	-	-	-	-	25
Home Science Tools	1042163A	8/19/2020	9/18/2020	22	-	-	-	-	22
Hooked on Phonics	HOP1110	7/29/2020	8/28/2020	43	-	-	-	-	43
Imm3rse.in	060120M	6/16/2020	7/16/2020	300	-	-	-	-	300
Innoved Inc.	1428	6/17/2020	7/17/2020	570	-	-	-	-	570
Inspyr Arts	MonarchRA_0611	6/11/2020	7/11/2020	75	-	-	-	-	75
Institute for Excellence in Writing	668534	6/4/2020	7/4/2020	240	-	-	-	-	240
Institute for Excellence in Writing	668576	6/4/2020	7/4/2020	172	-	-	-	-	172
Institute for Excellence in Writing	668578	6/4/2020	7/4/2020	172	-	-	-	-	172
Institute for Excellence in Writing	670333	6/23/2020	7/11/2020	193	-	-	-	-	193
Institute for Excellence in Writing	671655	8/20/2020	9/19/2020	58	-	-	-	-	58
Institute for Excellence in Writing	687711	7/27/2020	8/27/2020	59	-	-	-	-	59
Institute for Excellence in Writing	689578	8/3/2020	9/3/2020	239	-	-	-	-	239
Institute for Excellence in Writing	693715	8/6/2020	9/6/2020	37	-	-	-	-	37
Institute for Excellence in Writing	695173	8/10/2020	9/10/2020	194	-	-	-	-	194
Jostens	012782	7/27/2020	8/26/2020	84	-	-	-	-	84
Kevin Freeman	135	6/16/2020	7/16/2020	1,080	-	-	-	-	1,080
Kevin Freeman	138	6/25/2020	7/25/2020	720	-	-	-	-	720
Kitchen Kid, LLC	440071	6/25/2020	7/25/2020	79	-	-	-	-	79
Kitchen Kid, LLC	440071505	6/25/2020	7/25/2020	145	-	-	-	-	145
Kitchen Kid, LLC	440071509	6/25/2020	7/25/2020	145	-	-	-	-	145
Kitchen Kid, LLC	440071514	6/25/2020	7/25/2020	145	-	-	-	-	145
Kitchen Kid, LLC	440072009	6/25/2020	7/25/2020	49	-	-	-	-	49

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Kitchen Kid, LLC	440072509	6/25/2020	7/25/2020	22	-	-	-	-	22
Kitchen Kid, LLC	440471	8/4/2020	9/3/2020	79	-	-	-	-	79
Kitchen Stewardship LLC	241	6/15/2020	7/15/2020	150	-	-	-	-	150
Kitchen Stewardship LLC	249	8/7/2020	9/6/2020	150	-	-	-	-	150
KiwiCo, Inc	ST-IABT4P5I	7/17/2020	8/16/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IALKE5LQ	6/8/2020	7/8/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-IAQRY5KI	7/20/2020	8/19/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-IAVR7VVY	7/20/2020	8/19/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-IB6HYVBY	6/5/2020	7/5/2020	274	-	-	-	-	274
KiwiCo, Inc	ST-IBCLNM2I	7/20/2020	8/19/2020	353	-	-	-	-	353
KiwiCo, Inc	ST-IBFENTHY	7/20/2020	8/19/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-IBJS2XDY	7/20/2020	8/19/2020	350	-	-	-	-	350
KiwiCo, Inc	ST-IBJVD7EI	6/5/2020	7/5/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IBPE3D6Y	7/20/2020	8/19/2020	350	-	-	-	-	350
KiwiCo, Inc	ST-IBPY6AOY	6/5/2020	7/5/2020	533	-	-	-	-	533
KiwiCo, Inc	ST-IBTBOTLI	7/20/2020	8/19/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-IBZXCJFI	7/20/2020	8/19/2020	223	-	-	-	-	223
KiwiCo, Inc	ST-ICLBGMGI	6/5/2020	7/5/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-ICN2GSTY	6/5/2020	7/5/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-IE3PNJAI	6/8/2020	7/8/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IEBKYGHY	6/8/2020	7/8/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IF742XYA	6/4/2020	7/4/2020	85	-	-	-	-	85
KiwiCo, Inc	ST-IFDIUHZI	6/8/2020	7/8/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IGANETGQ	6/8/2020	7/8/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IH2TV3AI	8/5/2020	9/4/2020	221	-	-	-	-	221
KiwiCo, Inc	ST-IH3FPPPY	8/5/2020	9/4/2020	221	-	-	-	-	221
KiwiCo, Inc	ST-IH424M6I	8/5/2020	9/4/2020	174	-	-	-	-	174
KiwiCo, Inc	ST-IH4JCYOY	8/5/2020	9/4/2020	221	-	-	-	-	221
KiwiCo, Inc	ST-IH56PV5I	8/5/2020	9/4/2020	173	-	-	-	-	173
KiwiCo, Inc	ST-IH5MWBNI	8/5/2020	9/4/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IH6QJKMY	8/5/2020	9/4/2020	173	-	-	-	-	173
KiwiCo, Inc	ST-IHI5DJMI	7/17/2020	8/16/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IHMZWYYY	7/17/2020	8/16/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IHOPDWHI	7/17/2020	8/16/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-IHRZ5REI	7/17/2020	8/16/2020	120	-	-	-	-	120
KiwiCo, Inc	ST-IHVIQQMQ	8/7/2020	9/6/2020	201	-	-	-	-	201

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
KiwiCo, Inc	ST-IIF5AGY	8/5/2020	9/4/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IIFXWUWI	8/5/2020	9/4/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IIGJQJFY	8/5/2020	9/4/2020	163	-	-	-	-	163
KiwiCo, Inc	ST-IIUL4PFY	6/4/2020	7/4/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IMQLEHRY	7/24/2020	8/23/2020	162	-	-	-	-	162
KiwiCo, Inc	ST-IMTEEN7I	7/24/2020	8/23/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IMXAX5LY	7/24/2020	8/23/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IMZTBZGA	7/17/2020	8/16/2020	221	-	-	-	-	221
KiwiCo, Inc	ST-INBD5JYI	7/22/2020	8/21/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IO3BVSJQ	6/4/2020	7/4/2020	220	-	-	-	-	220
KiwiCo, Inc	ST-IOHYR5MQ	7/17/2020	8/16/2020	322	-	-	-	-	322
KiwiCo, Inc	ST-IOL6TTBY	7/22/2020	8/21/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IONKSKHQ	7/17/2020	8/16/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IONUAQQI	7/22/2020	8/21/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IOQVMFEQ	7/17/2020	8/16/2020	322	-	-	-	-	322
KiwiCo, Inc	ST-IOT5ECFQ	8/3/2020	9/2/2020	119	-	-	-	-	119
KiwiCo, Inc	ST-IOUO5WVA	8/3/2020	9/2/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IOVAXLEQ	8/3/2020	9/2/2020	98	-	-	-	-	98
KiwiCo, Inc	ST-IOVSQ7UA	8/3/2020	9/2/2020	65	-	-	-	-	65
KiwiCo, Inc	ST-IOVVS5QA	7/17/2020	8/16/2020	120	-	-	-	-	120
KiwiCo, Inc	ST-IP6QXGCI	6/8/2020	7/8/2020	97	-	-	-	-	97
KiwiCo, Inc	ST-IPOMPUAY	6/8/2020	7/8/2020	65	-	-	-	-	65
Lake View Charter School	LVCS-MRA	6/30/2020	6/30/2020	6,016	-	-	-	-	6,016
Lakeshore	2098140720	7/16/2020	8/15/2020	118	-	-	-	-	118
Lakeshore	5432340620	6/4/2020	7/4/2020	258	-	-	-	-	258
Lakeshore	5472450620	6/8/2020	7/8/2020	68	-	-	-	-	68
Learning Without Tears	INV76840	6/11/2020	7/11/2020	44	-	-	-	-	44
Learning Without Tears	INV76862	6/11/2020	7/11/2020	29	-	-	-	-	29
Learning Without Tears	INV85073	8/11/2020	9/10/2020	52	-	-	-	-	52
Learning Without Tears	INV85987	8/14/2020	9/13/2020	29	-	-	-	-	29
Learning Without Tears	INV86208	8/17/2020	9/16/2020	12	-	-	-	-	12
LEGO Education	1190427869	6/16/2020	8/15/2020	472	-	-	-	-	472
LEGO Education	1190430741	7/22/2020	9/20/2020	312	-	-	-	-	312
LEGO Education	1190433874	7/29/2020	9/27/2020	201	-	-	-	-	201
LEGO Education	1190434096	7/30/2020	9/28/2020	162	-	-	-	-	162
LEGO Education	1190434097	7/30/2020	9/28/2020	464	-	-	-	-	464

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
LEGO Education	1190435782	8/17/2020	10/16/2020	279	-	-	-	-	279
LEGO Education	1190436015	8/14/2020	10/13/2020	201	-	-	-	-	201
Lighthouse Therapy LLC	194	6/3/2020	7/3/2020	3,622	-	-	-	-	3,622
Little Passports	113191663	8/15/2020	9/14/2020	110	-	-	-	-	110
Little Passports	113191839	8/15/2020	9/14/2020	129	-	-	-	-	129
Lotus Educational Services, Inc.	1578	6/4/2020	7/19/2020	383	-	-	-	-	383
Lotus Educational Services, Inc.	1592	6/18/2020	8/2/2020	315	-	-	-	-	315
Marnie Young	MR0006	6/30/2020	7/30/2020	428	-	-	-	-	428
Marnie Young	MR0007	7/31/2020	8/30/2020	451	-	-	-	-	451
Math-U-See Inc.	0623997-IN	5/20/2020	7/19/2020	112	-	-	-	-	112
Math-U-See Inc.	0623998-IN	5/20/2020	7/19/2020	97	-	-	-	-	97
Math-U-See Inc.	0623999-IN	5/20/2020	7/19/2020	97	-	-	-	-	97
Math-U-See Inc.	0624000-IN	5/20/2020	7/19/2020	56	-	-	-	-	56
Math-U-See Inc.	0624130-IN	5/21/2020	7/20/2020	120	-	-	-	-	120
Math-U-See Inc.	0624131-IN	5/21/2020	7/20/2020	116	-	-	-	-	116
Math-U-See Inc.	0624856-IN	5/27/2020	7/26/2020	116	-	-	-	-	116
Math-U-See Inc.	0627540-IN	6/3/2020	8/2/2020	149	-	-	-	-	149
Math-U-See Inc.	0627541-IN	6/3/2020	8/2/2020	115	-	-	-	-	115
Math-U-See Inc.	0628601-IN	6/15/2020	8/14/2020	70	-	-	-	-	70
Math-U-See Inc.	0628602-IN	6/15/2020	8/14/2020	155	-	-	-	-	155
Math-U-See Inc.	0628604-IN	6/15/2020	8/14/2020	119	-	-	-	-	119
Math-U-See Inc.	0628605-IN	6/15/2020	8/14/2020	119	-	-	-	-	119
Math-U-See Inc.	0628606-IN	6/15/2020	8/14/2020	58	-	-	-	-	58
Math-U-See Inc.	0628608-IN	6/15/2020	8/14/2020	55	-	-	-	-	55
Math-U-See Inc.	0630876-IN	6/1/2020	7/31/2020	53	-	-	-	-	53
Math-U-See Inc.	0632271-IN	6/19/2020	8/18/2020	136	-	-	-	-	136
Math-U-See Inc.	0640793-IN	8/1/2020	9/30/2020	49	-	-	-	-	49
Math-U-See Inc.	0640796-IN	8/1/2020	9/30/2020	94	-	-	-	-	94
Math-U-See Inc.	0640798-IN	8/1/2020	9/30/2020	68	-	-	-	-	68
Math-U-See Inc.	0640800-IN	8/1/2020	9/30/2020	68	-	-	-	-	68
Math-U-See Inc.	0640801-IN	8/1/2020	9/30/2020	68	-	-	-	-	68
Math-U-See Inc.	0640814-IN	8/1/2020	9/30/2020	61	-	-	-	-	61
Math-U-See Inc.	0645833-IN	8/11/2020	10/10/2020	174	-	-	-	-	174
Math-U-See Inc.	0645834-IN	8/11/2020	10/10/2020	58	-	-	-	-	58
Math-U-See Inc.	0645845-IN	8/11/2020	10/10/2020	173	-	-	-	-	173
Math-U-See Inc.	0648785-IN	8/17/2020	10/16/2020	174	-	-	-	-	174

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
McColgan & Associates INC	3741	7/7/2020	7/7/2020	433	-	-	-	-	433
McColgan & Associates INC	3770	7/25/2020	7/25/2020	245	-	-	-	-	245
MEL Science U.S. LLC	AC2020080703	8/7/2020	9/6/2020	279	-	-	-	-	279
MEL Science U.S. LLC	BT2020080612	8/6/2020	9/5/2020	100	-	-	-	-	100
MEL Science U.S. LLC	LF2020062303	6/23/2020	7/23/2020	314	-	-	-	-	314
MEL Science U.S. LLC	PR2020061906	6/19/2020	7/19/2020	100	-	-	-	-	100
MEL Science U.S. LLC	WL2020080613	8/6/2020	9/5/2020	279	-	-	-	-	279
Melissa Bogle	INV0161	7/5/2020	7/5/2020	450	-	-	-	-	450
Miaplaza Inc.	3220	6/19/2020	7/19/2020	40	-	-	-	-	40
Minds on Education, Inc.	151881A	6/11/2020	7/11/2020	75	-	-	-	-	75
Mission Vista Academy	MVA-MRA	6/30/2020	6/30/2020	8,749	-	-	-	-	8,749
Moving Beyond the Page	213849	6/5/2020	7/5/2020	6	-	-	-	-	6
Moving Beyond the Page	213886	6/8/2020	7/8/2020	6	-	-	-	-	6
Moving Beyond the Page	214423	6/19/2020	7/19/2020	646	-	-	-	-	646
Moving Beyond the Page	214523	6/24/2020	7/24/2020	6	-	-	-	-	6
Moving Beyond the Page	214639	6/29/2020	7/29/2020	13	-	-	-	-	13
Moving Beyond the Page	216589	8/5/2020	9/4/2020	25	-	-	-	-	25
Moving Beyond the Page	217076	8/10/2020	9/9/2020	409	-	-	-	-	409
Moving Beyond the Page	218105	8/15/2020	9/14/2020	275	-	-	-	-	275
Moving Beyond the Page	218911	8/18/2020	9/17/2020	106	-	-	-	-	106
MoxieBox Art	5845	6/10/2020	7/10/2020	96	-	-	-	-	96
MoxieBox Art	5846	6/10/2020	7/10/2020	96	-	-	-	-	96
MoxieBox Art	5853	6/10/2020	7/10/2020	96	-	-	-	-	96
MoxieBox Art	5854	6/10/2020	7/10/2020	96	-	-	-	-	96
MoxieBox Art	5855	6/10/2020	7/10/2020	96	-	-	-	-	96
Mr. D Math	1255	7/7/2020	8/6/2020	487	-	-	-	-	487
Mr. D Math	1265	8/6/2020	9/5/2020	197	-	-	-	-	197
Mystery Science Inc.	96290	8/17/2020	9/16/2020	49	-	-	-	-	49
Mystery Science Inc.	96796	8/19/2020	9/18/2020	49	-	-	-	-	49
Nessy Learning LLC	NESUS3391	6/23/2020	7/23/2020	40	-	-	-	-	40
Nessy Learning LLC	NESUS3395	6/26/2020	7/26/2020	40	-	-	-	-	40
Nicole Medeiros	46	7/31/2020	8/30/2020	1,200	-	-	-	-	1,200
Nicole Thomas	2301	7/22/2020	8/21/2020	79	-	-	-	-	79
Oak Meadow Inc.	102798	6/23/2020	7/23/2020	630	-	-	-	-	630
Oak Meadow Inc.	103905	7/21/2020	8/20/2020	335	-	-	-	-	335
Outschool, Inc.	19884	6/15/2020	7/15/2020	15	-	-	-	-	15

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Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Otschool, Inc.	19885	6/15/2020	7/15/2020	74	-	-	-	-	74
Otschool, Inc.	19886	6/15/2020	7/15/2020	6	-	-	-	-	6
Otschool, Inc.	19913	6/22/2020	7/22/2020	13	-	-	-	-	13
Otschool, Inc.	19914	6/22/2020	7/22/2020	34	-	-	-	-	34
Otschool, Inc.	19915	6/22/2020	7/22/2020	30	-	-	-	-	30
Otschool, Inc.	19916	6/22/2020	7/22/2020	30	-	-	-	-	30
Otschool, Inc.	19917	6/22/2020	7/22/2020	80	-	-	-	-	80
Otschool, Inc.	20088	7/6/2020	8/5/2020	65	-	-	-	-	65
Pacific Coast Academy	PCA-MRA	6/30/2020	6/30/2020	71,954	-	-	-	-	71,954
PresenceLearning, Inc.	INV33310	6/4/2020	7/4/2020	8,244	-	-	-	-	8,244
Procopio, Cory, Hargreaves & Savitch LI	720698	7/10/2020	7/10/2020	1,661	-	-	-	-	1,661
Procopio, Cory, Hargreaves & Savitch LI	724107	8/10/2020	8/10/2020	154	-	-	-	-	154
Provenance	3048	7/13/2020	7/13/2020	99	-	-	-	-	99
Provenance	3076	7/20/2020	7/20/2020	4,400	-	-	-	-	4,400
Provenance	3084	7/24/2020	7/24/2020	7,144	-	-	-	-	7,144
Provenance	3108	7/30/2020	7/30/2020	308	-	-	-	-	308
Provenance	3113	8/3/2020	8/3/2020	595	-	-	-	-	595
Provenance	3131	8/6/2020	8/6/2020	6,563	-	-	-	-	6,563
Provenance	3140	8/11/2020	8/11/2020	1,089	-	-	-	-	1,089
Provenance	3161	8/12/2020	8/12/2020	1,204	-	-	-	-	1,204
Provenance	3172	8/12/2020	8/12/2020	17,576	-	-	-	-	17,576
Provenance	3182	8/12/2020	8/12/2020	6,563	-	-	-	-	6,563
Provenance	3200	8/12/2020	8/12/2020	56	-	-	-	-	56
Provenance	3210	8/13/2020	8/13/2020	125	-	-	-	-	125
Provenance	3230	8/13/2020	8/13/2020	233	-	-	-	-	233
Provenance	3240	8/13/2020	8/13/2020	56	-	-	-	-	56
Provenance	3250	8/13/2020	8/13/2020	125	-	-	-	-	125
Provenance	3260	8/13/2020	8/13/2020	627	-	-	-	-	627
Provenance	3270	8/13/2020	8/13/2020	627	-	-	-	-	627
Rainbow Resource Center	2694399	6/5/2020	7/5/2020	515	-	-	-	-	515
Rainbow Resource Center	2884222	7/13/2020	8/12/2020	279	-	-	-	-	279
Rainbow Resource Center	2887907	6/16/2020	7/16/2020	76	-	-	-	-	76
Rainbow Resource Center	2899943	6/19/2020	7/19/2020	29	-	-	-	-	29
Rainbow Resource Center	2899948	7/8/2020	8/7/2020	131	-	-	-	-	131
Rainbow Resource Center	2899953	6/19/2020	7/19/2020	29	-	-	-	-	29
Rainbow Resource Center	2918991	7/27/2020	8/26/2020	310	-	-	-	-	310

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
Rainbow Resource Center	2928632	6/29/2020	7/29/2020	44	-	-	-	-	44
Rainbow Resource Center	2928952	6/29/2020	7/29/2020	57	-	-	-	-	57
Rainbow Resource Center	2931614	6/29/2020	7/29/2020	90	-	-	-	-	90
Rainbow Resource Center	2961440	6/3/2020	7/3/2020	253	-	-	-	-	253
Rainbow Resource Center	2961457	6/3/2020	7/3/2020	569	-	-	-	-	569
Rainbow Resource Center	2961647	6/3/2020	7/3/2020	388	-	-	-	-	388
Rainbow Resource Center	2963268	6/4/2020	7/4/2020	121	-	-	-	-	121
Rainbow Resource Center	2963284	6/4/2020	7/4/2020	238	-	-	-	-	238
Rainbow Resource Center	2963287	6/4/2020	7/4/2020	101	-	-	-	-	101
Rainbow Resource Center	2963288	6/4/2020	7/4/2020	270	-	-	-	-	270
Rainbow Resource Center	2963565	6/4/2020	7/4/2020	109	-	-	-	-	109
Rainbow Resource Center	2964484	6/5/2020	7/5/2020	115	-	-	-	-	115
Rainbow Resource Center	2964500	6/5/2020	7/5/2020	297	-	-	-	-	297
Rainbow Resource Center	2965054	6/8/2020	7/8/2020	127	-	-	-	-	127
Rainbow Resource Center	2965233	6/8/2020	7/8/2020	43	-	-	-	-	43
Rainbow Resource Center	2965234	6/8/2020	7/8/2020	19	-	-	-	-	19
Rainbow Resource Center	2965235	6/8/2020	7/8/2020	31	-	-	-	-	31
Rainbow Resource Center	2965236	6/8/2020	7/8/2020	37	-	-	-	-	37
Rainbow Resource Center	2965238	6/8/2020	7/8/2020	214	-	-	-	-	214
Rainbow Resource Center	2965240	6/8/2020	7/8/2020	294	-	-	-	-	294
Rainbow Resource Center	2965515	6/8/2020	7/8/2020	415	-	-	-	-	415
Rainbow Resource Center	2965519	6/8/2020	7/8/2020	358	-	-	-	-	358
Rainbow Resource Center	2966697	6/9/2020	7/9/2020	239	-	-	-	-	239
Rainbow Resource Center	2968737	6/10/2020	7/10/2020	126	-	-	-	-	126
Rainbow Resource Center	2968755	6/10/2020	7/10/2020	37	-	-	-	-	37
Rainbow Resource Center	2968762	6/10/2020	7/10/2020	147	-	-	-	-	147
Rainbow Resource Center	2968777	6/10/2020	7/10/2020	277	-	-	-	-	277
Rainbow Resource Center	2968799	6/10/2020	7/10/2020	103	-	-	-	-	103
Rainbow Resource Center	2970327	6/11/2020	7/11/2020	25	-	-	-	-	25
Rainbow Resource Center	2970338	6/11/2020	7/11/2020	532	-	-	-	-	532
Rainbow Resource Center	2970359	6/11/2020	7/11/2020	202	-	-	-	-	202
Rainbow Resource Center	2971281	6/12/2020	7/12/2020	137	-	-	-	-	137
Rainbow Resource Center	2971297	6/12/2020	7/12/2020	114	-	-	-	-	114
Rainbow Resource Center	2971812	6/15/2020	7/15/2020	55	-	-	-	-	55
Rainbow Resource Center	2972232	6/15/2020	7/15/2020	126	-	-	-	-	126
Rainbow Resource Center	2977573	6/22/2020	7/22/2020	177	-	-	-	-	177

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Rainbow Resource Center	2981952	6/25/2020	7/25/2020	826	-	-	-	-	826
Rainbow Resource Center	2982560	6/25/2020	7/25/2020	261	-	-	-	-	261
Rainbow Resource Center	3028201	7/28/2020	8/27/2020	187	-	-	-	-	187
Rainbow Resource Center	3028247	7/28/2020	8/27/2020	38	-	-	-	-	38
Rainbow Resource Center	3028255	7/28/2020	8/27/2020	75	-	-	-	-	75
Rainbow Resource Center	3028431	7/28/2020	8/27/2020	95	-	-	-	-	95
Rainbow Resource Center	3028501	7/28/2020	8/27/2020	74	-	-	-	-	74
Rainbow Resource Center	3028504	7/28/2020	8/27/2020	70	-	-	-	-	70
Rainbow Resource Center	3028512	7/28/2020	8/27/2020	68	-	-	-	-	68
Rainbow Resource Center	3028517	7/28/2020	8/27/2020	64	-	-	-	-	64
Rainbow Resource Center	3028518	7/28/2020	8/27/2020	137	-	-	-	-	137
Rainbow Resource Center	3028526	7/28/2020	8/27/2020	364	-	-	-	-	364
Rainbow Resource Center	3028568	7/28/2020	8/27/2020	137	-	-	-	-	137
Rainbow Resource Center	3028656	7/28/2020	8/27/2020	110	-	-	-	-	110
Rainbow Resource Center	3028720	7/28/2020	8/27/2020	28	-	-	-	-	28
Rainbow Resource Center	3028815	7/28/2020	8/27/2020	126	-	-	-	-	126
Rainbow Resource Center	3028816	7/28/2020	8/27/2020	61	-	-	-	-	61
Rainbow Resource Center	3028823	7/28/2020	8/27/2020	30	-	-	-	-	30
Rainbow Resource Center	3028825	7/28/2020	8/27/2020	42	-	-	-	-	42
Rainbow Resource Center	3028832	7/28/2020	8/27/2020	122	-	-	-	-	122
Rainbow Resource Center	3028850	7/28/2020	8/27/2020	55	-	-	-	-	55
Rainbow Resource Center	3028869	7/28/2020	8/27/2020	107	-	-	-	-	107
Rainbow Resource Center	3028883	7/28/2020	8/27/2020	175	-	-	-	-	175
Rainbow Resource Center	3028900	7/28/2020	8/27/2020	99	-	-	-	-	99
Rainbow Resource Center	3028910	7/28/2020	8/27/2020	165	-	-	-	-	165
Rainbow Resource Center	3028914	7/28/2020	8/27/2020	106	-	-	-	-	106
Rainbow Resource Center	3028927	7/28/2020	8/27/2020	105	-	-	-	-	105
Rainbow Resource Center	3028931	7/28/2020	8/27/2020	47	-	-	-	-	47
Rainbow Resource Center	3028933	7/28/2020	8/27/2020	50	-	-	-	-	50
Rainbow Resource Center	3028935	7/28/2020	8/27/2020	26	-	-	-	-	26
Rainbow Resource Center	3028936	7/28/2020	8/27/2020	26	-	-	-	-	26
Rainbow Resource Center	3029901	7/29/2020	8/28/2020	238	-	-	-	-	238
Rainbow Resource Center	3029910	7/29/2020	8/28/2020	287	-	-	-	-	287
Rainbow Resource Center	3033343	7/30/2020	8/29/2020	61	-	-	-	-	61
Rainbow Resource Center	3033383	7/30/2020	8/29/2020	57	-	-	-	-	57
Rainbow Resource Center	3033393	7/30/2020	8/29/2020	56	-	-	-	-	56

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Rainbow Resource Center	3033412	7/30/2020	8/29/2020	66	-	-	-	-	66
Rainbow Resource Center	3033418	7/30/2020	8/29/2020	160	-	-	-	-	160
Rainbow Resource Center	3033445	7/30/2020	8/29/2020	160	-	-	-	-	160
Rainbow Resource Center	3034168	7/31/2020	8/30/2020	51	-	-	-	-	51
Rainbow Resource Center	3034262	7/31/2020	8/30/2020	50	-	-	-	-	50
Rainbow Resource Center	3034272	7/31/2020	8/30/2020	169	-	-	-	-	169
Rainbow Resource Center	3034504	7/31/2020	8/30/2020	37	-	-	-	-	37
Rainbow Resource Center	3035210	7/31/2020	8/30/2020	245	-	-	-	-	245
Rainbow Resource Center	3035216	7/31/2020	8/30/2020	28	-	-	-	-	28
Rainbow Resource Center	3035221	7/31/2020	8/30/2020	118	-	-	-	-	118
Rainbow Resource Center	3035223	7/31/2020	8/30/2020	136	-	-	-	-	136
Rainbow Resource Center	3035259	7/31/2020	8/30/2020	25	-	-	-	-	25
Rainbow Resource Center	3035845	7/31/2020	8/30/2020	266	-	-	-	-	266
Rainbow Resource Center	3036768	8/3/2020	9/2/2020	212	-	-	-	-	212
Rainbow Resource Center	3037718	8/3/2020	9/2/2020	129	-	-	-	-	129
Rainbow Resource Center	3038103	8/3/2020	9/2/2020	159	-	-	-	-	159
Rainbow Resource Center	3046570	8/5/2020	9/4/2020	18	-	-	-	-	18
Rainbow Resource Center	3046579	8/5/2020	9/4/2020	142	-	-	-	-	142
Rainbow Resource Center	3051133	8/6/2020	9/5/2020	88	-	-	-	-	88
Rainbow Resource Center	3051139	8/6/2020	9/5/2020	109	-	-	-	-	109
Rainbow Resource Center	3051146	8/6/2020	9/5/2020	65	-	-	-	-	65
Rainbow Resource Center	3051160	8/6/2020	9/5/2020	46	-	-	-	-	46
Rainbow Resource Center	3053847	8/7/2020	9/6/2020	18	-	-	-	-	18
Rainbow Resource Center	3053859	8/7/2020	9/6/2020	47	-	-	-	-	47
Rainbow Resource Center	3053868	8/7/2020	9/6/2020	47	-	-	-	-	47
Rainbow Resource Center	3053872	8/7/2020	9/6/2020	26	-	-	-	-	26
Rainbow Resource Center	3053899	8/7/2020	9/6/2020	83	-	-	-	-	83
Reading Horizons	40083	7/22/2020	8/21/2020	3,760	-	-	-	-	3,760
Rebecca Balakian	0005	8/12/2020	9/11/2020	450	-	-	-	-	450
SAM Academy	600003	6/12/2020	7/12/2020	50	-	-	-	-	50
Sandra Torosian	1044	6/18/2020	7/18/2020	105	-	-	-	-	105
School Pathways, LLC	65679	7/31/2020	8/30/2020	2,910	-	-	-	-	2,910
Shane Cammell	200509	6/15/2020	7/15/2020	280	-	-	-	-	280
Shane Cammell	200609	6/30/2020	7/30/2020	280	-	-	-	-	280
ShillerLearning	271785	7/21/2020	8/20/2020	116	-	-	-	-	116
Shirley Winters Ballet	16406	8/2/2020	9/1/2020	464	-	-	-	-	464

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Singapore Math, Inc.	352605	7/1/2020	7/31/2020	62	-	-	-	-	62
Singapore Math, Inc.	352908	7/22/2020	8/21/2020	58	-	-	-	-	58
Singapore Math, Inc.	352908bo	8/4/2020	9/3/2020	81	-	-	-	-	81
Steinway Piano Gallery Of Fresno	73	6/9/2020	7/9/2020	420	-	-	-	-	420
Studies Weekly	332198	5/4/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	332520	5/6/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	332549	8/3/2020	9/1/2020	65	-	-	-	-	65
Studies Weekly	332797	5/6/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	336284	6/24/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	337958	6/19/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	341553	7/16/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	341770	7/16/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	341776	7/16/2020	9/1/2020	32	-	-	-	-	32
Studies Weekly	341780	7/16/2020	9/1/2020	65	-	-	-	-	65
Studies Weekly	342932	7/22/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	342935	7/23/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	344630	7/31/2020	9/1/2020	33	-	-	-	-	33
Studies Weekly	344636	7/31/2020	9/1/2020	33	-	-	-	-	33
Success Learning Center	BARBER	6/8/2020	7/8/2020	(720)	-	-	-	-	(720)
Teacher Synergy, LLC	121200965	7/22/2020	8/12/2020	230	-	-	-	-	230
Teacher Synergy, LLC	121228407	7/23/2020	8/13/2020	72	-	-	-	-	72
Teacher Synergy, LLC	121476679	7/29/2020	8/19/2020	15	-	-	-	-	15
Teacher Synergy, LLC	121481013	7/29/2020	8/19/2020	325	-	-	-	-	325
Teacher Synergy, LLC	121706803	8/3/2020	8/24/2020	6	-	-	-	-	6
Teacher Synergy, LLC	121706894	8/3/2020	8/24/2020	9	-	-	-	-	9
Teacher Synergy, LLC	121852562	8/4/2020	8/25/2020	61	-	-	-	-	61
Teacher Synergy, LLC	122735740	8/14/2020	9/4/2020	84	-	-	-	-	84
Teacher Synergy, LLC	122752674	8/14/2020	9/4/2020	68	-	-	-	-	68
Teacher Synergy, LLC	122773662	8/14/2020	9/4/2020	107	-	-	-	-	107
Teaching Textbooks	27908	6/4/2020	7/4/2020	106	-	-	-	-	106
Teaching Textbooks	27980	6/4/2020	7/4/2020	67	-	-	-	-	67
Teaching Textbooks	27981	6/4/2020	7/4/2020	55	-	-	-	-	55
Teaching Textbooks	28022	6/4/2020	7/4/2020	67	-	-	-	-	67
Teaching Textbooks	28041	6/4/2020	7/4/2020	43	-	-	-	-	43
Teaching Textbooks	28080	6/9/2020	7/9/2020	150	-	-	-	-	150
Teaching Textbooks	28081	6/9/2020	7/9/2020	146	-	-	-	-	146

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	- 90 Days Past	90 Days Past	Total
Teaching Textbooks	28082	6/9/2020	7/9/2020	118	-	-	-	-	118
Teaching Textbooks	28083	6/9/2020	7/9/2020	150	-	-	-	-	150
Teaching Textbooks	28084	6/9/2020	7/9/2020	150	-	-	-	-	150
Teaching Textbooks	28091	6/11/2020	7/11/2020	72	-	-	-	-	72
Teaching Textbooks	28123	6/16/2020	7/16/2020	63	-	-	-	-	63
Teaching Textbooks	28139	6/24/2020	7/24/2020	55	-	-	-	-	55
Teaching Textbooks	28612	8/5/2020	9/4/2020	55	-	-	-	-	55
Teaching Textbooks	28658	8/7/2020	9/6/2020	43	-	-	-	-	43
Teaching Textbooks	28659	8/7/2020	9/6/2020	43	-	-	-	-	43
The Cottonwood School	TCS-MRA	6/30/2020	6/30/2020	191,475	-	-	-	-	191,475
The Talk Team	70875	6/22/2020	7/22/2020	345	-	-	-	-	345
The Talk Team	70876	6/22/2020	7/22/2020	430	-	-	-	-	430
The Talk Team	70877	6/22/2020	7/22/2020	230	-	-	-	-	230
The Talk Team	70878	6/22/2020	7/22/2020	230	-	-	-	-	230
The Talk Team	70879	6/22/2020	7/22/2020	115	-	-	-	-	115
The Talk Team	70880	6/22/2020	7/22/2020	115	-	-	-	-	115
The Talk Team	70881	6/22/2020	7/22/2020	95	-	-	-	-	95
The Talk Team	70882	6/22/2020	7/22/2020	173	-	-	-	-	173
The Talk Team	71576	7/7/2020	8/6/2020	86	-	-	-	-	86
Think Outside, LLC	20329	8/5/2020	9/4/2020	259	-	-	-	-	259
Timberdoodle.com	319695	6/8/2020	7/8/2020	75	-	-	-	-	75
Timberdoodle.com	319724	6/9/2020	7/9/2020	303	-	-	-	-	303
Timberdoodle.com	319813	6/10/2020	7/10/2020	1,090	-	-	-	-	1,090
Time4Learning	T4L11362	6/26/2020	7/26/2020	60	-	-	-	-	60
Top Spot Tutoring	58	7/27/2020	8/26/2020	1,880	-	-	-	-	1,880
Top Spot Tutoring	59	8/5/2020	9/4/2020	800	-	-	-	-	800
Top Spot Tutoring	64	8/19/2020	9/18/2020	300	-	-	-	-	300
Ungers Karate Academy	2965	7/28/2020	8/27/2020	1,335	-	-	-	-	1,335
United Conservatory of Music	10590707	8/3/2020	9/2/2020	450	-	-	-	-	450
UPS	0000R76574240	6/13/2020	7/13/2020	28	-	-	-	-	28
UPS	0000R76574250	6/20/2020	7/20/2020	76	-	-	-	-	76
Verizon Wireless	9857189848	6/22/2020	7/22/2020	276	-	-	-	-	276
West Martial Arts	0002	8/13/2020	9/12/2020	960	-	-	-	-	960
Wonder Crate	1125	7/22/2020	8/21/2020	150	-	-	-	-	150
WriteShop	20-0631	6/30/2020	7/30/2020	66	-	-	-	-	66
WriteShop	20-0725	7/16/2020	8/15/2020	110	-	-	-	-	110

Monarch River Academy**Accounts Payable Aging**

For the period ended August 31, 2020

Vendor Name	Invoice/Credit Number	Invoice	Date Due	Current	30 Days Past	60 Days Past	90 Days Past	90 Days Past	Total
WriteShop	20-0749	7/27/2020	8/26/2020	139	-	-	-	-	139
WriteShop	20-0755	7/28/2020	8/27/2020	53	-	-	-	-	53
WriteShop	20-0808	8/3/2020	9/2/2020	202	-	-	-	-	202
WriteShop	20-0810	8/4/2020	9/3/2020	63	-	-	-	-	63
WriteShop	20-0824	8/10/2020	9/9/2020	64	-	-	-	-	64
WriteShop	20-0825	8/10/2020	9/9/2020	135	-	-	-	-	135
WriteShop	20-0835	8/15/2020	9/14/2020	94	-	-	-	-	94
Total Outstanding Payables in August				#####	\$ -	\$ -	\$ -	\$ -	#####

Cover Sheet

Due To Due From 19-20

Section:	II. Finance
Item:	B. Due To Due From 19-20
Purpose:	Vote
Submitted by:	
Related Material:	MRA DTDF Summary.pdf

Charter Name: Monarch River Academy

Charter Name	Total Amount to Pay	Total Amount to Receive	Net Balance
Blue Ridge		\$ 510,500.58	\$ 510,500.58
Cabrillo Point	\$ (12,716.91)		\$ (12,716.91)
Clarksville	\$ (94,608.34)		\$ (94,608.34)
Cottonwood	\$ (191,475.02)		\$ (191,475.02)
Feather River	\$ (61,756.45)		\$ (61,756.45)
Granite Mountain	\$ (2,116.24)		\$ (2,116.24)
Heartland		\$ 40,426.62	\$ 40,426.62
Lake View	\$ (6,015.61)		\$ (6,015.61)
Mission Vista	\$ (8,749.19)		\$ (8,749.19)
Pacific Coast	\$ (71,953.61)		\$ (71,953.61)
Triumph		\$ 10,616.49	\$ 10,616.49
Winship		\$ 683.68	\$ 683.68
Yosemite		\$ 1,307,520.81	\$ 1,307,520.81
Net Total	\$ (449,391.37)	\$ 1,869,748.18	\$ 1,420,356.81

Net DTDF Related to Shared Staffing	\$ 366,416.54
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Invoice Number
N/A
CPA-MRA
CCS-MRA
TCS-MRA
FRCS-MRA
GMCS-MRA
N/A
N/A
MVA-MRA
PCA-MRA
N/A
N/A
N/A

Cover Sheet

Due To Due From 20-21

Section:	II. Finance
Item:	C. Due To Due From 20-21
Purpose:	Discuss
Submitted by:	
Related Material:	MRA DTDF Non Staffing.xlsx

Cover Sheet

Maintenance of Effort

Section:	II. Finance
Item:	D. Maintenance of Effort
Purpose:	Discuss
Submitted by:	
Related Material:	MRA_MOE Board Presentation.pdf



Monarch River Academy Charter School

Maintenance of Effort (MOE)



Background

- MOE is a federal reporting requirement of expenditures relating to Special Education.
- Charter LEA's must spend each year at least what was spent in the subsequent year (with allowable exceptions).
- Charter LEA's must budget for the next year at least what was spent in the current year.

FY19-20 Reporting

- Special Education Revenue: **\$489,759**
- Special Education Expenses: **(\$1,258,264)**
- Net Encroachment: **\$768,505**
- State/Local Test: **Met** (No Base Year)
- Local Only Test: **Met** (No Base Year)
- Per Pupil Test: **Met** (No Base Year)
- Local Only Per Pupil Test: **Met** (No Base Year)

Cover Sheet

Compensation Policy 2020-2021

Section: II. Finance
Item: E. Compensation Policy 2020-2021
Purpose: Vote
Submitted by:
Related Material: Monarch River-Compensation Policy-2020-2021.pdf

BACKGROUND:

- Retroactive Reimbursement for Prior Technology Use and Mileage for All Certificated and Classified Staff



2020-2021 Compensation Policy

Dedication to Non-discrimination

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

Important Information

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

Compensation Philosophy

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

We offer...

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

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

We recognize and reward...

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

For teachers...

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

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

TEACHER COMPENSATION

Teacher Definition:

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

Salary Placement Guidelines:

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

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

Creditable Years of Experience:

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 5 (five) years.
- An additional year may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
 - California and US public, charter, and private elementary and secondary schools
 - Accredited foreign public, charter, and private elementary and secondary schools
 - California, US, and foreign accredited universities and colleges
 - Non-public special education contract schools for special education teachers
 - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- A maximum of 2 years of substitute teaching experience in California and US public, charter, and private elementary or secondary schools may be accepted.
- Two years of teacher assistant experience in the above institutions will be equal to 1 YEAR in the salary schedule up to a maximum of 2 YEARS.

- Other relevant professional experience may be considered by the Executive Director or designee.

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

Credential/Certification:

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

Advanced Degree/Certificate Stipends:

- Teachers who hold a Doctoral degree are entitled to additional compensation of a \$3000 in addition to their current annual salary on the Salary Table.
- The stipend is not included in your annual salary and may be processed separately from regular earnings.
- The stipends will be paid as set forth in the Stipend Descriptions below.

Signing Bonus:

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

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.
- The Executive Director shall designate the individuals authorized to receive the signing bonus.

- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
 - be certified in the field they are hired to teach.
 - teach in that field of the bonus.

Supplemental Duty Stipends:

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

Stipend Information and Job Descriptions

SST Coordinator

Job Summary:

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

Duties and Responsibilities:

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

504 Coordinator**Job Summary:**

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

Duties and Responsibilities:

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

- Provide support as a GE teacher to the caseload of students according to the Homeschool Teacher job description.
- Support the development and implementation of the LCAP
- Other duties as assigned.

EL Coordinator

Job Summary:

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

Duties and Responsibilities:

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

Regional Coordinator

Job Summary:

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

\$20,000. Regional Coordinators can earn an additional stipend per student with a maximum roster of 28. This position will require an administrative credential for all new hires starting 2020.

Duties and Responsibilities:

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

Director of Community Connections

Job Summary:

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

Duties and Responsibilities:

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

- Support the development and implementation of the LCAP.
- Equip parents and teachers to start and organize clubs.
- Other duties as assigned.

Community Connections Coordinator

Job Summary:

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

Duties and Responsibilities:

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

High School Counselor

Job Summary:

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

Duties and Responsibilities:

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

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

High School Success Coordinator

Job Summary:

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

Duties and Responsibilities:

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

Testing Coordinator

Job Summary:

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

Duties and Responsibilities:

- Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff.
- Local benchmark monitoring such as Star 360 and other assessments.
- Upload local benchmark scores to student dashboard on School Pathways.
- Provide staff school accounts for local benchmark monitoring.
- Create, maintain, problem solve, and bridge Pathways and Renaissance Portal.
- Create, monitor, and share reports with school administrators as well as answer all general questions regarding use of the program(s) used.
- Provide school with training for teachers and testing messaging to families.
- Manage, train, promote, and proctor Physical Fitness Testing and California Assessment of Student Performance and Progress (CAASPP).
- Provide parent(s) information regarding local testing.
- Foster ongoing communication with Directors, RCs, teachers, students, and parents.
- Responsible for following policies and procedures of the school.
- Address teacher, parent, and student concerns that arise.
- Be the first line of support for testing.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Create an environment of trust, open communication, creative thinking, and cohesive team effort.
- Work with the Tech department to ensure adequate equipment is available for testing.
- Track and manage testing equipment.
- Provide support to all test locations, staff, and families.
- Motivate and inspire team members and students.

Teacher Trainer Coordinator**Job Summary:**

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

Duties and Responsibilities:

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

- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Other duties as assigned.

Decathlon Coordinator Stipend

Job Summary:

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

Duties and Responsibilities:

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

Induction Coach

Job Summary:

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

Duties and Responsibilities:

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

Summary Statement

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

Desired Qualifications for Credentialed Positions:

- Valid California teaching and EL credential (required).
- One year of HST experience is preferred.
- Experience/coursework specializing in intervention preferred.
- Experience with leading SST/504 meeting preferred.
- Ability to stay organized in a fast paced environment.
- Comfortable with online/virtual meeting platforms including Google Hangouts, Blackboard, Zoom, etc.
- Knowledge of various learning modalities/educational philosophies.

- Be organized and demonstrate the ability to meet all deadlines.
- Work collaboratively in a remote environment with classified and teaching staff as well as coordinators and directors.
- Ability to be proactive and innovative.
- Should understand the Homeschool Teaching Job and demonstrate proficiency in performance of the duties for all grade levels.

Voluntary Transfer to Lower Role Placement or Teaching position

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

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

PAY SCALE GROUP		PAY SCALE LEVEL									
Points*		1	2	3	4	5	6	7	8	9	10
A (Minimum)		\$58,240*	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250
B (+ 14 points)		\$58,240**	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,750
C (+ 28 points)		\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,110	\$66,250
D (+ 42 points)		\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$62,350	\$65,500	\$68,750
E (+ 56 points)		\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$61,550	\$65,625	\$67,850	\$71,250
F (+ 70 points)		\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$60,650	\$63,700	\$66,900	\$70,225	\$73,750
G (+ 84 points)		\$58,250	\$58,250	\$58,250	\$58,250	\$59,750	\$62,725	\$65,850	\$69,125	\$72,600	\$76,250
H (+ 98 points)		\$58,250	\$58,250	\$58,250	\$58,750	\$61,650	\$64,750	\$68,000	\$71,400	\$75,000	\$78,750
Additional Pay Scale Levels											
(continued) H (+ 98 points)		11	12	13	14						
		\$81,250	\$83,750	\$86,250	\$88,750	H15	H20	H25	H30		
						\$91,250	\$93,750	\$96,250	\$98,250		

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

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

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

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

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

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

Additional Pay Scale Levels

(continued) H (+ 98 points)	11	12	13	14	H15	H20	H25	H30
	\$78,000	\$80,500	\$83,000	\$85,500	\$88,000	\$90,500	\$93,000	\$95,000

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

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

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

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

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

Yosemite Valley Charter School
July 1, 2020 - SPED Teacher Salary Table

PAY SCALE GROUP		PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10	
A (Minimum)	\$58,240	\$58,240	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	
B (+ 14 points)	\$58,240	\$58,860	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,945	
C (+ 28 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,247	\$68,670	
D (+ 42 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$64,419	\$67,853	\$71,395	
E (+ 56 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$63,547	\$67,989	\$70,414	\$74,120	
F (+ 70 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$62,566	\$65,891	\$69,379	\$73,003	\$76,845	
G (+ 84 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$61,585	\$64,828	\$68,234	\$71,804	\$75,592	\$79,570	
H (+ 98 points)	\$59,950	\$59,950	\$59,950	\$60,495	\$63,656	\$67,035	\$70,578	\$74,284	\$78,208	\$82,295	
Additional Pay Scale Levels											
(continued) H (+ 98 points)	11		12		13		14				
	\$85,020	\$87,745	\$90,470	\$93,195							
							H15	H20	H25	H30	
							\$95,920	\$98,645	\$101,370	\$103,550	

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

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

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

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

**Certificated Support Team
July 1, 2020 Salary Schedule**

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

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

SPEECH/LANGUAGE PATHOLOGIST

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

NURSE

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

OCCUPATIONAL THERAPIST

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

NBC or Doctorate Differential is \$3000

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

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

2019-20 & 2020-21 Classified Pay Scale

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

- New classified team members will be placed on this salary schedule based on:
 - Row (Office Tech 1, 2, 3 or 4) where other department members start as an Inspire team member
 - Column (A-L) is determined by the lowest column all other recently added department members started, previous job experience, educational level attained, and demonstrated proficiency or experience in necessary job skills
- Classified team members who start at an Office Tech 1 position may move to Office Tech 2 Column H by meeting **all** of the following criteria:
 - Reaching step 12 in the Office Tech 1 column
 - Maintain satisfactory or better evaluations in the current and previous year
 - Participate in professional growth opportunities agreed to by department supervisor
 - Based on the above criteria receive approval from department supervisor
- Annually on July 1st classified team members will move from one column of the pay scale to the next if they have been in their current cell for a minimum of 3 months and they receive a satisfactory or better end of the year evaluation the previous year
- Department Managers may request from the Executive Director, or his designee, in writing that a team member is placed into a new higher (can't move down) cell on the salary schedule during the fiscal year (July 1 - June 30) based on:
 - New team member exceeding job expectations and performance after a 3 month new hire period
 - Team member taking on new assignments, tasks, or job responsibilities
 - Team member becoming highly proficient in specific skills that allows him/her to train other department members

Additional Supplement Bonus ("Supplement"):

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

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

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

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

Part-time Teachers:

For all part-time teachers.

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

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

CLASSIFIED COMPENSATION

Experience and Placement

- Each classified employee will be placed on the salary schedule based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
 - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
 - Example: SPED instructional aide at a school district, or a company may be equivalent experience for the SPED instructional aide position, but SPED center aide will be applicable experience.
- The evaluation of prior experience and placement on the Salary Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:

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

Role/Salary Placements

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

Advancements on Pay Scale

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

Lateral Transfer

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

Partial Assignments

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

Reassignments

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

Rehires

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

Experience – Nonexempt Employees

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

Additional Supplement Bonus ("Supplement"):

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

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

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

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

PAYROLL ADVANCE POLICY UPON BOARD APPROVAL

POLICY BRIEF AND PURPOSE

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

SCOPE

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

POLICY ELEMENTS

"Payroll advance" refers to employees receiving a portion of their pay before their next normal payday. This does not include any money paid to the employee for work-related expenses.

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

CONDITIONS FOR REQUESTING A PAYROLL ADVANCE

Employees can ask for a pay advance if they:

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

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

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

- *Family or personal emergencies (e.g. being victims of a robbery or fire, having to pay funeral fees)*

- *Hospital bills not covered by medical insurance*
- *Car repairs not covered by insurance*
- *To save a family home*

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

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

PAYROLL ADVANCE TERMS

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

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

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

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

We will not charge any administrative fees or interest.

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

PAYROLL ADVANCE AGREEMENTS

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

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

This procedure must be followed:

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

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

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

NOTICE TO BOARD

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

Cover Sheet

Learning Continuity and Attendance Plan

Section:	III. Academic Excellence
Item:	A. Learning Continuity and Attendance Plan
Purpose:	Vote
Submitted by:	
Related Material:	LCaP - Monarch River Academy 2020-2021.pdf

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monarch River Academy	Michelene Fitzgerald Director of Community Engagement	michelene@inspireschools.org (559) 905-5373

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 18, 2020, the board of Monarch River Academy (MRA) approved to physically close our school in response to COVID-19 pandemic. We immediately transitioned to an emergency distance plan. This plan continued until the end of the school year, June 11, 2020. Throughout the rest of the school year, we have provided staff, students, parents and stakeholders with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all stakeholders to plan and prepare for a safe and successful August reopening that considers the current challenges. Monarch River Academy is located in Fresno County, and Fresno County is on the state COVID-19 watch list due to the increase in COVID-19 cases. We communicate regularly with the Fresno County Office of Education and the local health departments. MRA is deeply committed to making sure that all students make academic progress and are college and career ready. Each of our 2,188 students were swiftly impacted in the LEA, like other schools, with the initial closure of the school and swift move to distance learning. Fresno county public health department consistently reported COVID-19 cases throughout the summer while the county made hard decisions to suspend in-person school events and in-person services. Reflecting on the spring surveys coupled with the current LCaP surveys, Monarch River staff developed plans for student engagement, attendance, and achievement. In September, the state released very specific guidelines for in-person assessments and other activities if state COVID-19 guidelines are met.

Monarch River Academy (MRA) is highly committed to making sure that all students make academic progress and are college and career ready. We are a non-classroom-based independent study work charter school. While the in-person aspect of our curriculum is directly affected by the school closure mandate, our default curriculum delivery platform is a distance-learning format. However, we also emphasize personalized individualized learning plans which are effective by closures of local resources. Learning plans allow students to learn through local cultures, landscapes, and resources to contextualize our curriculum and match their interests. Our model of distance learning includes educational funds which are aligned with an individual learning plan, curriculum choices that are rigorous and aligned with the school mission and learning outcome goals. The charter has a MTSS intervention system to support any gaps in skills, strategies, and knowledge as well as addressing social emotional learning. This personalized learning plan is supported by a dedicated teacher(s) who work closely with the family and to ensure student success. MRA has increased the rigor, frequency, and validity of the local benchmark assessments to ensure that learning loss does not occur. A data driven, student centered program will inform instructional practice while providing more support and resources for intervention if needed. Evidence of student learning and success will be documented with the student information system to

include a portfolio of student work that demonstrates mastery. Additionally, the results of our surveys make clear that the COVID-19 pandemic and societal unrest has directly affected our students and families. To mitigate the negative impact of COVID-19 and societal unrest on the education of our students, we have increased and refined various services and approaches, including social-emotional support.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Since the spring of 2020, we have kept our board and stakeholders informed of the fluidity of the COVID-19 pandemic and engaged in assessing needs through a variety of mediums, including surveys administered in April and August 2020 and virtual meetings in July, August and September 2020. We translated questionnaires used in surveys into appropriate languages and checked with families regarding their understanding of our plans for school opening in August. Monarch River has surveyed parents, staff, students, and stakeholders for feedback. Dr. Laurie Goodman offered weekly public, virtual meetings for stakeholders during the month of July, then one per month after that and have been planned for the remainder of the school year. The school has created and hosted a Facebook page for collaboration between staff, families, vendors, and the community. All stakeholders are invited to interact on our social media and school website. The public virtual meetings hosted by Dr. Goodman are the result of parents desiring answers from the staff as the decisions are being made for the school. The invitations to these meetings as well as our board meetings were shared via email, google calendar and social media. When the meetings are complete the recording is posted on the Facebook account that is available to all stakeholders. Monarch River governing school board meetings have been posted on the school website and is available for teleconference and remote participation. Anyone interested in attending the public-school board meeting is invited to attend. Per Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020. Monarch River Academy school has had an upgrade to the school website and families can access a variety of content at the touch of a button. The content is updated and managed by staff committed to getting all information posted for stakeholders to have a timely delivery of information and updates.

Thus, we know an overwhelming majority of our parents have access to and know how to use the internet before the COVID-19 pandemic. We work with new families to ensure they have access to technology and the internet. We made, and continue to make, a concerted effort to inform all stakeholders of opportunities to participate in the development of our Learning Continuity Plan, including our September 1, 2020, public hearing. When communicating with stakeholders, we do not assume they have access to the internet or speak English at home, therefore, our communication strategies include surveys, email, social media, school websites, telephone calls, and text messages. We also identified families who do not speak English at home (based on Language Surveys) and translated communications in a language accessible to them. We want to ensure all stakeholders have notice of opportunities to contribute to our Learning Continuity and Attendance Plan, including proposed actions and expenditures. We encourage verbal and written comments. We shared our Learning Continuity and Attendance Plan draft with our District English Learner Acquisition Committee (DELAC) on September 10, 2020. We provided Spanish translation and interpretation at the DELAC engagement meeting.

We analyzed input from all formats and stakeholders. We translated input into themes and areas of need that directly informed our Learning Continuity and Attendance Plan.

[A description of the options provided for remote participation in public meetings and public hearings.]

Board meetings, public hearings, and stakeholder input meetings were open to the public via Zoom. All meetings are open, transparent, and accessible to the public. The agenda link is communicated to families and is posted on our school website. Members of the public can submit their comments during the livestream of the Learning Continuity and Attendance Plan public hearing as well as during the board approval meeting. Notice of and the agendas for the public hearing and the board approval meeting are publicized on our website at least 72 hours before they occur. We also informed our stakeholders of our public hearing via emails, telephone calls, texts, and our school website. Communications are translated as appropriate. We held our public hearing during a regularly scheduled board meeting on September 11, 2020. The Board is scheduled to formally approve the Learning Continuity and Attendance Plan on September 24, 2020. The LEA promoted and invited stakeholders to attend public hearings and local governing boards meetings through communication with their homeschool teacher, monthly parent newsletters, the school Facebook page, the school website and direct school email. Executive Order N-29-20 allows the public to observe and address the legislative body via teleconference. Monarch River provides a Zoom link via email and it is posted on social media. Recordings from Monday meetings with Dr. Laurie Goodman and the Parent Advocacy Council have been posted on the school social media pages. Families were able to borrow chromebooks and hotspots from our local office if they did not have the technology they needed during this time. Monarch River Academy also provided shipping of these items to families as needed.

[A summary of the feedback provided by specific stakeholder groups.]

Our stakeholder feedback informed the final version of our Learning Continuity and Attendance Plan in the following manner:

Teachers- Our teachers expressed a desire to learn more about how social-emotional supports and intervention supports can be integrated into the core curriculum, particularly at the secondary level. We incorporated this suggestion in various sections within this plan, including Mental Health and Social and Emotional Well-Being, Pupil Learning Loss Strategies, Supports for Pupils with Unique Needs, and Distance Learning Professional Development. This feedback also informed expenditures related to staff, and parent training focused on implementing trauma-informed practices through in-person and distance learning curriculum.

Parents- Given the increased closure of many community resources, including museums, and field trips to historical sites our parents expressed a desire to have access to a compendium of increased virtual resources such as virtual tours of museums and other historical sites to help contextualize the curriculum. Parents also expressed a desire to develop virtual clubs to connect students and increase community as well as social emotional connections with peers. Parent feedback informed various sections of this plan, particularly the Pupil Learning Loss Strategies and related expenditures.

Parents and students asked for online social interactions for their children in peer social groups. We are offering clubs for grade level bands at the elementary and middle school level. Our high school students are encouraged to participate in their grade level class groups hosted by assigned High School Specialists.

DELAC- Our DELAC representatives expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs). We replied in **writing** to all comments from our DELAC. Further, feedback from our DELAC informed our Pupil Learning Loss, Pupil Learning Loss Strategies, and Effectiveness of Implemented Pupil Learning Loss Strategies sections. Feedback from our DELAC also informed various expenditures, including the creation of a Student Support Coordinator position.

Survey and Feedback Results Include:

Monarch River Academy families had multiple opportunities to give their feedback on the school, educational process, support services and enrichment activities. Of the parents who provided feedback: 98.1% of those surveyed noted that they access daily instructional curriculum and learning resources either through online, textbook or a blended model. All but .4% of students have access to a device that connects to the internet and these students have been offered the technology needed to connect or use technology. Monarch River Academy school is committed to providing a laptop to any enrolled student that needs one. Almost all students have access to high speed internet and students who did not have access were provided access through a HotSpot or Cradlepoint which was provided by the school. 97% of daily instruction is delivered via a responsible parent or guardian in the home. 98% feel communication between the parent and the teacher is very good and typically delivered via email, text messaging and online meetings. 80% of the student population surveyed have no limitations on their device usage. Our students report 84% spend 3-5 focused hours of academic instruction on a daily basis. This does not include additional time spent working on assignments as follow up to daily instruction and enrichment activities.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholders asked for online social interactions for their children in peer social groups. We are offering clubs for grade level bands at the elementary and middle school level. Our high school students are invited to participate in their graduating class groups hosted by assigned High School Specialists. These teacher hosted peer virtual meetings will offer opportunities for students to connect with their peers and a consistent teacher where relationships can be built and sustained. Our families are also asking for more project-based learning opportunities, they are asking for more funding for charter schools, and families would like in-person classes again like the Enrichment Academies. They also suggested that while we cannot meet in-person, please have more school hosted classes online, parents would like more positive feedback from teachers to students, and include an article or tips for teaching students with special needs in the newsletter to parents. Parents also advocate for additional breaks for movement to help settle the students focus during these virtual classes and clubs.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closure.]

The most recent health department advisory for Fresno County does not allow public, charter, and private schools to hold classes and other school activities because of COVID-19 levels. While most of our curriculum is offered through a distance format, we strive to ensure the safety of students and staff, consistent with public health guidance, including hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting when we do implement in-person activities in the future, including mandated assessments. While most of our curriculum is delivered in a distance-learning format, we are now infusing trauma-informed practices as well as universal supports to help mitigate the negative effects of COVID-19. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing. As a non-classroom-based independent study work charter school, we provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified homeschool teacher (HST) is assigned to a family and

schedules a meeting to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs work together with families to provide support and to review student performance and progress to date. HSTs schedule additional meetings, and support as needed. High school students using an online platform for their curriculum will have teachers who log in to the platform and note weekly progress to ensure consistent growth.

Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. This assessment will give school staff, including assigned homeschool teachers, current data on our students and allow us to compare to STAR 360 data from May 2019. Teachers create individualized monthly assignments for students that are tied directly to grade level standards. We provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms
- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

2) On-line Instructional Model

- Instruction provide through district-licensed on-line content specific resources (e.g. Edgenuity)
- Students engage through a menu-driven instructional model which allows them self-pace and self-select standards-based curriculum and activities.
- Credentialed teachers communicate with students and families through district-licensed online content resources, telephone, and/or additional agreed on digital platforms.

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)

- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district-licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Communication between the school and all stakeholders continues to be best served via email, school website and social media in order to keep families informed of school changes. We did not attempt to recreate long, traditional school days at home. Instead, we focus on implementing an online instructional delivery method that supports mastery of content that maximizes synchronous instructional time with teachers and other students, as well as on demand or asynchronous approaches. In this way, time on task is viewed as a variable while learning is constant. Considering the effects of COVID-19 and societal unrest, our staff collaborated to prioritize learning goals, identify course sequence changes, increased scaffolding/instructional support, and to divide content and standards into manageable chunks through on-demand methods and shorter, targeted synchronous lessons that include trauma-informed practices. These foci are especially important to accelerate the learning of students who are most vulnerable to the adverse effects of COVID-19 and societal unrest. Further, our curriculum continues with the context of initial diagnostic, formative, interim, and summative assessments to inform our practices and need adjustments. Details are described in greater detail within subsequent sections, including those specific to learning loss and mental health and social and emotional wellbeing.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional development for staff and parents related to incorporating MTSS practices into lessons.	\$1,600	Y
Development and implementation of student-centered club to expand access to peer support and more enrichment opportunities	\$1,200	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Every student enrolled in Monarch River Academy has access to a full curriculum from the first day of school. The school provided access to chromebooks and hot spots to all students that needed the technology. Teacher input and/or family request triggered the delivery of technology. Curriculum is delivered online for every student who did not have their own choice curriculum delivered by the first day of school. Stakeholders all have access to our curriculum choices guide that is chalk full of standards based, rigorous curriculum options that prepare students for college and career options. Parents were able to review this at the end of the last school year to make their choice for the 2020-2021 school year. Teachers confirm the curriculum was available to the student on the first day or they offered a free curriculum to

start with. Students were able to engage in grade level curriculum beginning the first day of instruction and every school day after. Students were able to begin school under the guidance of a credentialed teacher. Non-classroom based schools have an advantage during this pandemic to minimize the drastic changes of in-person instruction versus their daily instruction. MRA students receive their instruction at home daily therefore the move from distance learning to in-person instruction is seamless for most students.

High school students using an online platform for their curriculum will have teachers who log in to the platform and note weekly progress to ensure consistent growth.

Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. This assessment will give school staff, including assigned homeschool teachers, current data on our students and allow us to compare to STAR 360 data from May 2019. Teachers create individualized monthly assignments for students that are tied directly to grade level standards. Communication between the school and all stakeholders continues to be best served via email, school website and social media in order to keep families informed of school changes.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As part of the emergency closure in March of 2020, we began planning meetings and sending questionnaires to identify any technology needs, particularly by English Learners (ELs), those students with exceptional needs, socioeconomically disadvantaged, foster youth, and homeless. The questionnaires for technology remain available for families should their needs change. Monarch River has surveyed and met with parents to verify that all students have access to technology needed to access their credentialed teacher, coursework, support resources and community events offered. The school has also polled each family to determine internet connectivity needs. Every student at our school has access to technology and the internet as needed. In a concerted effort to continue academic success teachers regularly meet with families to identify needs and support academic growth. During the meetings or any time in between if there is an identified need for technology or internet the teacher will follow through immediately with an appropriate order. In spring 2020 families were surveyed to determine the needs of the family. 80% of our families have no limitations to usage with the devices and high speed internet. The remaining either share a device with one other member and prefer a hybrid model of curriculum delivery. Families have been directed to let their homeschool teacher know if there is a change and they need new technology or tech support. The LEA monitors connectivity and technology access through teacher and office staff feedback. Of course, Monarch River makes certain to provide families with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology.

We have used appropriate funding sources to provide all families with the technology needed to participate in our curriculum equitably. For students relying on in-person service, we have attempted to identify new technology they may need and have provided the necessary support to ensure they can use it effectively, notably for ELs, those with exceptional learning needs, socioeconomically disadvantaged students, homeless, and foster youth. We increased parent support to maximize student learning. We also planned to continue our focused parent support to maximize student learning.

High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. Based on survey responses and communications, all families and students have access to the technology necessary to participate in learning effectively, including access to high-speed internet. Often, this takes the form of Wi-Fi hotspots. We also attempt to use external resources to help families, by actively engaging with our Students-in-Crisis Director who has a wealth of resources to support the community.

We are also vigilant of student privacy (e.g., FERPA and California Student Online Personal Protection Act). We take care not to record or take pictures of virtual meetings and use passwords to help prevent security breaches such as Zoom bombing. We also use Zoom educator accounts (instead of consumer accounts) that offer more stringent privacy policies. We make a concerted effort to use only technology products that meet privacy compliance concerns.

We elaborate on related professional development in the section below called Distance Learning Professional Development.

Based on our experience, we have learned that our students need an increased diversity in the hardware used to access our curriculum. For example, SPED, ELs, and Early Learners tend to interact better with hybrid Chromebooks as compared to regular Chromebooks. The hybrid Chromebooks also function as touchpads that help with the tactile interface. We are currently exploring the cost of hybrid Chromebooks. We have also learned that certain learning management systems such as SeeSaw are better applicable to Universal Design Learning (UDL) approaches that help all students better access the curriculum.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Per SB 98 daily participation in instruction may include online activities, completion of regular assignments, completion of assessments and contact between the Monarch River Academy staff and students or parents or guardians. Teachers are assigning twenty school days of work for each individual student and able to assign time value, as needed. High school students choosing Choice Plus as their curriculum option use course outlines that offer checklists and assignments for the student to complete. Teachers will collect the unit projects each month when the student meeting occurs. Unit assignments from Course Outlines will be graded by the teacher and could be a high quality work sample. Our high school students either have a High Quality Teacher (HQT) who is teaching an A-G course or the students use our Course Outlines with suggested curriculum to acquire A-G status.

To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher. Regardless, we are aware that COVID-19 and societal unrest may influence many of our students to disengage. Accurately monitoring engagement is one of the most important ways we can help ensure student learning and monitor student wellbeing during a pandemic and societal unrest.

We measure student engagement through regular meetings with families (minimum of every 20 days) and students, weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, interim assessments, formative assessments, and the completion of assignments. We use our student information system (Pathways) to track progress, including daily engagement records.

We will also monitor the participation of students enrolled in college credit courses (dual/concurrent enrollment). Many of our local colleges have implemented a distance learning-based curriculum.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

We believe the conventional approach to teaching, explaining, application, followed by an assessment, do not maximize distance learning format, particularly, online resources. We stress tapping into a student's interest in a topic, concept, or phenomenon before engaging them in a related lesson. We help parents and teachers learn how to peak student interest through a variety of online (mostly asynchronous or ondemand) and place-based approaches. For example, we use multimedia text sets through asynchronous. Often, this requires vetting information ahead of time to modify for various learning needs.

We embed multi-media text-sets in digital lessons or units to maximize creativity using synchronous and asynchronous approaches and technology. As an example, if one were to look at a digitized instructional unit, it does not visually look like a pen and paper unit. Instead, it is interactive, dynamic and includes visually rich options (highlighted with icons) such as Read, Watch, Infer, Wonder, Explain, Justify, Apply, Analyze, Examine, Listen, Compare, Discuss that are directly related to an overarching unit question. One of the options focuses on providing students an opportunity to express their thoughts/answers through multi-modalities. This approach, including visuals and supports, are modified for students with exceptional needs, language needs, or those with other needs and is explained in greater detail in the Pupil Learning Loss section. We also participate in external professional learning opportunities.

Staff was surveyed to determine their needs during distance learning and meeting the students needs during the pandemic. Teachers have requested support with special needs students who are needing additional strategies for their students' achievement. Dr. Steven James has provided a two hour professional development on this since school has started and will continue to provide professional development. Teachers are requesting professional development regarding English Language Learners for best practices and curriculum options. Teachers need to be aware of transitioning high schoolers after graduation because there is a big difference in services for diploma and certificate of completion students. Teachers would like online social opportunities for themselves and their students. Each of these requests are being addressed and will be offered before the end of November.

This year, we have added two new aspects of our professional learning related to distance learning. First, we are providing staff with professional learning focused on strategies to accelerate learning to mitigate anticipated learning loss including a focus on intervention. Our approach to mitigating learning loss is explained in greater detail in other sections, including Pupil Learning Loss. Second, we help staff and families learn how to implement trauma-informed practices and understand social emotional learning within a distance format and within lessons. Social Emotional/students in crisis trauma-informed practices were implemented as tier 2 supports in our MTSS before the pandemic. Our approach to social emotional learning is explained in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers have been surveyed and administrative teams have conducted informal meetings noting the needs of teachers and families based on survey data, feedback and assessment data. Supporting families in distance learning has been successful for staff as in-person meetings converted to virtual. In order to drive academic instruction and meeting the needs of our students we have shifted resources to focus on getting children college and career ready.

Monarch River Academy school has hired additional staff to serve several populations of students to address learning loss as well as social emotional needs. Due to COVID-19 and based on data these additional positions are a direct result of the prevention of learning loss. The school's response to the needs of our students and LEA was to dedicate our commitment to high standards and prepare all students to be college and career ready. To provide dynamic instructional support to each of our students who are adjusting to the loss of in-person instruction and social communities, we have added the following staffing positions.

Three English Learner Coordinators - provide high quality EL instruction, give the ELPAC assessment, work with homeschool teachers to provide academic support based on proficiency level and student needs. Provide weekly outstanding direct instruction to EL students in a virtual format.

Three High School Specialists - The new specialists will monitor and support high school students by connecting them with grade level peers for social and academic support as well as monitor them for social emotional wellbeing. All high school students have been invited to twice monthly virtual events. The specialists will oversee the four-year plan that we title Individualized Graduation Plan (IGP). This team will provide professional development for staff meetings and support their teaching teams with high school needs.

504 Coordinator - Assess needs of 504 students, schedule and conduct 504 meetings, participate in staff meetings, offer professional development opportunities for homeschool teaching staff to better understand 504 plans and long-term support for the students.

Director of Community Engagement - Leads and coordinates virtual events, connects stakeholders together in order to best serve the LEA community, The person will gather feedback and assess the needs of the community, direct communication via school websites and social media. Support teachers with student clubs and parent universities, as well as any other community relation needs. Events will be offered in-person as soon as COVID precautions have been lifted in Fresno county.

Eight Intervention specialists - Based on benchmark data, teacher anecdotal records and previous CAASPP results works with specific skills students need to improve academic achievement and prevent further learning loss. Offer scaffolded support to students as they bridge from one skill to another.

Assistant Director of Special Education - Yolanda Vasquez has been hired to support our Special Education department and to provide our Students-in-Crisis department leadership and development. She has built a public website for families and an in-house support site for staff. Three crisis and transition support specialists to oversee the needs of students needed assistance.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We are a non-classroom-based independent study work charter school, and most curriculum delivery options will look similar, if not identical, to our current distance-learning format. Below is a summary of the support we typically provide students with unique needs. However, this year we are infusing a greater amount of trauma-informed practices that we will explain in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

English learners

Given our previous content delivery options, many of our ELs can maintain English language development (ELD) supports with minimal disruption. We provide leveled designated ELD classes composed of approximately 20 students administered virtually by an appropriately credentialed and trained teacher. Our ELD Director monitors student progress. Additionally, we integrate English language development in and through subject matter courses. Further, our virtual curriculum options (E.g., MobyMax, BrainPop, McGraw-Hill ODI) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. However, given the anticipated learning loss caused by COVID-19 and societal unrest, we are increasing the professional staff learning related to in lesson supports to accelerate learning for ELs.

Planned ELD lessons with fluent speakers/instructors to provide models for student language. These will be leveled lessons addressing specific standards (e.g., writing an opinion letter).

- Non-academic opportunities for students to interact with their peers through online clubs and activities. For example, students need to have the opportunity to converse with English Only (EO) students. YV/MRA help facilitate these opportunities by hosting Community Connection events. Unfortunately, with COVID, the opportunity for EL students to hear and practice speaking English has diminished. Families might have participated in co-op events before, but now they cannot meet due to COVID.
- Parents want their students to be successful in school and for their students to feel capable, competent, and confident when interacting with their peers and when engaged in academic work. Parents want their students to learn English, but they also do not want their students to disconnect from their culture and their native language.
- We will conduct a needs assessment at ELAC meetings for each school to establish the parents' concerns and priorities, particularly under COVID-19 conditions.
- We will provide opportunities for EL families to come together to receive support in virtual settings to replace the in-person events where EL students can practice their English skills.
- We will work on creating a collection of resources that are easy to access and located all in one place.
- We will monitor the progress of our EL students throughout the year, so parents/teachers/ELCs can identify if there are gaps in the student learning and be able to use that data to create interventions and support for English Learners.

Our core instructional program is based on the principles of Universal Design for Learning or UDL. UDL is an educational framework that guides the development of learning experiences to accommodate a variety of individual learning differences. It provides multiple means of engagement, including multiple means of representation, action, and expression.

Pupils with exceptional needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. In this model, Tier 1 supports are universal and available to all and is intended to meet the needs of approximately 80 to 90% of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 or additional supports individually and in small groups. These supports

are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. However, there approximately 15% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how best to administer occupational, speech, or physical therapy virtually. Our attempted solution varies according to the need of each student and family. We are also attempting to find a way to administer assessments virtually as needed optimally.

For our pupils with exceptional needs we have an extensive system of support which includes; an original offer of a Free Appropriate Public Education (FAPE) to our families as their students will receive their services virtually as they enter Monarch River Academy school. If a student needs in-person services, which is based on data or if the student has a debilitating disability where a virtual platform is not appropriate, we use outside Non-Public Agencies (NPA) to perform these services. The exception for in-person services is Specialized Academic Instruction (SAI), which must be administered by a credentialed special education teacher. Some of our NPA's have credentialed special education teachers on staff and we can use them, or we ask our own special education teachers to administer SAI. With the exception of SAI most of our services are provided by NPA's.

In case of a pandemic or other emergency situation that will last more than ten days our offer to all of our students, to include students receiving in-person services will be virtual services. These services will remain in effect until emergency personnel or the State and Local Health Departments deem it safe for our students to resume in-person services. Once it is safe for our students to return to their normal education routine, IEP will be scheduled to see, if there has been any significant regression and identify a plan to get the student back to their levels prior to the event.

Pupils who are experiencing homelessness and those in foster care

Our students in foster care or who are homeless are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher homeless rate which has been compounded due to the forest fires in California.

An increased number of students are experiencing homelessness (including doubling up with another family) as a direct result of COVID-19. As an example, several parents/guardians have lost their jobs and have moved in with another family to help make ends meet. To increase our support for students experiencing homelessness, and those in foster care, we are:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. E.g., communication circles during class (online). Many middle and high school students still struggle to find a caring adult in school. Checking in regularly, both formally and informally can give young people the space to share their interests, provide feedback on lessons, and open up about what might be affecting their ability to learn. This helps to normalize student struggles and to increase resiliency
2. Implementing universal screening (questionnaire) by asking all students about the economic impact of the coronavirus lockdowns on their families' financial and housing situations before they return to school, so they get access to services. Students are often reluctant to self-identify as being homeless, or their families may not consider their living situation as unstable or know they are eligible for support.
3. Focusing on maintaining a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about their families' safety and emotional wellbeing. We strive to establish meaningful relationships with families to

mitigate the adverse effects of the pandemic and unrest by helping to establish a safe and supportive environment for learning. We do this in a variety of ways, explained in greater detail with the Mental Health and Social-Emotional Support section.

4. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and will work with students and parents/guardians to avoid any unnecessary academic penalty related to matters beyond their normal control.
5. Increased outreach and coordination with community resources through our specialized website that specifically addresses students and families in crisis. Development of a parent mentoring group. Given the impact of the pandemic and societal unrest, we know that we must be coordinating with community resources including county and state agencies.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating social emotional practices into lessons as well as intervention, specifically in a distance learning format, including eight intervention specialist and crisis expert	\$43,400	Y
STAR360 diagnostic/interim assessments	\$28,000	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$56,000	Y
Additional connectivity, including hotspots, modems, and routers for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$8,000	Y
Online resources, including MobyMax, BrainPOP, and Age of Learning	\$6,000	Y
Creation of an ELD specialist leadership position	\$33,952	Y
Creation of two ELD support specialist	\$8,000	Y
Creation of three high school support specialist positions	\$12,000	Y
Costs associated with staff using telephone and internet	\$60,000	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

Students are all assessed by the third week of school in both English Language Arts and Mathematics using the STAR 360 diagnostic assessment. Teachers will report findings to parents and make instructional decisions based on this data to inform next steps of instruction. Teachers and parents will collaborate with one another on instructional protocols and what steps may be taken to increase achievement. Teachers can look at subgroups and work together to brainstorm instructional strategies to support students who have gaps in learning and are working to reach grade level proficiency. Intervention staff is being hired and trained to support our learners who show possible learning loss. MRA will offer Parent Universities to provide training in instructional practice and best teaching strategies for specific

content. These Parent Universities will also engage parents in understanding the data presented in the STAR 360 reports. Supporting the parents as they work to increase achievement while supported by a highly-qualified credentialed teacher. This important benchmark assessment will be given to students three times per year, as opposed to just twice in years past.

Our school website houses a video library of interventions and resources that are available to all stakeholders.

Our charter has a dedicated team of leaders who are committed to assessing, planning, teaching and monitoring our English language learners. This team is highly qualified and experienced in teaching English learners and will be holding a number of instructional sessions for the students according to their language proficiency and learning plans. They will also develop a number of professional development training for our staff regarding research based best practices for our English learners.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Monarch River Academy school will be using the STAR 360 diagnostic assessment to gain access to the instructional planning report. This report identifies the standards that students have mastery over and what appropriate next instructional step should be in order to access grade level standard proficiency. Professional development will be given to train teachers in analyzing STAR 360 reports and how to deliver proper strategies and suggestions for parents. Training teachers and parents will be a valuable resource in identifying and remediating pupil learning loss and ongoing needs. Having trained parents in best teaching strategies for specific instructional needs will improve our students academic experience. Professional development will be provided for teaching staff to learn how to find value in the depth of instruction, not the pace necessarily. Using formative assessment to gauge real time progress will impact student learning as teachers meet for students conferences each learning period. Student portfolios for all Choice Plus high schools students will be required this school year in order to assess a wide body of learning and understanding. During scheduled student meetings teachers can evaluate assignments, writing samples, listen to students read or other modes of evaluation. Ongoing assessment will provide formative feedback for new assignments and goals. Teachers can provide specific intervention to their students and utilize our intervention specialists for student support.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As stated in the Pupil Learning Loss section, there are no standardized test results or valid interim test results for the 19-20 school year to compare the pupil proficiency growth using our pupil learning loss strategies. Similar to the State's approach with the 2021 Dashboard, we will compare our 2020-21 CAASPP and Dashboard results (assuming CAASPP is implemented) with corresponding performances in 2018-19. There is a scarcity of State standards-aligned competency-based assessments to accurately capture a student's learning status at the beginning of the 2020-21 school year, including the learning loss emanating from the 2019-20 school year. Regardless, we plan to analyze the results of the STAR360 diagnostic assessment three times this year to formulate a general understanding of how students are progressing toward understanding State content standards. Further, we will do our best to administer the summative ELPAC this year. Equally, if not more important, will be our use of formative assessments to measure the effectiveness of our learning loss mitigation strategies. Ideally, formative assessments occur during each lesson. More than ever, formative assessments are vital. Formative assessments are not tests in the conventional sense. They do not look like a traditional quiz or final examination. A formative assessment

refers to a teacher's evaluation of student proficiency during a lesson. This type of evaluation takes on a variety of methods whereby the teacher observes and processes evidence of learning, including asking guiding and probing questions, observing students during student to student discussions, etc. In this manner, a teacher may also take into account student's English language proficiency and make immediate adjustments. We explain our strategies to implement formative assessments and accelerating learning in greater detail in the next section. We will use the same approach explained in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to technology.

Comparing data over time of student achievement through consistent data will direct the staff and LEA on how to proceed with instruction. Regular analysis of benchmark data, student work, course progress and teacher anecdotal data will drive the instructional program and learning plan for each student. Curriculum and intervention will be aligned with grade level Common Core standards. The effectiveness will be monitored through reports pulled from School Pathways, STAR 360 schoolwide report, leadership team feedback and other stakeholder feedback.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Costs of additional English learner support	\$22,000	Y
Costs of additional reading/literacy support	\$22,000	Y
Costs of additional mathematics support	\$22,000	Y
Creation of crisis support team	\$24,000	Y
Creation of School Support positions to support unduplicated students and provide parent outreach	\$30,000	Y
Creation of intervention system MTSS to mitigate learning loss and address social emotional needs	\$22,000	Y
Creation of specialist position to support students in crisis and track intervention success	\$24,100	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$1,800	Y
Staff and parent training related to understanding our English Language Development strategies	\$3,960	Y
Expenditure associated with the translation of communication and Learning Continuity Plan	\$1,200	Y
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports	\$4,200	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The staff holds each student and family in high regard with intentional focus on educating the whole child. We acknowledge that it is hard to learn academic content if the emotional well being of a child is not in a positive state. Teacher input and parent conferences offer support to the students in an ongoing, cyclical schedule. The school has a full time school psychologist to offer mental and emotional well being support.

Our Students in Crisis team is available any time for student support and offers dedicated professional development for staff, students and parents. Recently launched to the LEA is a Families in Crisis website that will house resources and contact information for our school community.

Students who have experienced or are experiencing trauma, are not emotionally available for learning. The expectation that they fully engage in academic learning is not realistic and can be further detrimental to their mental health. Further, students with behavioral and mental health needs are often under-identified and underserved, resulting in increased disciplinary, safety, and delinquency problems both at school and in the community.

A student experiencing a psychological crisis that impacts their normal coping mechanisms or a student experiencing a lack of immediate basic needs will need supports and services.

Monarch River Academy School (MRAS) believes that schools must be considered the gateway to mental health services. MRAS understands that the Covid-19 pandemic may worsen existing mental health problems because of the unique combination of the public health crisis and social isolation.

To address the need and help mitigate any loss of learning due to mental health trauma MRAA is supporting our students, families, and staff in the following ways:

- A “Students in Crisis” team that includes a special education assistant director, two full-time school psychologists, a school nurse, academic intervention instructors, and community outreach staff.
- A “Students in Crisis” internal website that houses resources based on need and family geographical location. This site also contains the protocols our staff must take when confronted with a student crisis so that we can best support our students and their families.
- A “Families in Crisis” website that houses resources and tools to help families. [Click here](#). This website is updated regularly to include the most recent information.
- Monthly student workshops put on by the SPED Transition team. These address mental health topics are offered to all high school students. Past workshop topics have included:

- Managing Stress
- Cyberbullying
- How to advocate for oneself
- Anger Management
- The SPED Transition team uses the California’s Mental Health Cooperative Programs, Collaborative for Academic, Social, and Emotional Learning or CASEL Framework and the Pathways RTC to inform our instruction and delivery of services.

- The Research and Training Center (RTC) for Pathways to Positive Futures has worked to improve the lives of youth and young adults with serious mental health conditions through rigorous research and effective training and dissemination. Their work is guided by the perspectives of young people, and their families, and based in a positive development framework.

- The SPED Transition team uses the Pathways RTC series of Online Modules to train and inform our staff. These modules are designed for individuals who work with transition-aged youth

- To support our staff who are experiencing mental health difficulties, a staff support group is being created. This support group will meet regularly and share resources on managing work-home responsibilities during COVID-19 and beyond.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning]

We are a non-classroom-based independent study charter school. While our school year is longer than 175 instructional days, some of the language in Education Code §43502 (based on AB77), including daily synchronous instructional minutes with a teacher do not apply to our format. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher. Regardless, we are aware that COVID-19 and societal unrest may influence many of our students to disengage. Monitoring attendance is vital to help ensure student learning and account for student wellbeing during a pandemic across any instructional model. Our plan reflects positive strategies for encouraging student engagement, with a focus on how to best center in relationships in a virtual setting. We incorporate trauma-informed practices into our regular (every 20 days) meetings with students and parents, including social-emotional check-ins and maintaining strong personalized relationships. Through these meetings, we will be able to quickly discern student disengagement, particularly for those who are disengaged for 60% (3 days).

Student engagement is measured through regular meetings with families and students, weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic and interim assessments, formative assessments, and completion of assignments as documented in our student information system (Pathways). Our daily engagement records are also uploaded into our student information system. When we notice a student begins to disengage, physically and emotionally, we first speak with his/her parents/guardians. Depending on what we learn during this meeting, we will provide additional support to meet student needs. As an example, if a student disengages because she needs other emotional support/counseling, we will work with a family to provide that. Of course, there are times when students will need even more support, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.

Any time we communicate with families about any matter, we do not assume families speak or understand English or have access to the internet, let alone know how to access an email. We communicate with parents and guardians through our regularly scheduled in person meetings. These in-person meetings are critical since we know not all of our families are literate even in their native language. Additionally, sent translated communication through the following mediums: email, social media, school websites, telephone calls, school website, regular mail delivery, and text messages.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Our non-classroom based is not required to provide, we do work with community outreach organizations to receive EBT cards. The school has a classified position that represents our foster and homeless liaison who serves these families as a need may arise.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A			

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.89%	\$588,622

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Monarch River Academy is committed to each of our students and believe that all students can benefit from services provided by our transition team. The MRA team supports the well being of all students by collaborating with the SPED Transition Team and outside agencies to offer the following mental health supports.

SPED Transition Dedicated Website: click [here](#)

The Key to our Success!

Assess

- Multiple assessments at multiple stages of the students' high school careers.
- Teach students how to do self-assessments.

Individualize

- Take constant feedback and data from students and families to tweak the program in real time.
- Workshops are based on student surveys and requests.

Serve

- Multiple Transition SAI sessions a week per M/M Transition teacher.
- Multiple 1-1 Transition SAI sessions a week per M/S Transition teacher
- Workshops
- Community Based Instruction (CBI)
- Job Coaches.

Additionally, we support in the following ways:

- We are developing an in-house evidence - based transition curriculum. This curriculum is the result of data collected over the past 3-4 years.
- GE students and students with 504 plans are regularly invited to attend the Transition workshops.
- Parent Transition Workshops.
- Agency linkage- Connect students to Regional Center (RC), Department of Rehab (DOR), and Apprenticeships.
- Personalized career assessments/guidance/counseling using multiple modalities.
- Guest speaker webinars showcasing different industries and careers.

Students in Crisis Supports:

The MRAS and MRA teams support the well-being of all students by collaborating with the SPED Transition Team and outside agencies to offer the following mental health supports.

- **Teacher-led workshops** on social well-being. These workshops target issues that affect how our students think, feel, and act. Workshops have included:

- How to handle stress.
- How to relate to others appropriately in the workplace
- How to make good choices.
- Social Skills: Dealing with bullies.
- Internet Safety
- Making Friends
- Self-Advocacy: Anger Management
- Consent, Safety and Being Assertive

Agency led Webinars. We partner with various agencies to bring valuable information and services including mental health supports to our students via a live workshop and/or webinar. Agencies that have participated and continue to participate include:

- [Regional Center](#) (RC)
- [Department of Rehabilitation](#) (DOR)
- [Job Corps](#)
- [OPARC](#)

Transition Teacher follow-up. The transition teachers help parents fill out paperwork for the DOR and RC to ensure students get outside services. Our transition teachers have developed and cultivated close relationships with the case managers/service coordinators at several regional centers across the state.

Programs are built using Mental Health Resources. Our Transition programs are based on research and data that outlines what is needed in a program to address the mental health of young adults with disabilities.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The school has increased and improved support in the areas of Foster and Homeless youth, English learners and low-income students. Monarch River Academy has hired a supreme candidate to fill the role on our leadership team for Students in Crisis and Transition. This position actively connects resources to all students. The MRA students needing EL instruction during distance learning and during regular school years are provided at home instruction via a school provided digital curriculum. English Language Arts curriculum has a designated ELD component. In response to COVID and EL best practice the school has hired three EL Coordinators to assess, plan, implement and monitor our students learning English. This team will give the ELPAC and host live instruction for peer to peer interaction and language development.

The actions/services intended to increase the quantity and improve the quality of support for English learners, students living in poverty, and students placed in foster care are summarized below according to respective sections:

Continuity of Learning

- staff and parent training related trauma-informed practices
- access to community resources.

Distance Learning

staff and parent training related trauma-informed practices in a *distance-learning format* diagnostic and interim assessments

- additional devices to access the distance-learning curriculum
- expenditures associated with ensuring access to the high-speed internet, including hot-spots
- online learning resources

Learning Loss

The leadership team analyzes data, our dashboard and parent surveys- to help maximize our MTSS, including analysis of interim assessment results and coordination with community resources/entities

- staff and parent training related to our MTSS
- staff and parent training related to our English Language Development program
- staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences-as explained in the Learning Loss section, these strategies are critical to accelerating learning.

Cover Sheet

High School Presentation

Section:	III. Academic Excellence
Item:	B. High School Presentation
Purpose:	Discuss
Submitted by:	
Related Material:	High School Presentation.pdf

High School Presentation

— September 2020 —

High School Coordinator



Denise Voth

- ❖ College Board Administrator
- ❖ Update UC Doorways with our self certified AG Courses
- ❖ Update School Pathways with our course list for transcripts
- ❖ Oversee HQT's, High School Virtual Academy and Edgenuity
- ❖ Field questions from prospective families
- ❖ Answer questions from RC's, Counselor and the High School Support Team
- ❖ Answer Curriculum questions from staff.
- ❖ Pull Reports for Progress monitoring, HS Roster, Course loads, Credit Deficient Students, GPA's, Report Card Errors
- ❖ Monitor IGP Collection and Updates
- ❖ HST Responsibilities

Our High School Support Specialists



Shelly Elrod
9th Grade
9th Grade IGP's
MS for HS Credit



Amy Friesen
10th Grade
10th Grade IGP's
NCAA



Shirin Schneider
11th Grade
11th Grade IGP's
NHS and NJHS



Denise Voth
12th Grade
12th Grade IGP's (Carmen)

Additionally, these High School Support Specialists, answer all high school related questions and research for 2 Regional Coordinator Teams.

High School Grade Level Counts

Grade	yosemite valley	monarch river	Grand Total
9	139	21	160
10	106	32	138
11	95	32	127
12	92	6	98
Grand Total	432	91	523

High School Programs

Program Name	yosemite valley	monarch river	Grand Total
504 Accommodation Plan	27	6	33
Armed Forces Family Member	5		5
English Learner (EL)	5		5
Foster Program	1		1
Homeless Program	3		3
LIP - Structured English Immersion Program or other predominantly English Language Instructional Models	3	1	4
Special Education	81	20	101
none	307	64	371
Grand Total	432	91	523

Our High School Counselor

- ❖ Monitors student progress toward high school graduation requirements and AG completion
- ❖ Transcript evaluations, corrections, and credit questions
- ❖ Helps students with career exploration
- ❖ Assists students with college/scholarship exploration and applications
- ❖ Coordinates Concurrent enrollment/Dual Enrollment programs
- ❖ Provides resources for social/emotional support
- ❖ Attends all high school IEP and 504 meetings
- ❖ Meets with families and students upon request
- ❖ Naviance administrator
- ❖ CA High School Proficiency Exam district coordinator
- ❖ CA Student Aid Commission- Cal Grant GPA submission administrator
- ❖ College Board SSD coordinator for testing accommodations



September Grade Level Zoom Hangouts

Students attended grade level Zoom Hangouts for the first time in September. We had 8 - 16 students in each of our Zoom hangouts.

Students had fun and were excited to be together. We will continue to build a community and help support their academics as well.

Concurrent Enrollment

- ❖ We had 37 students take Summer School courses at Community Colleges for the 2020 summer session.
- ❖ For Fall 2020, we have 64 students enrolled in 131 Community College courses. That is an amazing 12% of our entire High School student body.
- ❖ Our students are concurrent enrolled in these community colleges and universities:

BYU
Cerro Coso College
Clovis Community
College of the Sequoias
Fresno City College
Gavilan
Hartnell College
Merced College
Monterey Peninsula

Scholarships

Upcoming deadlines posted In Central Scoop Parent Newsletter

- 10/5/2020 **AES Engineers Scholarship** - Students will be awarded on the basis of character, as determined and evaluated by the essays that are submitted. Scholarships are intended for our future leaders across a wide spectrum of fields of study. This award is available to high school seniors and all students attending a post-secondary educational facility. You are not required to be taking Engineering courses to be eligible. Apply online at:
<http://www.aesengineers.com/scholarships.htm>
- 10/31/2020 **Coca-Cola Scholarship** - Awards 150 four-year \$20,000 scholarships for use at accredited colleges and universities within the US. Rewards leadership and excellence as exemplified through academic achievement and extracurricular activities, including commitment to community service. Apply online by clicking [HERE](#).

Informational flyers (sent out in email blasts to families)

- [Central Schools Financial Aid and Scholarship Search](#)
- [Central Schools Scholarship Bulletin](#) (work in progress)

Dual Enrollment Updates

What is Dual Enrollment?

- Class is offered during the school day
- The class is only for high school students and closed to outside enrollment.
- Observer/Proctor in the classroom in addition to teacher
- School district responsible for textbooks
- Class sizes are set by college board policy
- Can be an academic class or elective (intro Career Pathway class) based on student interest

Dual Enrollment Updates cont.

Yosemite Valley Charter School/Fresno City College

- 15 student minimum enrollment, max can vary (English 1A is 29, others can be 50)
- College instructor/high school proctor
- Start with Career Exploration and College Success, then identify up to 3 Pathway courses based on student interest.
- Open to 9th-12th grades, 2.0 GPA (ENG 1A 2.5 GPA, C or better in previous Eng class)
- Next steps: Follow-up meeting September 23rd at 9am.

Dual Enrollment Updates cont.

Monarch River Academy/Porterville College

- Can service MRA enrolled students
- Concurrent enrollment option:
 - Flexible student enrollment -fill a section or save a # of seats in section
 - College instructor/high school proctor
 - School/student responsible for course materials
- Schedule course offerings semester to semester (can start S2021)
- Current dual enrollment offerings at local districts can be found [here](#)
- Next steps: Carmen will send out survey to MR students to gauge interest

Cover Sheet

EL Master Plan 2020-2021

Section: III. Academic Excellence
Item: C. EL Master Plan 2020-2021
Purpose: Vote
Submitted by:
Related Material: Monarch River's EL Master Plan-updated Sept. 22, 2020.pdf

BACKGROUND:

- The major changes are in the reclassification criteria to ensure alignment with the state criteria and the updated Star Reading and Star Early Literacy benchmarks.
- The letters in the Appendix also had to be updated to include the new reclassification criteria.
- The Program Placement section was updated to include Structured English Immersion.
- The new EL curriculum name was added.



MONARCH RIVER ACADEMY

ENGLISH LEARNER MASTER PLAN 2020-2021

Monarch River Academy

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Master Plan for Services to English Learners

Monarch River aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey (HLS) as required by state law. This survey is completed the first time the parent enrolls the child in Monarch River Academy and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment

- Initial ELPAC, within 30 days of enrollment-- July 1- May 30
- Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1(generic sample letter)
- Summative ELPAC, for current ELs-- Feb. 1-May 30

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include scale scores and proficiency levels.

School staff use the official results in determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Initial ELPAC Notification Letter (See Appendix 1). The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student may be given a California Department of Education (CDE) approved alternative assessment.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the

	“Bridging” proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 <i>ELD Standards</i> .

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students: the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners – The parents of ELs will be notified of the results and instructional support program placement based on the results. Parents of ELs will be notified each year of their child’s current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive official notification informing them of their child’s:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program. This information shall include the Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Parents of EL students who do not reclassify to Fluent English Proficient will receive annual notification of their child's continued identification as an English Learner. The parent will receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program. This information shall include the Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Step 4: Program Placement

Program Placement

The following process is used to identify the most appropriate program for English Learners at our school. ELPAC results indicate whether the student is *reasonably fluent in English* or not. The criteria for reasonable fluency in English include:

1. Student's *overall* proficiency level is Level 3 or higher.
2. Student's Oral Language and Written Language scores are Level 3 or higher, with each skills area or domain is Somewhat/Moderately or higher. The skill areas or domains are Listening, Speaking, Reading, and Writing.

Instructional Programs

Our instructional programs to support English Learners are based on the 2012 CA English Language Development (ELD) Standards. Because our school allows for wide differences in student learning styles, abilities, and interests, homeschool teachers will work with parents to tailor the learning plan to the individual needs of each student. The ELD curriculum is based on the CA ELD Standards and may include state-adopted programs, as well as supplemental ELD materials. All EL students will receive both Designated ELD instruction and Integrated ELD instruction in each program.

- Core Content Instruction in English with Integrated ELD instruction.
- Designated ELD for 30 – 60 minutes based on the student need and level at home through ELD curriculum with teacher monitoring progress.
- SDAIE strategies/vocabulary development will be embedded in curriculum and enhanced with teacher support in person or online sessions.
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- Monitor student progress and evaluate program regularly.

The following is a listing of some of the most popular and widely used curriculum to support EL students at our school:

BrainPOP ELL	Brain Pop is a web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
---------------------	--

<i>Wonders for English Learners:</i> A K-6 ELL Program by McGraw-Hill	<i>Wonders for English Learners</i> offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize the building of speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.
<i>StudySync 6-12 ELA Curriculum:</i> Support for English Learners by McGraw-Hill	<i>StudySync</i> supports literacy and skills development for all 6–12 students, including beginner, intermediate, and advanced English Learners. All lessons include resources, such as sentence frames, graphic organizers, glossaries, and tools for use in whole group, small group, and one-on-one instruction.
<i>Reading Eggs or Reading Eggspress</i>	Comprehensive learn to read program to help children become fluent and proficient readers. It supports core literacy based on the five essential pillars of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency), explicitly teaches letters and sounds, and includes online reading games and activities that are easy to follow, self-paced, and highly engaging for grades students.

Our instructional programs to support EL students include:

- **Structured English Immersion (SEI)**—An instructional program for English learners with less than reasonable fluency in English in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with integrated ELD.
- **English Language Mainstream (ELM)**—An instructional language for English learners who have acquired reasonable fluency in English, as defined by the school, or at the request of the parent or guardian. In addition to ELD instruction, English learners continue to receive additional and appropriate services and support in order to meet the requirements to be reclassified as Fluent English Proficient.

Should the parents or guardians of 30 or more students or the parents or guardians of 20 or more students in any grade request an alternative language acquisition program, the school will make every effort to provide an alternative program that would be better suited for the overall educational development of the students.

Parents may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan.

Professional Development for Staff and Administrators on Initial Identification, Placement, and Related Parental Rights/Informed Consent

Our school provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and school procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

Initial ELPAC-ELAS Correction Policy and Process

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet. See Appendix 2.
3. HST and family review the examples of possible evidence for student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the school's EL Designee or coordinator.

Reclassification

Our school reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Scores from Smarter Balanced Assessments (SBA) in English-Language Arts, Star Reading, or Star Early Literacy, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

The ELPAC and grade-level basic skills assessments are examined to determine if the student is able to function at a level commensurate with their English Proficient peers.

Reclassification Policy, Criteria, and Process:

The EL Coordinator, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

1. **English Language Proficiency Assessment for California (ELPAC)**

The student must achieve an Overall Performance Level (PL) 4 on the Summative ELPAC for grades K-12.

2. **Teacher Evaluation**

The student must receive English Language Arts progress report card mark of Meets Expectations or higher or English grade of C or higher. The teacher may provide additional data including student work or Assignment Work Records (AWRs) in ELA to support reclassification recommendation.

3. **Parent Opinion and Consultation**

Parent is consulted via the Parent Notification Letter of Reclassification. See Appendix 4.

4. **Grade-level Basic Skills Assessment**

EL student's performance level in basic skills assessment will be compared with that of English Proficient peers. The Star Reading (K-12) or Star Early Literacy (grades K-1 only) or the ELA Smarter Balanced Assessment (3-8, 11) will be used to determine whether EL students meet academic measures and are ready to be reclassified. The minimum requirements for criterion 4 are indicated in the chart below.

Criterion 4					
Grade	SBA (ELA) Performance Level		Star Reading (Star Enterprise Scale Score)		Star Early Literacy (Star Enterprise Scale Score)
TK/K	N/A		78	or	631
1	N/A		166	or	776
2	N/A		338	N/A	
3	Standard Nearly Met	or	445	N/A	
4	Standard Nearly Met	or	531	N/A	
5	Standard Nearly Met	or	600	N/A	
6	Standard Nearly Met	or	692	N/A	
7	Standard Nearly Met	or	773	N/A	
8	Standard Nearly Met	or	858	N/A	
9	N/A		919	N/A	
10	N/A		958	N/A	
11	Standard Nearly Met	or	993	N/A	
12	N/A		1080	N/A	

Reclassification Process

1. The EL Coordinator will complete the Reclassification Form for students who meet the first criteria. See Appendix 3.
2. Form will then be sent to the teacher for further input and completion of grades, test scores, etc.

3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to consult with the EL Coordinator and/or teacher. See Appendix 4.
4. At this point, if everyone is in agreement, the student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

Reclassifying English Learners with Disabilities

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Coordinator to consider alternative reclassification criteria and form. The IEP team, including parent and the EL Coordinator, will discuss and complete the form. If the student is found to meet the alternative criteria, they will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students. See Appendix 5.

RFEP Monitoring

Per California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continued monitoring of that student.

Our school will monitor RFEPs once per year over the course of the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years
A-C	October
D-F	November
G-H	December
I-L	January
M-O	February
P-R	March
S-V	April
W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 6.

Monarch River Academy

INITIAL ELPAC NOTIFICATION LETTER FOR STUDENT IDENTIFIED AS ENGLISH LEARNER

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> Date: <Date_Testing_Completed>

SSID: <SSID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available from which you may choose the one that best suits your child (California Ed Code [EC] Section 310). This letter also explains the criteria for a student to exit, or reclassify out of, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

See enclosed Student Score Report

Based on the results of the English language proficiency assessment, your child has been identified as an **English Learner** student.

Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note, that this does not change your student's homeschool teacher.

Your child is participating in an Individualized Education Program (IEP), which is on file. A description of how your child's program and placement will be determined by the IEP team. (only include if applicable)

Choosing a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (EC Section 306[c]). Our instructional programs to support EL students include:

Structured English Immersion (SEI)—An instructional program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with integrated ELD.

English Language Mainstream (ELM)—An instructional language for English learners who have acquired reasonable fluency in English, as defined by the school. In addition to ELD instruction, English learners continue to receive additional services and support needed for them to be reclassified as Fluent English Proficient.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact our school to ask about the process.

Parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. However, the school remains obligated to provide the student with meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 CCR Section 11302)

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This school's exit (reclassification) criteria are listed below:

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria Monarch River Academy EL Master Plan
English Language Proficiency Assessment	The student must achieve an Overall Performance Level (PL) 4 on the Summative ELPAC for grades K-12.
Teacher Evaluation	The student must receive English Language Arts progress report card mark of Meets Expectations or higher or English grade of C or higher. The teacher may provide additional data including student work or Assignment Work Records (AWRs) in ELA to support reclassification recommendation.
Parental Opinion and Consultation	Parent will be consulted via Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's performance level in basic skills assessment will be compared with that of English Proficient peers. The Star Reading or Star Early Literacy (grades K-1 only) or the ELA Smarter Balanced Assessment (SBA) will be used to determine whether EL students meet academic measures and are ready to be reclassified. The minimum requirements for criterion 4 are indicated in the chart below.

Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is **[Graduation_Rate]** percent. The graduation rate displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

Should you have questions regarding these programs, test results, or your child's instructional placement, please contact your child's teacher, or me, at the email listed below.

Sincerely,

Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

Complete all information below and email along with evidence documentation to the EL Coordinator of your school.

HST Name: _____

Student Name: _____

SSID: _____ Scope: _____

List of evidence attached:

1. Reading:

2. Writing:

3. Listening:

4. Speaking:

Additional teacher comments and observations:

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Final Outcome: Student ELAS will be corrected to IFEP: Yes No

EL Coordinator: _____

Date: _____



English Language Learner Reclassification Form



Student Name:	Grade:
Teacher Name:	Date:

1. ELPAC Scores

2. English Language Arts Basic Skills/ Academic Performance

Overall Score		Comparison Data	Scores
Subscores: Reading		ELA Grades/Progress Report Card Mark	
Writing		ELA Smarter Balanced Assessment Scores	
Listening		Star Reading (K-12) or Star Early Literacy (K-1 only)	
Speaking		Other:	

3. Teacher Evaluation

4. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature:_____ EL Coordinator:_____

Parent Signature:_____ Official RFEP Date:_____



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

Parent Notification Letter of Reclassification

<Date>

Dear Parents or Guardians of _____:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English Learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for this year and we have received those scores. We reviewed your child's performance on this test and took into consideration the following criteria: an evaluation of your child's academic performance by the teacher, your child's performance on a basic skills assessment as measured by the Smarter Balanced Assessment for English Language Arts, Star Reading, or Star Early Literacy, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified. Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as Fluent English proficient (RFEP).

We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have questions about the ELPAC or this letter, you can ask your HST, or they can also be directed to me as well.

Sincerely,

<Name of EL Coordinator>
EL Coordinator
Monarch River Academy
<Phone Number>
<Email>

Reclassification Form For English Learners with Disabilities



Excerpt from Monarch River EL Master Plan:

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Coordinator to consider the alternative reclassification criteria and form. The IEP team, including parent and the EL Coordinator, will discuss and complete the form. If the student is found to meet the alternative criteria, they will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students.

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability:	

1. Indicate which assessment the student took: ELPAC _____ Alternate version _____

2. ELPAC Scores

3. English Language Arts Basic Skills/
Academic Performance

Overall Score		Comparison Data	Scores
Subscores: Reading		ELA Grades/Progress Report Card Mark	
Writing		ELA Smarter Balanced Assessment Scores	
Listening		Star Reading (K-12) or Star Early Literacy (K-1 only)	
Speaking		Other:	

4. Has student met language proficiency criteria as assessed by ELPAC? Yes ____ No ____

5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes ____ No ____

6. If so, in which domains? Reading ____ Writing ____ Listening ____ Speaking ____

Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on ELPAC and/or ELA:



Reclassification Form For English Learners with Disabilities



7. Was an English proficiency goal written into the student's IEP? Yes ____ No ____

8. Did the student meet the English proficiency goal? Yes ____ No ____

____ Student's performance is commensurate with his/her ability, due to his/her disability.
 ____ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.
 ____ Student's errors are indicative of a student with his/her disability versus a language barrier.
 ____ Other/also:

9. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? Yes ____ No ____

10. Teacher Evaluation

11. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____ EL Coordinator: _____

Parent Signature: _____ Official RFEP Date: _____

Case Carrier: _____ IEP Team Member: _____

IEP Team Member: _____ IEP Team Member: _____

English Language Learner RFEP Monitoring Form



Student Name:	Grade:	Evaluation Interval: Year 1 Year 3 Year 2 Year 4
Teacher Name:	Date:	RFEP Date:

Academic Achievement		
	<i>English</i>	<i>Math</i>
Classroom Grades		
SBA Scores		
Star Assessment Scores		
Other:		

Was academic performance satisfactory? Yes No

Are intervention strategies necessary? Yes No

Targeted Intervention (if required)		
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):

Additional Comments/Information

Teacher Signature

Date

Parent Signature

Date

EL Coordinator

Date

Cover Sheet

Policy for Inspection of Public Records

Section:	IV. Operations
Item:	A. Policy for Inspection of Public Records
Purpose:	Vote
Submitted by:	
Related Material:	Policy for Inspection of Public Records - Monarch River.pdf



Policy for Inspection of Public Records

I. PURPOSE

This Policy sets forth Monarch River Academy's ("School") policies and procedures regarding requests for inspection of the School's public records under the California Public Records Act ("PRA") (Government Code section 6250 et seq.). The School recognizes the public's right to access public records and intends to provide public members with reasonable access to public records consistent with the law. If any provision of this Policy conflicts with the law, the law shall take precedence.

II. HOW TO REQUEST RECORDS

Requests for the School's public records must be submitted to:

Principal
Monarch River Academy
~~1740 E Huntington Dr. #205~~
~~Duarte, CA 91010~~
951 East Ashlan Ave,
Fresno CA 93704
~~Phone: (616) 525-1176~~
~~Fax: (616) 465-4544~~
Phone: (559) 316-0157
Fax:
~~Email: pra@inspireschools.org~~
Email: pra@monarchriver.org

To ensure that requests can be responded to appropriately, the School encourages that all requests be made in writing by submitting a Public Records Request Form, attached as Appendix A. To the extent possible, the requestor should specify, in writing, the records sought with sufficient detail to enable the School to identify particular records.

III. RIGHT TO INSPECT

To the extent required by law, the School will make available all public records open to inspection by any person during normal business hours and by appointment only. Copies of public records may be obtained by any person, subject to compliance with the procedures set forth in this Policy and consistent with the law.

IV. RECORDS EXEMPT FROM DISCLOSURE

There are numerous circumstances under which public records are exempt from disclosure. Whether an exemption applies will be determined on a case-by-case basis. The School will determine which records or a portion thereof are exempt from disclosure consistent with the PRA and other relevant state and federal laws. The notification of denial or withholding of records must be in writing and shall provide the reason for the denial or withholding of records and shall set forth the names and titles or positions of each person responsible for the denial.

V. PROCEDURES FOR RESPONDING TO REQUESTS FOR INSPECTION OR COPIES OF RECORDS

The School will follow a two-step process when responding to a PRA request. First, within 10 calendar days of receiving any request to inspect or copy a public record, the School shall acknowledge receipt of the request and inform the requestor whether the School has disclosable public records in its possession that are responsive to the request and when it will make them available. If the School determines that it will not provide some records, it shall provide the grounds for withholding them and shall set forth the names and titles or positions of each person responsible for the denial. Second, if the School determines that it has disclosable documents, it shall make the documents available within a reasonable time.

In unusual circumstances, the School may extend the 10-day limit for up to 14 days by providing written notice to the requestor setting forth the reasons for the extension and the date on which a determination is expected to be made.

If the request is ambiguous or unfocused, the School shall make a reasonable effort to elicit additional clarifying information from the requestor that will identify public records responsive to the request. To the extent reasonable under the circumstances, the School shall do all of the following in assisting the requestor:

1. Assist the member of the public to identify records and information that are responsive to the request or to the purpose of the request, if stated;
2. Describe the information technology and physical location in which the records exist; and
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought.

These requirements are deemed to have been satisfied if the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requestor that will help identify the record or records.

The School may charge a reasonable fee (not to exceed the direct costs of duplication) for preparation of copies of identifiable public records. Deposit of applicable fees is required prior to preparation and delivery of any requested records.

Policy Approved by Board on September 21, 2019.

APPENDIX A

MONARCH RIVER ACADEMY

PUBLIC RECORDS REQUEST FORM

Fee Schedule	
Document Production	Paper and electronic records (black): \$0.15 per page Paper and electronic records (color): \$0.25 per page Records provided on CDs: \$1.00 per disc Records provided on DVD: \$2.00 per disc
Computer Programming	Direct costs associated with production
Mailing Documents	Envelope (letter sized) \$0.05 per envelope Envelope (9x12 or 12x13) \$0.10 per envelope Postage determined based on actual cost
Requestor's Information	
Name: _____ Title: _____	
Organization: _____	
Address: _____ _____	
Phone: _____ Fax: _____ Email: _____	
Records Requested	
I am requesting the following documents: _____ _____ _____ _____ _____	
I am also seeking _____ copies of the documents listed above.	
I understand that Monarch River Academy will respond to all public records requests in compliance with the timelines provided under state law and consistent with its policies.	
I understand that in accordance with the School's Policy for Inspection of Public Records, the School may charge a fee for copies of public records as specified above. Payment is required in advance of delivery of any requested records. If more than 15 pages are requested, the School may require a deposit before making copies.	

Cover Sheet

Arbitration Agreement

Section:	IV. Operations
Item:	B. Arbitration Agreement
Purpose:	Vote
Submitted by:	
Related Material:	Monarch River Arbitration Cover Memo and Agreement.pdf

MEMORANDUM

TO: All current and newly hired employees

FROM: Dr. Laurie Goodman, Executive Director
Monarch River Academy

DATE: September 9, 2020

RE: Arbitration Process and Agreement

Monarch River Academy (the “School”) has an open door policy and strongly encourages its employees to communicate any issues or concerns regarding their employment directly to management. While the School is committed to working with employees to resolve all disputes, if any dispute is not resolved, you may request that your complaint be heard in an outside process called arbitration. Arbitration agreements are a common practice between employees and employers to help solve employee relationship issues that cannot be resolved internally. The School believes that arbitration is an efficient way to impartially resolve employment relationship issues. To that end, the School is requiring you to sign this memorandum and the enclosed Arbitration Agreement that outlines the terms and conditions of this process.

Below are answers to some frequently asked questions about arbitration.

What is arbitration?

Arbitration is a private forum where parties can resolve disputes over legal claims. A neutral party called an arbitrator presides over the arbitration. There is no jury. This is different from court where the forum is public, a judge presides over the proceeding, and a jury determines a verdict.

What is an arbitrator?

An arbitrator is normally a retired judge or practicing attorney who has many years of experience in resolving issues between companies and their employees. The arbitrator will be selected and agreed upon by both you and the School in accordance with arbitration rules/procedures. The decision made by the arbitrator will be final and binding on both you and the School.

Will arbitration cost me anything?

In accordance with applicable law and arbitration rules/procedures, other than the administrative fee (if any) that may be charged, *the School is solely responsible for the expense of the arbitrator* and any associated fees other than court reporter’s fees (if any). Just like in court, you will be responsible for your own legal fees (including expert costs) as well as court reporter’s fees. However, if you prevail on a statutory claim that affords the prevailing party’s attorneys’ fees, the arbitrator may award reasonable fees to you.

What types of claims are permitted in the arbitration process?

By agreeing to arbitration, you can pursue all individual claims under California, federal, or otherwise applicable laws that you could assert in court. However, you will be barred from participating in or pursuing any collective, class or representative actions related to your employment with the School, except for those representative actions brought pursuant to the California Private Attorneys General Act

of 2004 ("PAGA"). You will still pursue workers' compensation claims and unemployment insurance benefits in the same manner (i.e., there are no changes to that process).

What if I have more questions?

If you have any questions about the arbitration process or agreement, you should contact the Executive Director of the School. The School is more than willing to answer any questions or provide information to you.

Acknowledgment of Receipt of Above Memorandum Regarding Arbitration Process and Agreement

I acknowledge that I have received, read, and understand the above memorandum regarding the arbitration process and agreement. I have been given the opportunity to ask questions about the arbitration process and agreement and acknowledge that the School has provided me with various materials explaining both.

I understand that my continued employment with the School constitutes acceptance of the terms of this memorandum and the Arbitration Agreement. I further understand that my employment will be governed by this memorandum and the Arbitration Agreement, regardless of whether I have signed this memorandum or the Arbitration Agreement. As such, I understand that the following shall apply to my employment:

- Both the School and I hereby expressly waive the right to pursue all employment-related disputes and claims in any other forum, except for those brought pursuant to PAGA.
- Arbitration is the exclusive method and remedy of resolving all employment-related disputes and claims relating to, arising out of or in connection with my employment with the School, the termination of such employment, or any of the terms, conditions, or benefits of my employment, except for those PAGA claims, workers' compensation claims, and claims for unemployment insurance benefits not covered by the Arbitration Agreement.
- I will be required to arbitrate any claims that arose from the date that my employment began.
- The arbitrator will have the exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of the Arbitration Agreement.
- Arbitration is binding and final.
- I expressly waive any right to a jury trial of any dispute(s) covered by the Arbitration Agreement.
- I am barred from pursuing or participating in any collective, class or representative actions arising out of my employment with the School, except for those brought pursuant to PAGA.

Date: _____

Employee's Signature

Employee's Printed Name

Enclosures: Arbitration Agreement

ARBITRATION AGREEMENT

This ARBITRATION AGREEMENT ("Agreement") is made by and between Monarch River Academy ("Employer") and _____ ("Employee"). The purpose of this Agreement is to establish final and binding arbitration for all disputes arising out of Employee's relationship with Employer from the inception of the employment relationship, including, but not limited to, Employee's employment or the termination of Employee's employment. Employee and Employer desire to arbitrate their disputes on the terms and conditions set forth below to gain the benefits of a speedy, impartial dispute-resolution procedure, and pursuant to the Federal Arbitration Act ("FAA"). Employee and Employer agree to the following:

1. Claims Covered by the Agreement.

1.1 Employee and Employer both agree to exclusively and finally resolve by binding arbitration **any and all claims or controversies** ("claims") that Employer may have against Employee or that Employee may have against Employer or against its past, present, or future predecessors, successors, assigns, affiliates, parent and subsidiary companies, joint ventures, joint employers or alleged joint employers (including but not limited to, Pacific Coast Academy, Yosemite Valley Charter School, Heartland Charter School, Cabrillo Point Academy, Winship Community School, Blue Ridge Academy, Granite Mountain Charter School, Clarksville Charter School, Mission Vista Academy, The Cottonwood School, Feather River Charter School, Lake View Charter School, Triumph Academy and Inspire Charter Schools), current or former service providers (including but not limited to Provenance) pension or benefit plans, administrators, vendors, contractors, and their respective past, present, or future officers, directors, employees, stockholders, representatives, managers, members, partners, partnerships, agents, guests, parents, students, clients, suppliers, vendors, educational advisors, business advisors, financial advisors, attorneys, and accountants, insurers, and indemnitees (collectively, "Employer"), relating to, resulting from, or in any way arising out of this Agreement or the enforcement, interpretation or validity of this Agreement, including the determination of the scope or applicability of this Agreement, any aspect of Employee's relationship with Employer, any aspect of Employee's employment relationship with Employer (pre-hire through post-termination), and/or the termination of Employee's employment relationship with Employer, and/or any act or omission between Employee and Employer to the extent permitted by law. **This Agreement does not cover any claim, cause of action, or actions pursuant to workers' compensation laws, unemployment insurance benefits with the Employment Development Department, or the Private Attorneys General Act of 2004 ("PAGA"), California Labor Code §§ 2699 et seq.** Further, nothing in this agreement precludes Employee from pursuing any administrative agency claims, including, but not limited to, the Department of Fair Employment and Housing, the Equal Employment Opportunity Commission, the Division of Labor Standards Enforcement, the Department of Labor and the National Labor Relations Board.

1.2 The scope of this Agreement is intended to be broad and comprehensive and includes, without limitation, claims for wages or other compensation due; claims for penalties or premiums; claims for violations of the California Labor Code (unless pursuant to PAGA); claims for breach of any contract or covenant (express or implied); tort claims (including, but not limited to, those relating to performance or reputation); claims for discrimination, harassment, and/or retaliation (including, but not limited to, race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations); claims for violation of any leaves of absence or accommodations laws; claims for wrongful termination or whistleblowing; claims for benefits (except where an employee benefit or pension plan specifies that its claims procedure shall culminate in an arbitration procedure different from this one); claims for violation of trade secret, proprietary, or confidential information laws; claims for unfair business practices; claims for invasion of privacy; and claims for violation of any public policy, federal, state, or other governmental law, statute, regulation, or ordinance.

2. Arbitration Procedures.

2.1 Required Notice of Claims and Statute of Limitations. Employee may initiate arbitration by serving or mailing a written notice to the Executive Director of Employer at Employer's principal place of business. Employer may initiate arbitration by serving or mailing a written notice to Employee at the last address recorded in Employee's personnel file. The written notice must specify with reasonable particularity the claims asserted against the other party. Notice of any claim sought to be arbitrated must be served within the limitations period established by applicable federal or state law. After demand for arbitration has been made by serving written notice, the party demanding arbitration shall file a demand for arbitration with the Office of JAMS located within 50 miles of (i) the last address recorded in Employee's personnel file or (ii) the JAMS closest to the last Employer worksite with which Employee most regularly communicated, whichever is closer. The location of the arbitration is determined in accordance with Section 2.8. Applicable law is determined in accordance with Section 2.6.

2.2 Selection of Arbitration and Applicable Rules. The arbitrator shall be selected within sixty (60) days of the party initiating arbitration under Section 2.1 from the panel of JAMS and the arbitration shall be conducted pursuant to JAMS policies and procedures. Except as provided herein, all rules governing the arbitration shall be the then-applicable rules set forth by JAMS. If the dispute is employment-related, the dispute shall be governed by JAMS's then-current version of the national rules for the resolution of employment disputes, with the exception that discovery and motions for summary judgment will be governed by Sections 2.3 and 2.4 of this Agreement. JAMS's then-applicable rules governing the arbitration may be obtained from JAMS's website, which currently is www.jamsadr.com.

2.3 Discovery and Motions. The parties shall be entitled to engage in all types of discovery (e.g., depositions, interrogatories, request for production of documents, etc.) regarding and relevant to the subject matter of the dispute submitted to arbitration pursuant to the Federal Rules of Civil Procedure ("FRCP"), including but not limited to, FRCP 26. A copy of the FRCP may be obtained from the website of the United States Courts, which is currently <http://www.uscourts.gov/rules-policies/current-rules-practice-procedure/federal-rules-civil-procedure>. The arbitrator is authorized to rule on discovery motions brought under the FRCP. All discovery must be completed no later than twenty (20) days prior to the date set for the arbitration hearing; provided, however, that no discovery may be initiated until after the dispute has been formally submitted to arbitration and an arbitrator has been mutually agreed-upon.

2.4 Dispositive Motions. Either party may file a motion for summary judgment with the arbitrator in accordance with Rule 56 of the FRCP.

2.5 Offers Of Judgement. Either party may serve an offer of judgment consistent with the FRCP.

2.6 Applicable Law and Arbitrator Authority. The arbitrator shall apply the substantive law (and the law of remedies, if applicable) of the state in which the claim arose, or federal law, or both, as applicable to the claim(s) asserted. **The arbitrator shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable.**

_____ **(Employee's Initials Acknowledging Arbitrator's Exclusive Authority)**

2.7 Arbitration Decision. The arbitrator's decision will be final and binding. The arbitrator shall issue a written arbitration decision revealing the essential findings and conclusions upon which the decision and/or award is based within 30 calendar days after the hearing's completion. A party's right to appeal the decision is limited to grounds provided under applicable federal or state law.

2.8 Place of Arbitration. The arbitration shall take place at a mutually convenient location (preference shall be provided to a JAMS office) that must be within 50 miles of Employee's last known address with Employer. If the parties cannot agree upon a location, or if a JAMS office is not within 50 miles of Employee's last known address with Employer, then the arbitration shall be held at the JAMS closest to the last Employer worksite with which Employee most regularly communicated. If Employee worked remotely, then the arbitration shall be held at the JAMS office closest to the Employer's address even if Employee did not physically work at that specific location.

3. Application for Emergency Injunctive and/or Other Equitable Relief. Claims by Employer or Employee for emergency injunctive and/or other equitable relief relating to unfair competition and/or the use and/or unauthorized disclosure of trade secrets or confidential information shall be submitted to JAMS for emergency treatment. The parties agree that the JAMS administrator may select a neutral hearing officer (subject to conflicts) to hear the emergency request only. The hearing officer should be experienced in considering requests for emergency injunctive and/or other equitable relief. The hearing officer shall conform his/her consideration and ruling with the applicable legal standards as if this matter were heard in a court of law in the applicable jurisdiction for such a dispute.

4. Severability. Should any portion of this Agreement be found unenforceable, such portion will be severed from this Agreement, and the remaining portions shall continue to be enforceable.

5. Effective Date. This Agreement is retroactively effective to the date that Employee's employment with Employer initially began. This Agreement to arbitrate shall survive the termination of Employee's employment.

6. Construction. This Agreement shall be construed and enforced pursuant to the FAA. The Arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable. Any disputes regarding the enforceability or validity of this Agreement or any of its provisions shall be resolved as if the arbitrator or other decision-maker, if any, is acting as a federal district court judge applying the FAA and its precedent.

_____ **(Employee's Initials Acknowledging the FAA)**

7. Consideration. For employees who are currently employed, Employer's offer to make Employee eligible for promotions, raises, bonuses, gifts and prizes in the future, and the promises by Employer and Employee to arbitrate differences, rather than litigate them before courts or other bodies, provide consideration for each other to enter into this Agreement. For newly hired employees, Employer and Employee agree that in addition to the above consideration, Employer's offer of employment (at-will or otherwise) provides adequate consideration for each other to enter into this Agreement.

8. Signatures. A facsimile, scanned, copy, digital, or photographic signature shall have the same force and effect as an original signature.

9. Representation, Fees, and Costs. Each party may be represented by an attorney or other representative selected by the party. Each party shall be responsible for its own attorneys' or representative's fees. However, if any party prevails on a statutory claim that affords the prevailing party's attorneys' fees, or if there is a written agreement providing for fees, the arbitrator may award reasonable fees to the prevailing party subject to written evidence of such fees and applicable law. Employer shall be responsible for the arbitrator's fees and costs to the extent they exceed any fee or cost that Employee would be required to bear if the action were brought in court.

10. **Waiver of Jury Trial/Exclusive Remedy.** EMPLOYEE AND EMPLOYER KNOWINGLY AND VOLUNTARILY WAIVE ANY CONSTITUTIONAL RIGHT TO HAVE ANY DISPUTE BETWEEN THEM DECIDED BY A COURT OF LAW AND/OR BY A JURY IN COURT.

_____ (Employee's Initials Acknowledging Waiver of Jury Trial)

11. **Waiver of Representative/Class Action Proceedings.** EMPLOYEE AND EMPLOYER KNOWINGLY AND VOLUNTARILY AGREE TO BRING ANY CLAIMS GOVERNED BY THIS AGREEMENT IN HIS/HER/ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF, CLASS MEMBER OR REPRESENTATIVE IN ANY PURPORTED CLASS OR REPRESENTATIVE ACTION. THEY FURTHER AGREE TO WAIVE ANY RIGHT TO PARTICIPATE IN ANY REPRESENTATIVE OR CLASS ACTION PROCEEDING RELATED TO ANY CLAIMS GOVERNED BY THIS AGREEMENT. EMPLOYER AND EMPLOYEE ALSO AGREE THAT THE ARBITRATOR MAY NOT CONSOLIDATE MORE THAN ONE INDIVIDUAL'S CLAIMS, AND MAY NOT OTHERWISE PRESIDE OVER ANY FORM OF REPRESENTATIVE OR CLASS ACTION PROCEEDING, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATIVE ACTION UNDER CALIFORNIA BUSINESS AND PROFESSIONS CODE SECTIONS 17200 ET SEQ. FOR PURPOSES OF THIS AGREEMENT, THE TERM "REPRESENTATIVE" USED IN THIS SECTION SPECIFICALLY *EXCLUDES* ANY CLAIMS, CAUSES OF ACTION, OR ACTIONS BROUGHT UNDER PAGA ("PAGA CLAIMS"). ACCORDINGLY, ANY PAGA CLAIMS MUST BE PURSUED IN THE APPROPRIATE COURT OF LAW, UNLESS PROHIBITED BY LAW. HOWEVER, IF EITHER EMPLOYEE OR EMPLOYER HAVE OTHER CLAIMS OR ACTIONS AGAINST EACH OTHER COVERED BY THIS AGREEMENT, THEN THEY AGREE THAT THOSE NON-PAGA CLAIMS MUST FIRST BE PURSUED IN ARBITRATION, REGARDLESS OF WHICH CLAIMS OR ACTIONS WERE FILED FIRST. THE PENDING COURT PAGA ACTION SHALL BE STAYED PENDING FULL AND FINAL RESOLUTION OF THE ARBITRATION PURSUANT TO CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 1281.2 AND RELATED LAW.

_____ (Employee's Initials Acknowledging Waiver of Representative/Class Action)

12. **Sole and Entire Agreement.** This Agreement expresses the entire Agreement of the parties and shall supersede any and all other agreements, oral or written, concerning arbitration. This Agreement is not, and shall not be construed to create, any contract of employment, express or implied.

13. **Acknowledgment.** Employee acknowledges that Employee has carefully read this Agreement, understands its terms, and agrees that all understandings and agreements between Employer and Employee relating to the subjects covered in the Agreement are contained in it. Employee has knowingly entered into the Agreement without reliance on any provisions or representations by Employer, other than those contained in this Agreement. Employee further acknowledges that Employee has been given the opportunity to discuss this Agreement with Employee's private legal counsel and Employee has utilized that opportunity to the extent desired.

Dated: _____

Employee Signature

Employee Printed Name

Dated: _____

Employer's Signature

Employer Representative's Printed Name
Executive Director
Monarch River Academy

Cover Sheet

Inspire Charter Services Update

Section:	IV. Operations
Item:	C. Inspire Charter Services Update
Purpose:	FYI
Submitted by:	
Related Material:	September Board Meeting Presentation - MR.pdf



ICS Service Updates

September 2020 | Monarch River

Contracted Service Areas

- Legal and Compliance Updates, Corporate Filings, and Governance Consulting
- Audit Support
- Group Rates for Medical & Insurance
- EOS + COS + OSP
- Enrichment Ordering
- Shared Employee Monthly Tracking
- Google Suite
- Website
- Technology & Office Phones
- Enrollment – School Pathways – CALPADS – Records – School Accountability & Compliance
- Lending Library
- Field Trips
- Human Resources
- Marketing
- Testing & Assessment
- Accounts Payable
- Vendor Invoicing
- Divvy Support

Notable Work

Highlights

Enrollment

- Enrollment Applications: 1245
- Weekly Enrollment & SPED Audits
- New, zero-cost, scalable lottery system
- New 2-step interest / enrollment system

Compliance

- Reviewed 949 Master Agreements
- Responded to over 2,000 Staff & Family Emails

Governance

- New online board management platform built for charter school governance, BoardOn Track

Human Resources

- Arbitration Agreement
- Set-up & Monitor Annual CharterSAFE training for all school staff

Highlights

Enrichment

- CXML Enhancement - Doubled Productivity
- API Programming and Integrations with Student Information System (Pathways)
- Processed 2,469 Orders
- Processed 247 Enrichment Services

Marketing

- Launched new school-wide communication platform through the Beehively system (Increased Security)
- Launched new HST Handbook
- Projects in Progress:
 - Consolidation of school information by integrating the Family Resource Site into Beehively.
 - Creating individual Homeschool teacher class pages for secure communication and increase school/family engagement

Highlights

CalPads & SIS

- Completed 55 transfers
- POR Verification Project for all 879 students

Vendor Support

- Projects in Progress:
 - New Vendor Add-On
 - School Vendor Preferences Customization
 - Enhanced Search Functions and New Categories

Records

- Processed 29 CUME Records
- Processed 36 Withdrawals
- Received 6 boxes of protocols and 20 boxes of SPED Records
- Absorbed SPED Records duties (Increased Efficiency)
- Took on importing transcripts for High School (Increased Efficiency)

Cover Sheet

Board Training Calendar

Section:	V. Governance
Item:	A. Board Training Calendar
Purpose:	Vote
Submitted by:	
Related Material:	Board Training Plan_MR.pdf



Board Training Plan Options

School	Date(s)	In-Person or Virtual	Brown Act (Option 1-4)	Planned Topics in Addition to the Brown Act
Monarch River		In-Person		

TRAINING

I. Required Training

Brown Act

Option 1 - Charter School Development Center (Asynchronous)

A series of short instructional videos that discuss in-depth the Ralph M. Brown Act. This online training opportunity is a self-paced instructional tutorial that can be done individually at home or viewed as part of a collective board training.

Option 2 - California Special Districts Association (Asynchronous)

We Should See You- Brown Act Compliance

On-Demand Webinar

Description: This webinar will provide education for public officials and employees at all levels about the legal requirements and procedures to ensure public business is conducted in full compliance with California's transparency laws. Attendees will learn the Brown Act's requirements concerning agendas, meeting procedures, public participation and permissible closed session exceptions. Attendees will also learn about potential pitfalls that may lead to inadvertent violations as a result of the use of email, text messaging and social media as well as emerging issues and legislative updates.

Cost: \$85

+



Board Training Plan Options

Brown Act Compliance During a Pandemic

[On Demand Webinar](#)

Description: Learn how to conduct an open and public meeting at a time when public health officials are recommending or requiring cancellation of public assemblies and social distancing. Find out how the Governor's Executive Order N-25-20 temporarily suspends certain Brown Act provisions to allow special districts to make meetings accessible electronically. In this webinar, Alexandra Barnhill, an experienced municipal lawyer and General Counsel for several special districts, will walk you through what an agency can and cannot do under the revised laws. She will discuss complex questions about maintaining attorney/client privilege in closed sessions and recommend best practices to achieve transparency in these uncertain times.

Cost: \$85

Option 3 - HANSBERGER & KLEIN School Law (Asynchronous)

[Online Course](#)

This course covers the following topics:

1. Purpose and Scope of the Act
2. Definition of Meetings
3. Notice and Agenda Requirements for Meetings
4. Rights of the Public
5. Permissible Closed Sessions
6. Penalties and Remedies for Violations of the Act

Cost: \$24.99 (must be completed in 30 days)

Option 4 - Private Legal Counsel/Consultant (Live Training)

Hire a legal expert like lawyer, Jennifer McQuarrie, to lead a Brown Act Training Session.

Cost: Hourly Rate



Board Training Plan Options

II. Optional + Recommended

1. Financial Training - Charter Impact
2. Legislative - Authorizer, Legal, Lobbyist, or School Team Member

III. Other Optional Topics

CSDC Asynchronous Trainings

Online, self-paced videos and quizzes that allow charter school board members to learn at their own pace

MODULE 1

On Being a Board Member

This module covers all the basics, from the best practices in board member on-boarding to a basic understanding of the “power” a governing board has in charter school leadership.

MODULE 2

Speaking the Language

The education community speaks its own language and often talks in acronyms. This module provides a basic translation for the most commonly used education vernacular.

MODULE 3

Laws, Lobbying, and the Legislature

Charter schools were created by the California Legislature and are subject to new laws and changes every year. In this module, board members will gain an understanding of the role of the Legislature in governing charter schools and of how charter leaders play a part in impacting the Legislature.

MODULE 4

Governing Board Roles and Responsibilities

A difficult part of governing a charter school can be understanding the difference between governance and management. This module walks board members through traditional divisions of duties and clarifies some best practices.



Board Training Plan Options

MODULE 5

Human Resources

The majority of a charter school's budget is spent on personnel costs – both salary and benefits. Governing board members need to have a basic understanding of issues like PERS, STRS, and labor negotiations in order to make educated decisions. This module provides a framework for those discussions.

MODULE 6

California Charter Basic

Have you ever wondered how California charter schools came to be? This module gives a basic understanding of the past 25 years of charter school history and asks some important questions about the future of chartered schools in California.

California Special Districts Association

What Every Board Member Should Know [On-Demand Webinar](#)

Being a Board member and representing the public is an obligation that most individuals never hold. It is clearly necessary that the multi-faceted responsibilities and expectations of a Board member be well understood. This class outlines the basic responsibilities of a Board member for the candidate, the newly elected, or the experienced sitting Board members.

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

MRA DTDF Non Staffing.xlsx