

Monarch River Academy

Regular Scheduled Board Meeting



August 24, 2021 at 4:30 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

Zoom Link: <https://zoom.us/j/4183238475>

Meeting ID: 418 323 8475

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 | | | 4:30 PM |
| A. Record Attendance | | | 1 m |
| B. Call the Meeting to Order | | Dr. Sam Nofziger | 1m |
| C. Flag Salute | | | 1m |
| D. Approval of the Agenda (p.1-3) | Vote | Dr. Sam Nofziger | 1m |
| E. Public Comment | FYI | Dr. Sam Nofziger | 5 m |
| F. Approve Minutes (p.4-8) | Approve Minutes | Dr. Sam Nofziger | 1 m |

| | | | |
|--|------------|--|----------------|
| Approve minutes for Regular Scheduled Board Meeting on July 27, 2021 | | | |
| G. Executive Director Report (p.9) | Discuss | Dr. Laurie Goodman | 15 m |
| | | | |
| II. Finance | | | 4:55 PM |
| A. July Financials (p.10-32) | Vote | Darlington Ahaiwe | 5 m |
| B. Shared Staff MOU - Central Valley Charter Schools & Sequoia Grove Charter Alliance Schools (p.33) | Vote | Dr. Laurie Goodman | 5 m |
| C. Administrative & Teacher Salary Comparison Data (p.34-36) | Discussion | Dr. Laurie Goodman | 5 m |
| | | | |
| III. Academic Excellence | | | 5:10 PM |
| A. EL Presentation (p.37-50) | FYI | Maria Thoeni | 5 m |
| B. Special Education Assistant Director Introduction | FYI | Dr. Steven James & Lorraine Sewell | 5 m |
| C. Transition Team Presentation (p.51-60) | FYI | Yolanda Vazquez, Blake Wright, & Jonathan Quijas | 10 m |
| D. Parent Student Handbook (p.61-110) | Vote | Steph Johnson | 5 m |
| E. Regional Coordinator Support Plan (p.111-113) | FYI | Steph Johnson | 5 m |
| | | | |
| IV. Governance | | | 5:40 PM |
| A. Annual Brown Act Training | Discussion | Dr. Laurie Goodman | 3 m |
| | | | |
| V. Closing Items | | | 5:43 PM |

| | | | |
|--|---------|------------------|-----|
| A. Board of Director Comments & Requests | Discuss | Board Members | 2 m |
| B. Announcement of the Next Scheduled Board Meetings | FYI | Dr. Sam Nofziger | 1 m |
| Special: Sept. 7, 2021 at 5:00 PM Regular: Sept. 28, 2021 at 4:30 PM | | | |
| C. Adjourn Meeting | Vote | Dr. Sam Nofziger | 1 m |

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

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

Monarch River Academy

Regular Board Meeting Minutes

July 27, 2021 at 4:30 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

Zoom Link: <https://zoom.us/j/92738820421>

Meeting ID: 927 3882 0421

Join by Phone: (669) 900-6833

Monarch River Mission Statement

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Directors Present

Monique Ouwinga (remote), Sarah Sanchez (remote), Dr. Craig Wheaton (remote), & Ashley Wiens (remote)

Directors Absent

Dr. Sam Nofziger

Guests Present

Dr. Rob Hudson (remote), Dr. Laurie Goodman (remote), Jenny Plumb (remote), Dr. Steven James (remote), Darlington Ahaiwe (remote), Cathy Troxell (remote), Lorraine Sewell (remote), Mariah Jordan (remote), & Kmmi Buzzard (remote)

Minutes

1. Opening Items

1.1. Record Attendance

1.2. Call the Meeting to Order

Dr. Craig Wheaton called the meeting of the board of directors of Monarch River Academy to order on Tuesday, July 27, 2021 at 4:30 PM.

1.3. Flag Salute

Dr. Craig Wheaton led the Flag Salute.

1.4. Approval of the Agenda

Ashley Wiens made a motion to approve the agenda with the addition of Public Comment.

Sarah Sanchez seconded the motion.

The board VOTED unanimously to approve the motion.

1.4.5. Public Comment

No public comments were made.

Monique Ouwinga joined the board meeting at 4:32 PM.

1.5.a. Review & Approval of Minutes

Ashley Wiens made a motion to approve the minutes from the Regular Scheduled Board Meeting on June 22, 2021.

Monique Ouwinga seconded the motion.

The board VOTED unanimously to approve the motion.

1.6. School Report

AB 130 Legislative Update – School is working to updated policies and new

requirements that impact the school to be in compliance with AB 130.

2. Finance

2.1. EPA Budgets

Darlington Ahaiwe presented the EPA budgets including an overview and use of funds.

Sarah Sanchez made a motion to approve the EPA Budgets.

Ashley Wiens seconded the motion.

The board VOTED unanimously to approve the motion.

2.2. Compensation Policy

Sarah Sanchez made a motion to approve the Compensation Policy.

Ashley Wiens seconded the motion.

The board VOTED unanimously to approve the motion.

2.3. Counselor Salary Schedule

Presentation of the HS Counselor role and request for salary alignment with the increased number of work days and to be in alignment with industry standard pay ranges.

Dr. Craig Wheaton made a motion to approve the Counselor Salary Schedule.

Sarah Sanchez seconded the motion.

The board VOTED unanimously to approve the motion.

2.4. High School Virtual Academy Memorandum of Understanding (MOU)

Presentation of the drafted MOU to share the cost of online platforms and curriculum ordering system with the Sequoia Grove Charter Alliance Schools.

Ashley Wiens made a motion to approve the High School Virtual Academy MOU.

Sarah Sanchez seconded the motion.

The board VOTED unanimously to approve the motion.

3. Academic Excellence

3.1. Safe Return to In-Person Instruction Plan

Cathy Troxell presented the plan, focusing on staff and student health and safety, continuity of services, and the process of how stakeholder input and feedback was

collected. She noted the plan could be adjusted based on potential changes to the CDC Guidelines.

Ashley Wiens made a motion to approve the Safe Return to In-Person Instruction Plan. Monique Ouwinga seconded the motion.

The board VOTED to approve the motion.

- Ashley Wiens - Aye
- Monique Ouwinga - Aye
- Dr. Craig Wheaton - Aye
- Sarah Sanchez - Abstain

The motion passed.

3.2. Parent Student Handbook

Postponed until the August board meeting to allow for changes from AB 130 to be added.

3.3. Independent Study Policy

Changes were made to the Independent Study Policy to align with the new changes from AB 130. The revisions were done by legal counsel.

Sarah Sanchez made a motion to approve the revised Independent Study Policy.

Ashley Wiens seconded the motion.

The board VOTED unanimously to approve the motion.

4. Operations

4.1. Vendor Conflict of Interest Policy

This agenda item had already been approved at a previous board meeting.

5. Closing Items

5.1. Board of Director Comments & Requests

No Board of Director comments or requests at this time.

5.2. Announcement of the Next Scheduled Board Meetings

August 24, 2021 at 4:30 PM

5.3. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:11 PM

Respectfully Submitted,
Dr. Craig Wheaton

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

Executive Director Report

| | |
|--------------------------|-------------------------------------|
| Section: | I. Opening Items |
| Item: | G. Executive Director Report |
| Purpose: | FYI |
| Related Material: | None |

BACKGROUND:

Topics to Include:

1. Report on Rosters Student Load - Related to the Compensation Policy & the Board's request to have this data shared at each meeting.
2. Enrollment Totals
3. TPR Report on Intervention & Virtual Academy Enrollment & Launch
4. High School Programs & College and Career Readiness
5. Social Media
6. Transition Plan & Social Emotional Plan
7. STRS Audit Report

Cover Sheet

July Financials

| | |
|--------------------------|--|
| Section: | II. Finance |
| Item: | A. Executive Director Report |
| Purpose: | Discussion & Potential Action - Vote |
| Related Material: | Monarch River_Financial Package_July 2021.pdf |

BACKGROUND:

- Charter Impact representative, Darlington Ahaiwe, will present the previous month's financial reports that include highlights, revenue, expenses, fund & cash balances, and related information to be included in the appendix.

RECOMMENDATION:

- Consider approval of the financial report

Monarch River Academy

Monthly Financial Presentation – July 2021

MONARCH RIVER - Highlights

- 16% decrease in revenue projections.
- 13% decrease in expense projections.
- Year-end surplus projected at \$1,196MM
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

| Cert. | Instr. |
|--------|---------|
| 40.3% | 83.3% |
| 54,172 | 455,344 |

- 25:1 Pupil Teacher Ratio ✓

| Pupil:Teacher Ratio |
|---------------------|
| 24.18 :1 |

Attendance & Data Metrics

| <i>Enrollment & Per Pupil Data</i> | | | |
|--|----------------------|------------------------|----------------------|
| | <u><i>Actual</i></u> | <u><i>Forecast</i></u> | <u><i>Budget</i></u> |
| <i>Average Enrollment</i> | <i>n/a</i> | <i>1250</i> | <i>1505</i> |
| <i>ADA</i> | <i>n/a</i> | <i>1225</i> | <i>1475</i> |
| <i>Attendance Rate</i> | <i>n/a</i> | <i>98.0%</i> | <i>98.0%</i> |
| <i>Unduplicated %</i> | <i>42.9%</i> | <i>42.9%</i> | <i>42.9%</i> |
| <i>Revenue per ADA</i> | | <i>\$11,109</i> | <i>\$11,003</i> |
| <i>Expenses per ADA</i> | | <i>\$10,132</i> | <i>\$9,658</i> |

- Decrease in forecasted enrollment.

MONARCH RIVER - Revenue

- Forecasted variance due to enrollment adjustment.

Revenue

| <i>Year-to-Date</i> | | |
|----------------------|------------------|-------------|
| Actual | Budget | Fav/(Unf) |
| State Aid-Rev Limit | \$ - | \$ - |
| Federal Revenue | - | - |
| Other State Revenue | 30,635 | - |
| Other Local Revenue | - | - |
| Total Revenue | \$ 30,635 | \$ - |

| <i>Annual/Full Year</i> | | |
|-------------------------|----------------------|-----------------------|
| Forecast | Budget | Fav/(Unf) |
| \$ 11,702,249 | \$ 14,090,469 | \$ (2,388,219) |
| 806,559 | 836,809 | (30,250) |
| 1,099,134 | 1,302,634 | (203,500) |
| - | - | - |
| \$ 13,607,942 | \$ 16,229,911 | \$ (2,621,969) |

MONARCH RIVER - Expenses

- Projected Salaries and instructional spending decreased along with projected enrollment.

| | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|-------------------|-------------------|-------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Expenses | | | | | | |
| Certificated Salaries | \$ 336,876 | \$ 384,406 | \$ 47,530 | \$ 4,601,685 | \$ 5,275,459 | \$ 673,774 |
| Classified Salaries | 4,418 | 0 | (4,418) | 53,887 | 1 | (53,886) |
| Benefits | 109,295 | 118,316 | 9,021 | 1,388,133 | 1,557,959 | 169,827 |
| Books and Supplies | 55,464 | 76,871 | 21,406 | 2,055,987 | 2,446,473 | 390,486 |
| Subagreement Services | 145,552 | 220,793 | 75,241 | 3,179,101 | 3,514,406 | 335,305 |
| Operations | 6,418 | 14,183 | 7,765 | 138,877 | 170,200 | 31,323 |
| Facilities | - | - | - | - | - | - |
| Professional Services | 39,413 | 38,039 | (1,375) | 915,068 | 1,082,364 | 167,296 |
| Depreciation | 3,774 | - | (3,774) | 3,774 | - | (3,774) |
| Interest | - | 75,199 | 75,199 | 75,325 | 198,819 | 123,493 |
| Total Expenses | \$ 701,211 | \$ 927,807 | \$ 226,596 | \$ 12,411,835 | \$ 14,245,681 | \$ 1,833,845 |

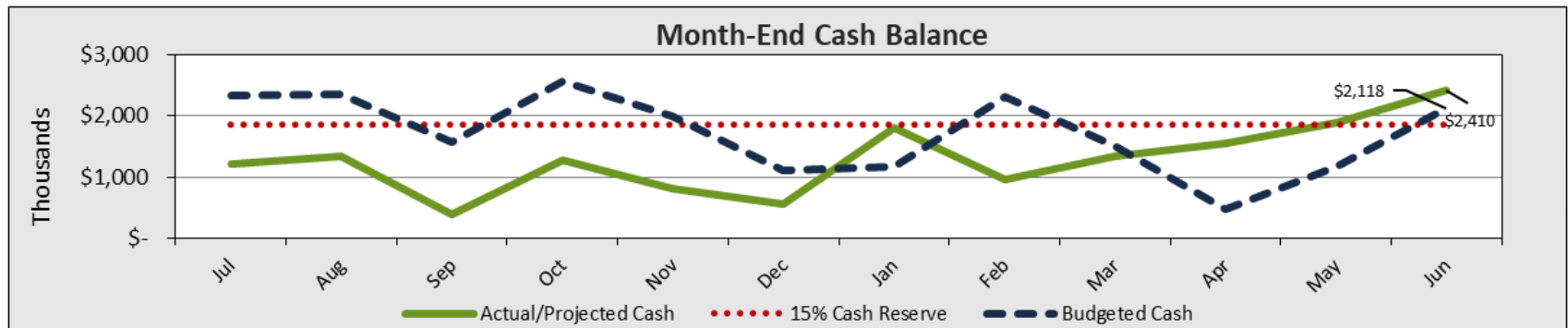
MONARCH RIVER - Fund Balance

- Year-end surplus represents 10% of annual expenses.

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------------------|---------------------|---------------------|------------|---------------------|---------------------|--------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ (670,576) | \$ (927,807) | \$ 257,231 | \$ 1,196,107 | \$ 1,984,230 | \$ (788,124) |
| Beginning Fund Balance | <u>2,624,334</u> | <u>2,624,334</u> | | <u>2,624,334</u> | <u>2,624,334</u> | |
| Ending Fund Balance | <u>\$ 1,953,758</u> | <u>\$ 1,696,527</u> | | <u>\$ 3,820,441</u> | <u>\$ 4,608,564</u> | |
| <i>As a % of Annual Expenses</i> | 15.7% | 11.9% | | 30.8% | 32.4% | |

MONARCH RIVER - Cash Balance

- Strong cash position projected through year-end.
- Year-end cash balance projected at \$2.1MM.



MOARCH RIVER - Appendix

- Monthly Cash Flow / Forecast 21-22
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Due-To/Due-From Balance

Revised 08/20/21

ADA = 1225.00



| ADA = 1225.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 08/20/21



ADA = 1225.00

Subagreement Services

| | |
|------|-------------------------------|
| 5101 | Nursing |
| 5102 | Special Education |
| 5103 | Substitute Teacher |
| 5104 | Transportation |
| 5105 | Security |
| 5106 | Other Educational Consultants |
| 5107 | Instructional Services |

| | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------------------|--------------------|--------------------------|-------------------------|
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | 61,392 | 61,392 | 61,392 | 61,392 | 61,392 | 61,392 | 61,392 | 61,392 | 61,392 | 61,392 | 61,392 | - | 675,308 | 534,200 | (141,108) |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 4,477 | 52,759 | 95,644 | 115,037 | 64,515 | 107,877 | 63,680 | 86,192 | 104,984 | 197,215 | 114,978 | 53,352 | (7,758) | 1,052,953 | 1,276,065 | 223,112 |
| | 141,075 | 119,069 | 119,069 | 119,069 | 119,069 | 119,069 | 119,069 | 119,069 | 119,069 | 119,069 | 119,069 | 119,069 | - | 1,450,839 | 1,704,141 | 253,301 |
| | 145,552 | 233,220 | 276,105 | 295,498 | 244,976 | 288,339 | 244,142 | 266,653 | 285,445 | 377,676 | 295,440 | 233,813 | (7,758) | 3,179,101 | 3,514,406 | 335,305 |

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 |

| | | | | | | | | | | | | | | | | |
|--|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---|---------|---------|--------|
| | - | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | - | 13,200 | 17,700 | 4,500 |
| | - | 217 | 217 | 217 | 217 | 217 | 217 | 217 | 217 | 217 | 217 | 217 | - | 2,383 | 3,200 | 817 |
| | 6,418 | 8,883 | 8,883 | 8,883 | 8,883 | 8,883 | 8,883 | 8,883 | 8,883 | 8,883 | 8,883 | 8,883 | - | 104,135 | 122,500 | 18,365 |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | 442 | - | 4,858 | 9,200 | 4,342 |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | 1,008 | 1,008 | 1,008 | 1,008 | 1,008 | 1,008 | 1,008 | 1,008 | 1,008 | 1,008 | 1,008 | - | 11,092 | 13,400 | 2,308 |
| | - | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | 292 | - | 3,208 | 4,200 | 992 |
| | 6,418 | 12,042 | 12,042 | 12,042 | 12,042 | 12,042 | 12,042 | 12,042 | 12,042 | 12,042 | 12,042 | 12,042 | - | 138,877 | 170,200 | 31,323 |

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 |

| | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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 |

| | | | | | | | | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|---------|-----------|---------|
| | - | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | 192 | - | 2,108 | 2,900 | 792 |
| | - | - | - | 4,467 | 4,467 | 4,467 | - | - | - | - | - | - | - | 13,400 | 14,200 | 800 |
| | 15,000 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | - | 40,667 | 35,700 | (4,967) |
| | 30 | 2,733 | 2,733 | 2,733 | 2,733 | 2,733 | 2,733 | 2,733 | 2,733 | 2,733 | 2,733 | 2,733 | - | 30,097 | 39,100 | 9,003 |
| | - | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | - | 917 | 2,000 | 1,083 |
| | - | 6,255 | 11,339 | 13,638 | 7,649 | 12,790 | 7,550 | 10,219 | 12,447 | 23,381 | 13,631 | 6,325 | (920) | 124,303 | 150,642 | 26,339 |
| | 570 | 850 | 850 | 850 | 850 | 850 | 850 | 850 | 850 | 850 | 850 | 850 | - | 9,920 | 11,500 | 1,580 |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100 | 100 |
| | - | 892 | 892 | 892 | 892 | 892 | 892 | 892 | 892 | 892 | 892 | 892 | - | 9,808 | 11,700 | 1,892 |
| | 276 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | - | 16,776 | 18,200 | 1,424 |
| | 23,537 | 19,845 | 19,845 | 19,845 | 19,845 | 19,845 | 19,845 | 19,845 | 19,845 | 19,845 | 19,845 | 19,845 | - | 241,831 | 284,023 | 42,192 |
| | - | 12,568 | 12,828 | 24,339 | 22,501 | 22,501 | 24,339 | 22,501 | 41,624 | 42,885 | 41,048 | 41,048 | 42,885 | 351,067 | 422,714 | 71,647 |
| | - | - | - | - | 29 | - | - | - | - | - | - | - | - | 29 | 36 | 8 |
| | - | 2,616 | 2,616 | 4,710 | 4,710 | 4,710 | 4,710 | 4,710 | 8,179 | 8,179 | 8,179 | 8,179 | 10,630 | 72,128 | 86,848 | 14,720 |
| | - | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | 183 | - | 2,017 | 2,700 | 683 |
| | 39,413 | 50,051 | 55,395 | 75,765 | 67,967 | 73,079 | 65,210 | 66,041 | 90,861 | 103,057 | 91,470 | 84,164 | 52,595 | 915,068 | 1,082,364 | 167,296 |

Depreciation

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

| | | | | | | | | | | | | | | | | |
|--|-------|---|---|---|---|---|---|---|---|---|---|---|---|-------|---|---------|
| | 3,774 | - | - | - | - | - | - | - | - | - | - | - | - | 3,774 | - | (3,774) |
| | 3,774 | - | - | - | - | - | - | - | - | - | - | - | - | 3,774 | - | (3,774) |

Interest

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

| | | | | | | | | | | | | | | | | |
|--|---|---|--------|--------|---|--------|---|---|---|---|---|---|---|--------|---------|---------|
| | - | - | 25,108 | 25,109 | - | 25,109 | - | - | - | - | - | - | - | 75,325 | 198,819 | 123,493 |
| | - | - | 25,108 | 25,109 | - | 25,109 | - | - | - | - | - | - | - | 75,325 | 198,819 | 123,493 |

Total Expenses

| | | | | | | | | | | | | | | | | |
|--|---------|---------|-----------|-----------|---------|-----------|---------|-----------|-----------|-----------|-----------|---------|--------|------------|------------|-----------|
| | 701,211 | 850,034 | 1,064,415 | 1,138,479 | 965,688 | 1,115,970 | 966,524 | 1,028,208 | 1,102,109 | 1,368,192 | 1,128,913 | 950,977 | 31,116 | 12,411,835 | 14,245,681 | 1,833,845 |
|--|---------|---------|-----------|-----------|---------|-----------|---------|-----------|-----------|-----------|-----------|---------|--------|------------|------------|-----------|

Monthly Surplus (Deficit)

| | | | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|---------|-----------|---------|---------|---------|---------|-----------|-----------|-----------|-----------|
| | (670,576) | (398,390) | (580,223) | (268,314) | (156,773) | (217,963) | 595,198 | (219,294) | 387,602 | 207,768 | 341,582 | 519,518 | 1,655,971 | 1,196,107 | 1,984,231 | (788,124) |
|--|-----------|-----------|-----------|-----------|-----------|-----------|---------|-----------|---------|---------|---------|---------|-----------|-----------|-----------|-----------|

Revised 08/20/21



CHARTER
IMPACT

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Monarch River Academy

Budget vs Actual

For the period ended July 31, 2021

| | 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 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 13,595,060 |
| Education Protection Account | - | - | - | - | - | - | 295,000 |
| In Lieu of Property Taxes | - | - | - | - | - | - | 200,408 |
| Total State Aid - Revenue Limit | - | - | - | - | - | - | 14,090,469 |
| Federal Revenue | | | | | | | |
| Special Education - Entitlement | - | - | - | - | - | - | 178,475 |
| Title I, Part A - Basic Low Income | - | - | - | - | - | - | 95,533 |
| Other Federal Revenue | - | - | - | - | - | - | 562,801 |
| Total Federal Revenue | - | - | - | - | - | - | 836,809 |
| Other State Revenue | | | | | | | |
| State Special Education | 30,635 | - | 30,635 | 30,635 | - | 30,635 | 907,125 |
| Mandated Cost | - | - | - | - | - | - | 17,443 |
| State Lottery | - | - | - | - | - | - | 293,525 |
| Other State Revenue | - | - | - | - | - | - | 84,541 |
| Total Other State Revenue | 30,635 | - | 30,635 | 30,635 | - | 30,635 | 1,302,634 |
| Total Revenues | \$ 30,635 | \$ - | \$ 30,635 | \$ 30,635 | \$ - | \$ 30,635 | \$ 16,229,911 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Teachers' Salaries | \$ 251,818 | \$ 324,799 | \$ 72,981 | \$ 251,818 | \$ 324,799 | \$ 72,981 | \$ 3,897,590 |
| Teachers' Extra Duty/Stipends | 16,026 | - | (16,026) | 16,026 | - | (16,026) | 662,590 |
| Administrators' Salaries | 61,975 | 52,849 | (9,126) | 61,975 | 52,849 | (9,126) | 634,191 |
| Other Certificated Salaries | 7,057 | 6,757 | (300) | 7,057 | 6,757 | (300) | 81,088 |
| Total Certificated Salaries | 336,876 | 384,406 | 47,530 | 336,876 | 384,406 | 47,530 | 5,275,459 |
| Classified Salaries | | | | | | | |
| Instructional Salaries | - | 0 | 0 | - | 0 | 0 | 1 |
| Support Salaries | 4,418 | - | (4,418) | 4,418 | - | (4,418) | - |
| Total Classified Salaries | 4,418 | 0 | (4,418) | 4,418 | 0 | (4,418) | 1 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated posit | 55,921 | 61,582 | 5,661 | 55,921 | 61,582 | 5,661 | 845,129 |
| OASDI/Medicare/Alternative, certificated positions | 272 | 0 | (272) | 272 | 0 | (272) | 0 |
| Medicare/Alternative, certificated positions | 4,772 | 5,574 | 802 | 4,772 | 5,574 | 802 | 76,494 |
| Health and Welfare Benefits, certificated positions | 44,139 | 44,138 | (1) | 44,139 | 44,138 | (1) | 529,650 |
| State Unemployment Insurance, certificated position: | 2,393 | 1,642 | (751) | 2,393 | 1,642 | (751) | 32,830 |
| Workers' Compensation Insurance, certificated positi | 1,799 | 5,382 | 3,582 | 1,799 | 5,382 | 3,582 | 73,856 |
| Total Benefits | 109,295 | 118,316 | 9,021 | 109,295 | 118,316 | 9,021 | 1,557,959 |
| Books & Supplies | | | | | | | |
| School Supplies | 26,530 | 58,452 | 31,922 | 26,530 | 58,452 | 31,922 | 2,176,817 |
| Software | 28,914 | 15,275 | (13,639) | 28,914 | 15,275 | (13,639) | 183,300 |
| Office Expense | 20 | 1,217 | 1,196 | 20 | 1,217 | 1,196 | 14,600 |
| Noncapitalized Equipment | - | 1,927 | 1,927 | - | 1,927 | 1,927 | 71,756 |
| Total Books & Supplies | 55,464 | 76,871 | 21,406 | 55,464 | 76,871 | 21,406 | 2,446,473 |

Monarch River Academy

Budget vs Actual

For the period ended July 31, 2021

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|--|--------------------------|-----------------------------|-------------------------------|------------------------|------------|------------------------|---------------|
| Subagreement Services | | | | | | | |
| Special Education | - | 44,517 | 44,517 | - | 44,517 | 44,517 | 534,200 |
| Other Educational Consultants | 4,477 | 34,265 | 29,788 | 4,477 | 34,265 | 29,788 | 1,276,065 |
| Instructional Services | 141,075 | 142,012 | 937 | 141,075 | 142,012 | 937 | 1,704,141 |
| Total Subagreement Services | 145,552 | 220,794 | 75,241 | 145,552 | 220,794 | 75,241 | 3,514,406 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel | - | 1,475 | 1,475 | - | 1,475 | 1,475 | 17,700 |
| Dues & Memberships | - | 267 | 267 | - | 267 | 267 | 3,200 |
| Insurance | 6,418 | 10,208 | 3,790 | 6,418 | 10,208 | 3,790 | 122,500 |
| Miscellaneous Expense | - | 767 | 767 | - | 767 | 767 | 9,200 |
| Communications | - | 1,117 | 1,117 | - | 1,117 | 1,117 | 13,400 |
| Postage and Shipping | - | 350 | 350 | - | 350 | 350 | 4,200 |
| Total Operations & Housekeeping | 6,418 | 14,183 | 7,765 | 6,418 | 14,183 | 7,765 | 170,200 |
| Professional/Consulting Services | | | | | | | |
| IT | - | 242 | 242 | - | 242 | 242 | 2,900 |
| Audit & Taxes | - | - | - | - | - | - | 14,200 |
| Legal | 15,000 | 2,975 | (12,025) | 15,000 | 2,975 | (12,025) | 35,700 |
| Professional Development | 30 | 3,258 | 3,228 | 30 | 3,258 | 3,228 | 39,100 |
| General Consulting | - | 167 | 167 | - | 167 | 167 | 2,000 |
| Special Activities/Field Trips | - | 4,045 | 4,045 | - | 4,045 | 4,045 | 150,642 |
| Bank Charges | 570 | 958 | 388 | 570 | 958 | 388 | 11,500 |
| Printing | - | 8 | 8 | - | 8 | 8 | 100 |
| Other Taxes and Fees | - | 975 | 975 | - | 975 | 975 | 11,700 |
| Payroll Service Fee | 276 | 1,517 | 1,241 | 276 | 1,517 | 1,241 | 18,200 |
| Management Fee | 23,537 | 23,669 | 132 | 23,537 | 23,669 | 132 | 284,023 |
| District Oversight Fee | - | - | - | - | - | - | 422,714 |
| County Fees | - | - | - | - | - | - | 36 |
| SPED Encroachment | - | - | - | - | - | - | 86,848 |
| Public Relations/Recruitment | - | 225 | 225 | - | 225 | 225 | 2,700 |
| Total Professional/Consulting Services | 39,413 | 38,039 | (1,375) | 39,413 | 38,039 | (1,375) | 1,082,364 |
| Depreciation | | | | | | | |
| Depreciation Expense | 3,774 | - | (3,774) | 3,774 | - | (3,774) | - |
| Total Depreciation | 3,774 | - | (3,774) | 3,774 | - | (3,774) | - |
| Interest | | | | | | | |
| Interest Expense | - | 75,199 | 75,199 | - | 75,199 | 75,199 | 198,819 |
| Total Interest | - | 75,199 | 75,199 | - | 75,199 | 75,199 | 198,819 |
| Total Expenses | \$ 701,211 | \$ 927,807 | \$ 226,596 | \$ 701,211 | \$ 927,807 | \$ 226,596 | \$ 14,245,681 |
| Change in Net Assets | (670,576) | (927,807) | 257,231 | (670,576) | (927,807) | 257,231 | 1,984,231 |
| Net Assets, Beginning of Period | 2,624,334 | | | 2,624,334 | | | |
| Net Assets, End of Period | \$ 1,953,758 | | | \$ 1,953,758 | | | |

Monarch River Academy
Statement of Financial Position

July 31, 2021

| | Current Balance | Beginning Year Balance | YTD Change | YTD % Change |
|---|---------------------|---------------------------|-----------------------|-----------------|
| Assets | | | | |
| Current Assets | | | | |
| Cash & Cash Equivalents | \$ 1,214,569 | \$ 1,609,915 | \$ (395,347) | -25% |
| Accounts Receivable | - | - | - | 0% |
| Public Funding Receivables | 3,391,902 | 3,494,396 | (102,494) | -3% |
| Grants & Contributions Receivable | 196,890 | 750,946 | (554,056) | -74% |
| Factored Receivable | (2,200,200) | (2,200,200) | - | 0% |
| Due To/From Related Parties | (250) | (250) | - | 0% |
| Prepaid Expenses | 85,026 | 55,635 | 29,391 | 53% |
| Other Current Assets | - | - | - | 0% |
| Total Current Assets | 2,687,936 | 3,710,442 | (1,022,506) | -28% |
| Long-Term Assets | | | | |
| Property & Equipment, Net | 222,637 | 226,410 | (3,774) | -2% |
| Deposits | - | - | - | 0% |
| Deferred Lease Asset | - | - | - | 0% |
| Bond Issue Costs | - | - | - | 0% |
| Other Long-Term Assets | - | - | - | 0% |
| Total Long Term Assets | 222,637 | 226,410 | (3,774) | -2% |
| Total Assets | \$ 2,910,573 | \$ 3,936,852 | \$ (1,026,279) | -26% |
| Liabilities | | | | |
| Current Liabilities | | | | |
| Accounts Payable | \$ 56,301 | \$ 399,313 | \$ (343,011) | -86% |
| Accrued Liabilities | 718,222 | 725,706 | (7,484) | -1% |
| Interest Payable | - | - | - | 0% |
| Deferred Revenue | - | - | - | 0% |
| Deferred Rent, Current Portion | - | - | - | 0% |
| Capital Lease, Current Portion | - | - | - | 0% |
| Notes Payable, Current Portion | 62,500 | 62,500 | - | 0% |
| Bonds Payable, Current Portion | - | - | - | 0% |
| Other Current Liabilities | - | - | - | 0% |
| Total Current Liabilities | 837,023 | 1,187,518 | (350,495) | -30% |
| Long-Term Liabilities | | | | |
| Deferred Rent, Net of Current Portion | - | - | - | 0% |
| Capital Lease, Net of Current Portion | - | - | - | 0% |
| Notes Payable, Net of Current Portion | 119,792 | 125,000 | (5,208) | -4% |
| Bonds Payable, Net of Current Portion | - | - | - | 0% |
| Discount on Bonds | - | - | - | 0% |
| Premium on Bonds | - | - | - | 0% |
| Other Long-Term Liabilities | - | - | - | 0% |
| Total Long-Term Liabilities | 119,792 | 125,000 | (5,208) | -4% |
| Total Liabilities | 956,815 | 1,312,518 | (355,703) | -27% |
| Total Net Assets | 1,953,758 | 2,624,334 | (670,576) | -26% |
| Total Liabilities and Net Assets | \$ 2,910,573 | \$ 3,936,852 | \$ (1,026,279) | -26% |

Monarch River Academy

Statement of Cash Flows

For the period ended July 31, 2021

| | Month Ended 07/31/21 | YTD Ended 07/31/21 |
|--|-------------------------|-----------------------|
| Cash Flows from Operating Activities | | |
| Changes in Net Assets | \$ (670,576) | \$ (670,576) |
| Adjustments to reconcile change in net assets to net cash flows from operating activities: | | |
| Depreciation | 3,774 | 3,774 |
| Decrease/(Increase) in Operating Assets: | - | - |
| Public Funding Receivables | 102,494 | 102,494 |
| Grants, Contributions & Pledges Receivable | 554,056 | 554,056 |
| Due from Related Parties | - | - |
| Prepaid Expenses | (29,391) | (29,391) |
| Other Assets | - | - |
| (Decrease)/Increase in Operating Liabilities: | - | - |
| Accounts Payable | (343,011) | (343,011) |
| Accrued Expenses | (7,484) | (7,484) |
| Deferred Revenue | - | - |
| Other Liabilities | - | - |
| Total Cash Flows from Operating Activities | (390,138) | (390,138) |
| Cash Flows from Investing Activities | | |
| Purchase of Property & Equipment | - | - |
| Total Cash Flows from Investing Activities | - | - |
| Cash Flows from Financing Activities | | |
| Proceeds from Factoring | - | - |
| Proceeds from (payments on) Long-Term Debt | (5,208) | (5,208) |
| Total Cash Flows from Financing Activities | (5,208) | (5,208) |
| Change in Cash & Cash Equivalents | (395,347) | (395,347) |
| Cash & Cash Equivalents, Beginning of Period | 1,609,915 | 1,609,915 |
| Cash and Cash Equivalents, End of Period | \$ 1,214,569 | \$ 1,214,569 |

Monarch River Academy

Check Register

For the period ended July 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 12077 | Erilynn Christiansen | 7/6/2021 | \$ 500.00 |
| 12078 | A3 Sports & Wellness, Inc. | 7/7/2021 | 2,290.00 |
| 12079 | Art of Problem Solving | 7/7/2021 | 192.00 |
| 12080 | Aspire Speech & Learning Center | 7/7/2021 | 1,050.00 |
| 12081 | Beautiful Feet Books, Inc. | 7/7/2021 | 336.78 |
| 12082 | Bitsbox | 7/7/2021 | 515.40 |
| 12084 | BookShark | 7/7/2021 | 12,334.41 |
| 12085 | Braille Abilities, LLC | 7/7/2021 | 67.50 |
| 12086 | Break the Barriers, Inc. | 7/7/2021 | 4,462.50 |
| 12087 | Bright Thinker | 7/7/2021 | 1,894.40 |
| 12088 | Buena Vista Museum of Natural History | 7/7/2021 | 75.00 |
| 12089 | BYU Independent Study | 7/7/2021 | 1,283.00 |
| 12090 | Center for Vision Development Optometry Inc | 7/7/2021 | 495.00 |
| 12091 | Charter Impact, Inc. | 7/7/2021 | 24,272.76 |
| 12092 | Children's Musical Theaterworks | 7/7/2021 | 796.00 |
| 12093 | Christy White Inc | 7/7/2021 | 1,200.00 |
| 12094 | Colleen Snyder | 7/7/2021 | 9,910.00 |
| 12095 | Department of Justice | 7/7/2021 | 608.00 |
| 12096 | Drivers Ed Direct | 7/7/2021 | 39.00 |
| 12097 | E-Therapy, LLC | 7/7/2021 | 68.50 |
| 12098 | eat2explore | 7/7/2021 | 86.25 |
| 12099 | Educational Development Corporation | 7/7/2021 | 1,146.17 |
| 12100 | Effectual Educational Consulting Services | 7/7/2021 | 6,082.50 |
| 12101 | Elizabeth Tanguay | 7/7/2021 | 1,320.00 |
| 12102 | Erin Titone | 7/7/2021 | 1,000.00 |
| 12103 | Evan-Moor | 7/7/2021 | 99.99 |
| 12104 | Evolve Dance Company | 7/7/2021 | 275.00 |
| 12105 | Goodfellow Occupational Therapy, Inc. | 7/7/2021 | 3,217.50 |
| 12106 | Hillside Swim School | 7/7/2021 | 300.00 |
| 12107 | Home Science Tools | 7/7/2021 | 317.00 |
| 12108 | Honest History Co | 7/7/2021 | 38.21 |
| 12109 | Institute for Excellence in Writing | 7/7/2021 | 2,466.35 |
| 12110 | Jeanette Hardman | 7/7/2021 | 400.00 |
| 12111 | Jostens | 7/7/2021 | 158.54 |
| 12112 | Juli Jones | 7/7/2021 | 240.00 |
| 12113 | Just Dance | 7/7/2021 | 110.00 |
| 12114 | Kids Edition | 7/7/2021 | 1,000.00 |
| 12115 | Kitchen Stewardship LLC | 7/7/2021 | 299.90 |
| 12116 | KiwiCo, Inc | 7/7/2021 | 7,665.48 |
| 12117 | Learning Without Tears | 7/7/2021 | 492.41 |
| 12118 | Lighthouse Therapy LLC | 7/7/2021 | 8,734.21 |
| 12119 | Little Passports | 7/7/2021 | 573.41 |
| 12120 | Lotus Educational Services, Inc. | 7/7/2021 | 403.75 |
| 12121 | MEL Science U.S. LLC | 7/7/2021 | 209.40 |
| 12122 | Michael LoBue | 7/7/2021 | 129.00 |
| 12123 | Moving Beyond the Page | 7/7/2021 | 9,734.47 |
| 12124 | MoxieBox Art | 7/7/2021 | 153.03 |
| 12125 | Nicole Medeiros | 7/7/2021 | 1,899.92 |
| 12126 | Oak Meadow Inc. | 7/7/2021 | 1,530.20 |
| 12127 | Pacific Martial Arts | 7/7/2021 | 2,010.00 |
| 12128 | Peace Hill Press, Inc. dba Well Trained Mind Press | 7/7/2021 | 276.46 |
| 12129 | Perfect 10 Gymnastics | 7/7/2021 | 125.00 |
| 12130 | Project Learn LLC | 7/7/2021 | 825.00 |
| 12131 | Provenance | 7/7/2021 | 5,936.03 |
| 12132 | Rachel Kreider | 7/7/2021 | 625.00 |

Monarch River Academy**Check Register**

For the period ended July 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 12133 | Reading with TLC | 7/7/2021 | 431.18 |
| 12134 | Renaissance | 7/7/2021 | 22,883.12 |
| 12135 | Rich Oliver Racing, Inc. | 7/7/2021 | 998.00 |
| 12136 | SAM Academy | 7/7/2021 | 40.00 |
| 12137 | San Joaquin River Parkway and Conservation Trust | 7/7/2021 | 952.12 |
| 12138 | School Pathways, LLC | 7/7/2021 | 3,674.53 |
| 12139 | Silicon Valley High School Inc | 7/7/2021 | 1,615.00 |
| 12140 | Singapore Math Live LLC | 7/7/2021 | 170.00 |
| 12141 | Singapore Math, Inc. | 7/7/2021 | 598.66 |
| 12142 | Studio on the Hill | 7/7/2021 | 182.00 |
| 12143 | TalkBox.Mom | 7/7/2021 | 355.23 |
| 12144 | Teacher Synergy, LLC | 7/7/2021 | 523.26 |
| 12145 | The Cottonwood School | 7/7/2021 | 38,058.73 |
| 12146 | The Critical Thinking Co. | 7/7/2021 | 474.42 |
| 12147 | Think Outside, LLC | 7/7/2021 | 1,803.45 |
| 12148 | Timberdoodle.com | 7/7/2021 | 1,977.53 |
| 12149 | Time4Learning | 7/7/2021 | 259.35 |
| 12150 | TouchMath Acquisition LLC | 7/7/2021 | 395.33 |
| 12151 | United Conservatory of Music | 7/7/2021 | 2,098.00 |
| 12152 | Valerie Scott | 7/7/2021 | 320.00 |
| 12153 | Wendy DeRaud | 7/7/2021 | 540.00 |
| 12154 | WM Music Lessons | 7/7/2021 | 352.00 |
| 12155 | WriteShop | 7/7/2021 | 123.50 |
| 12156 | Zaner-Bloser | 7/7/2021 | 168.85 |
| 12157 | Association of California School Administrators | 7/12/2021 | 108.76 |
| 12158 | VOYA Financial FBO CalSTRS Pension2 | 7/12/2021 | 3,923.00 |
| 12159 | Activities for Learning Inc. | 7/14/2021 | 99.83 |
| 12160 | Aikido of Fresno | 7/14/2021 | 450.00 |
| 12161 | American Kids Sports Center | 7/14/2021 | 2,198.60 |
| 12162 | Bakersfield Swim Academy | 7/14/2021 | 818.00 |
| 12163 | Bonnie Haskell | 7/14/2021 | 40.00 |
| 12164 | BookShark | 7/14/2021 | 4,749.81 |
| 12165 | Bullfrog Swim School Inc | 7/14/2021 | 1,845.00 |
| 12166 | Cen Cal Dance Academy | 7/14/2021 | 500.00 |
| 12167 | Charter Impact, Inc. | 7/14/2021 | 43.81 |
| 12168 | Clarksville Charter School | 7/14/2021 | 2,096.08 |
| 12169 | Colleen Snyder | 7/14/2021 | 1,645.00 |
| 12170 | Crafty School Crates | 7/14/2021 | 847.09 |
| 12171 | Discovery of Learning, LLC | 7/14/2021 | 420.00 |
| 12172 | Easy Does It Farms | 7/14/2021 | 2,858.22 |
| 12173 | Educational Development Corporation | 7/14/2021 | 127.85 |
| 12174 | Efrain Cordero | 7/14/2021 | 64.00 |
| 12175 | Evan Akuna | 7/14/2021 | 540.00 |
| 12176 | Evan-Moor | 7/14/2021 | 121.55 |
| 12177 | Feather River Charter School | 7/14/2021 | 18,500.14 |
| 12178 | Global Teletherapy | 7/14/2021 | 9,566.05 |
| 12179 | History Unboxed LLC | 7/14/2021 | 234.16 |
| 12180 | Imm3rse.in | 7/14/2021 | 600.00 |
| 12181 | Institute for Excellence in Writing | 7/14/2021 | 1,236.17 |
| 12182 | Kevin Freeman | 7/14/2021 | 480.00 |
| 12183 | Kimberly Schapansky | 7/14/2021 | 90.00 |
| 12184 | Lee's United Gymnastics Academy | 7/14/2021 | 535.44 |
| 12185 | Lotus Educational Services, Inc. | 7/14/2021 | 586.15 |
| 12186 | Math-U-See Inc. | 7/14/2021 | 449.00 |
| 12187 | Miss Almas Piano Academy | 7/14/2021 | 300.00 |
| 12188 | MoxieBox Art | 7/14/2021 | 71.59 |
| 12189 | Nicole the Math Lady, LLC | 7/14/2021 | 79.00 |
| 12190 | Oak Meadow Inc. | 7/14/2021 | 1,452.00 |

Monarch River Academy**Check Register**

For the period ended July 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 12191 | PresenceLearning, Inc. | 7/14/2021 | 1,919.36 |
| 12192 | Rebecca Balakian | 7/14/2021 | 1,850.00 |
| 12193 | Rich Oliver Racing, Inc. | 7/14/2021 | 499.00 |
| 12194 | Sabrina Moran | 7/14/2021 | 280.00 |
| 12195 | Simin's Piano Studio | 7/14/2021 | 240.00 |
| 12196 | Slice of Life Enrichment School, LLC | 7/14/2021 | 420.00 |
| 12197 | Steinway Piano Gallery Of Fresno | 7/14/2021 | 600.00 |
| 12198 | Studies Weekly | 7/14/2021 | 32.72 |
| 12199 | The Talk Team | 7/14/2021 | 3,356.25 |
| 12200 | Thimble Sewciety | 7/14/2021 | 120.00 |
| 12201 | Timberdoodle.com | 7/14/2021 | 415.06 |
| 12202 | Williamsburg Learning | 7/14/2021 | 1,150.00 |
| 12203 | WriteShop | 7/14/2021 | 261.24 |
| 12204 | Aspire Speech & Learning Center | 7/21/2021 | 160.00 |
| 12205 | BookShark | 7/21/2021 | 235.18 |
| 12206 | Brave Writer LLC | 7/21/2021 | 249.00 |
| 12207 | Charter Impact, Inc. | 7/21/2021 | 300.00 |
| 12208 | Clarksville Charter School | 7/21/2021 | 2,096.08 |
| 12209 | Document Tracking Services | 7/21/2021 | 355.00 |
| 12210 | Elizabeth Tanguay | 7/21/2021 | 1,166.00 |
| 12211 | Feather River Charter School | 7/21/2021 | 3,021.09 |
| 12212 | Lakeshore | 7/21/2021 | 313.23 |
| 12213 | Little Passports | 7/21/2021 | 169.28 |
| 12214 | Marnie Young | 7/21/2021 | 590.00 |
| 12215 | Melissa Bogle | 7/21/2021 | 1,350.00 |
| 12216 | The Axia Group | 7/21/2021 | 141,075.00 |
| 12217 | The Cottonwood School | 7/21/2021 | 4,494.75 |
| 12218 | Top Dog Performance Center | 7/21/2021 | 750.00 |
| 12219 | Yosemite Valley Charter School | 7/21/2021 | 78,854.94 |
| 12220 | Zoe Pettitt Tutoring | 7/21/2021 | 540.00 |
| 12221 | American Kids Sports Center | 7/28/2021 | 3,132.40 |
| 12222 | Aspire Speech & Learning Center | 7/28/2021 | 300.00 |
| 12223 | ASU Preparatory Academy | 7/28/2021 | 275.00 |
| 12224 | Bakersfield Swim Academy | 7/28/2021 | 460.00 |
| 12225 | Bonnie Haskell | 7/28/2021 | 240.00 |
| 12226 | BookShark | 7/28/2021 | 602.39 |
| 12227 | Braille Abilities, LLC | 7/28/2021 | 67.50 |
| 12228 | Brave Writer LLC | 7/28/2021 | 671.55 |
| 12229 | Break the Barriers, Inc. | 7/28/2021 | 1,620.00 |
| 12230 | Bungalow Lane ALC | 7/28/2021 | 1,590.00 |
| 12231 | California Dental Network inc | 7/28/2021 | 456.30 |
| 12232 | Cen Cal Dance Academy | 7/28/2021 | 60.00 |
| 12233 | Center for Vision Development Optometry Inc | 7/28/2021 | 165.00 |
| 12234 | Central California Gymnastics Institute - CCGI | 7/28/2021 | 825.00 |
| 12235 | Charter's Choice Educational Services | 7/28/2021 | 875.00 |
| 12236 | CharterSafe | 7/28/2021 | 9,668.00 |
| 12237 | Cindy Allington | 7/28/2021 | 1,070.00 |
| 12238 | ComputerLand of Silicon Valley | 7/28/2021 | 2,500.00 |
| 12239 | eat2explore | 7/28/2021 | 164.70 |
| 12240 | Educational Resources of Monterey County | 7/28/2021 | 380.00 |
| 12241 | Evan-Moor | 7/28/2021 | 38.75 |
| 12242 | Global Teletherapy | 7/28/2021 | 38,350.00 |
| 12243 | Grace Note Music Studio | 7/28/2021 | 1,280.00 |
| 12244 | History Unboxed LLC | 7/28/2021 | 584.77 |
| 12245 | InnovEd Inc. | 7/28/2021 | 815.00 |
| 12246 | Institute for Excellence in Writing | 7/28/2021 | 527.44 |
| 12247 | JacKris Publishing, LLC | 7/28/2021 | 8.99 |
| 12248 | Jenna Hulsey | 7/28/2021 | 100.00 |

Monarch River Academy**Check Register**

For the period ended July 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--|--|------------|------------------|
| 12249 | Kimberly Schapansky | 7/28/2021 | 360.00 |
| 12250 | Lakeshore | 7/28/2021 | 59.62 |
| 12251 | LEGO Education | 7/28/2021 | 415.59 |
| 12252 | Lighthouse Therapy LLC | 7/28/2021 | 5,076.39 |
| 12253 | Logic of English | 7/28/2021 | 209.06 |
| 12254 | Math-U-See Inc. | 7/28/2021 | 931.00 |
| 12255 | Maureen M. Solomon | 7/28/2021 | 330.00 |
| 12256 | McColgan & Associates Inc | 7/28/2021 | 416.25 |
| 12257 | MEL Science U.S. LLC | 7/28/2021 | 314.10 |
| 12258 | Mystery Science Inc. | 7/28/2021 | 69.00 |
| 12259 | Oak Meadow Inc. | 7/28/2021 | 850.00 |
| 12260 | Outside the Box Creation | 7/28/2021 | 134.82 |
| 12261 | Peace Hill Press, Inc. dba Well Trained Mind Press | 7/28/2021 | 25.00 |
| 12262 | Perfect 10 Gymnastics | 7/28/2021 | 125.00 |
| 12263 | Procopio, Cory, Hargreaves & Savitch LLP | 7/28/2021 | 378.00 |
| 12264 | Rebecca Balakian | 7/28/2021 | 200.00 |
| 12265 | Reliant Investments, Inc | 7/28/2021 | 3,750.00 |
| 12266 | Rhonda J Cemo | 7/28/2021 | 300.00 |
| 12267 | Rich Oliver Racing, Inc. | 7/28/2021 | 1,198.00 |
| 12268 | School Pathways, LLC | 7/28/2021 | 3,435.83 |
| 12269 | Singapore Math Live LLC | 7/28/2021 | 187.50 |
| 12271 | Studies Weekly | 7/28/2021 | 2,138.66 |
| 12272 | Teaching Textbooks | 7/28/2021 | 282.85 |
| 12273 | The Dance Company | 7/28/2021 | 60.00 |
| 12274 | The Dance Craze | 7/28/2021 | 295.98 |
| 12275 | The Talk Team | 7/28/2021 | 1,552.50 |
| 12276 | Traffic Depot, Inc | 7/28/2021 | 2,685.00 |
| 12277 | Valley Center for the Blind | 7/28/2021 | 393.75 |
| 12278 | Wieser Educational | 7/28/2021 | 185.49 |
| 12279 | Wilder Smith | 7/28/2021 | 700.00 |
| 12280 | Franchise Tax Board | 7/29/2021 | 316.61 |
| 12281 | VOYA Financial FBO CalSTRS Pension2 | 7/29/2021 | 3,623.00 |
| 12282 | Yosemite Valley Charter School | 7/29/2021 | 133,786.17 |
| MRA210722-01AATK, LLC | | 7/22/2021 | VOID |
| MRA210722-02 Zweiback, Fiset & Coleman LLP | | 7/22/2021 | <u>15,000.00</u> |

Total Disbursements in July \$ 752,417.13

Monarch River Academy

Accounts Payable Aging

For the period ended July 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|---------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-----------------------|--------|
| A Plan in Place | 14-2096 | 7/23/2021 | 8/7/2021 | \$ 41 | \$ - | \$ - | \$ - | \$ - | \$ 41 |
| AATK, LLC | AATK070121 | 7/1/2021 | 7/1/2021 | - | 5,208 | - | - | - | 5,208 |
| Art of Problem Solving | 220650 | 7/22/2021 | 8/21/2021 | 889 | - | - | - | - | 889 |
| Aspire Speech & Learning Center | 063021MiLun | 6/30/2021 | 7/30/2021 | - | 176 | - | - | - | 176 |
| Av-STEM Alaska, Inc. | 1348 | 7/20/2021 | 7/20/2021 | - | 365 | - | - | - | 365 |
| BookShark | 31143340 | 7/19/2021 | 8/18/2021 | 70 | - | - | - | - | 70 |
| BookShark | 31143406 | 7/19/2021 | 8/18/2021 | 55 | - | - | - | - | 55 |
| BookShark | 31143443 | 7/19/2021 | 8/18/2021 | 87 | - | - | - | - | 87 |
| BookShark | 31143536 | 7/19/2021 | 8/18/2021 | 50 | - | - | - | - | 50 |
| BookShark | 31143537 | 7/19/2021 | 8/18/2021 | 65 | - | - | - | - | 65 |
| BookShark | 31143550 | 7/19/2021 | 8/18/2021 | 50 | - | - | - | - | 50 |
| BookShark | 31143811 | 7/19/2021 | 8/18/2021 | 970 | - | - | - | - | 970 |
| BookShark | 31144084 | 7/20/2021 | 8/19/2021 | 713 | - | - | - | - | 713 |
| BookShark | 31144111 | 7/20/2021 | 8/19/2021 | 1,085 | - | - | - | - | 1,085 |
| BookShark | 31144132 | 7/20/2021 | 8/19/2021 | 16 | - | - | - | - | 16 |
| BookShark | 31144133 | 7/20/2021 | 8/19/2021 | 16 | - | - | - | - | 16 |
| BookShark | 31144134 | 7/20/2021 | 8/19/2021 | 16 | - | - | - | - | 16 |
| BookShark | 31144643 | 7/21/2021 | 8/20/2021 | 39 | - | - | - | - | 39 |
| BookShark | 31144668 | 7/21/2021 | 8/20/2021 | 55 | - | - | - | - | 55 |
| BookShark | 31144672 | 7/21/2021 | 8/20/2021 | 55 | - | - | - | - | 55 |
| BookShark | 31144677 | 7/21/2021 | 8/20/2021 | 55 | - | - | - | - | 55 |
| BookShark | 31144690 | 7/21/2021 | 8/20/2021 | 49 | - | - | - | - | 49 |
| BookShark | 31144779 | 7/21/2021 | 8/20/2021 | 444 | - | - | - | - | 444 |
| BookShark | 31145195 | 7/22/2021 | 8/21/2021 | 452 | - | - | - | - | 452 |
| Bungalow Lane ALC | 305 | 4/30/2021 | 5/30/2021 | - | - | - | 356 | - | 356 |
| Charter Impact, Inc. | 4PR071521 | 7/15/2021 | 7/15/2021 | - | 256 | - | - | - | 256 |
| Charter Impact, Inc. | QTR22021 | 7/26/2021 | 7/26/2021 | - | 20 | - | - | - | 20 |
| CharterSafe | 35060 | 7/1/2021 | 7/1/2021 | - | 27,553 | - | - | - | 27,553 |
| Dance Arts | BB-50 | 5/20/2021 | 6/19/2021 | - | - | 220 | - | - | 220 |
| Evolve Dance Company | ED122020 | 7/23/2021 | 8/22/2021 | 92 | - | - | - | - | 92 |
| Evolve Dance Company | ED5-2021 | 7/23/2021 | 8/22/2021 | 90 | - | - | - | - | 90 |
| Evolve Dance Company | ED6-2021 | 7/23/2021 | 8/22/2021 | 90 | - | - | - | - | 90 |
| Evolve Dance Company | LD5-2021 | 7/23/2021 | 8/22/2021 | 112 | - | - | - | - | 112 |
| Evolve Dance Company | LD6-2021 | 7/23/2021 | 8/22/2021 | 112 | - | - | - | - | 112 |
| Hands 4 Building, LLC | 2562 | 7/20/2021 | 8/19/2021 | 148 | - | - | - | - | 148 |

Monarch River Academy

Accounts Payable Aging

For the period ended July 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|---|-----------------------|--------------|-----------|-----------------|----------------------|-----------------------|-----------------------|-----------------------|------------------|
| Institute for Excellence in Writing | 795979 | 7/20/2021 | 8/19/2021 | 302 | - | - | - | - | 302 |
| Institute for Excellence in Writing | 796302 | 7/20/2021 | 8/19/2021 | 61 | - | - | - | - | 61 |
| Institute for Excellence in Writing | 796311 | 7/20/2021 | 8/19/2021 | 195 | - | - | - | - | 195 |
| Institute for Excellence in Writing | 797022 | 7/20/2021 | 8/19/2021 | 37 | - | - | - | - | 37 |
| Institute for Excellence in Writing | 797838 | 7/20/2021 | 8/19/2021 | 301 | - | - | - | - | 301 |
| Institute for Excellence in Writing | 797843 | 7/20/2021 | 8/20/2021 | 53 | - | - | - | - | 53 |
| Institute for Excellence in Writing | 798150 | 7/20/2021 | 8/20/2021 | 173 | - | - | - | - | 173 |
| Institute for Excellence in Writing | 798676 | 7/21/2021 | 8/20/2021 | 22 | - | - | - | - | 22 |
| Institute for Excellence in Writing | 798687 | 7/20/2021 | 8/20/2021 | 59 | - | - | - | - | 59 |
| Institute for Excellence in Writing | 798689 | 7/21/2021 | 8/20/2021 | 37 | - | - | - | - | 37 |
| Institute for Excellence in Writing | 799353 | 7/21/2021 | 8/21/2021 | 37 | - | - | - | - | 37 |
| Lighthouse Therapy LLC | 416 | 6/2/2021 | 7/17/2021 | - | 11,183 | - | - | - | 11,183 |
| Logic of English | SI-125994 | 7/23/2021 | 8/22/2021 | 88 | - | - | - | - | 88 |
| Moving Beyond the Page | 255743 | 7/23/2021 | 8/22/2021 | 24 | - | - | - | - | 24 |
| Nicole the Math Lady, LLC | 3187 | 7/22/2021 | 8/21/2021 | 79 | - | - | - | - | 79 |
| Nicole the Math Lady, LLC | 3210 | 7/26/2021 | 8/25/2021 | 129 | - | - | - | - | 129 |
| Oak Meadow Inc. | 122461 | 7/23/2021 | 8/22/2021 | 79 | - | - | - | - | 79 |
| Progression Gymnastics LLC | 3 | 7/21/2021 | 7/21/2021 | - | 240 | - | - | - | 240 |
| Progression Gymnastics LLC | 4 | 7/21/2021 | 7/21/2021 | - | 360 | - | - | - | 360 |
| Progression Gymnastics LLC | 5 | 7/21/2021 | 7/21/2021 | - | 480 | - | - | - | 480 |
| Rich Oliver Racing, Inc. | 2021-006-009 | 7/6/2021 | 8/5/2021 | 1,098 | - | - | - | - | 1,098 |
| SAM Academy | 25925 | 7/8/2021 | 8/7/2021 | 112 | - | - | - | - | 112 |
| SAM Academy | 25934 | 7/8/2021 | 8/7/2021 | 20 | - | - | - | - | 20 |
| Teacher Synergy, LLC | 158560010 | 7/20/2021 | 8/10/2021 | 32 | - | - | - | - | 32 |
| Teacher Synergy, LLC | 158562221 | 7/20/2021 | 8/10/2021 | 271 | - | - | - | - | 271 |
| Teacher Synergy, LLC | 158562783 | 7/20/2021 | 8/10/2021 | 92 | - | - | - | - | 92 |
| Teaching Textbooks | 35409 | 7/20/2021 | 8/19/2021 | 67 | - | - | - | - | 67 |
| Teaching Textbooks | 35439 | 7/21/2021 | 8/20/2021 | 43 | - | - | - | - | 43 |
| Teaching Textbooks | 35469 | 7/22/2021 | 8/21/2021 | 43 | - | - | - | - | 43 |
| The Critical Thinking Co. | 175338A | 7/15/2021 | 8/14/2021 | 47 | - | - | - | - | 47 |
| The Critical Thinking Co. | 175478A | 7/19/2021 | 8/18/2021 | 106 | - | - | - | - | 106 |
| The Critical Thinking Co. | 175479A | 7/19/2021 | 8/18/2021 | 59 | - | - | - | - | 59 |
| Vera Kotenkov | 25 | 7/19/2021 | 8/18/2021 | 300 | - | - | - | - | 300 |
| Total Outstanding Payables in July | | | | \$ 9,884 | \$ 45,842 | \$ 220 | \$ 356 | \$ - | \$ 56,301 |

Monarch River Academy

Due (To)/From All Inspire Charter School Locations

For the period ended July 31, 2021

| | Account Balance |
|------------------------------------|------------------------|
| Due (to)/from Inspire LA | \$ (250) |
| Total Due (to)/from Balance | <u>\$ (250)</u> |

Cover Sheet

Shared Staff MOU Central Valley Charter Schools & Sequoia Grove Charter Alliance Schools

| | |
|--------------------------|--|
| Section: | II. Finance |
| Item: | B. Shared Staff MOU - Central Valley Charter Schools & Sequoia Grove Charter Alliance Schools |
| Purpose: | Discussion & Potential Action - Vote |
| Related Material: | |

BACKGROUND:

- Shared Staffing Memorandum of Understanding (MOU) for the High School Virtual Academy Program.
- This item is being brought forward to the board again with completing staffing and financial details outlined in the appendices.

RECOMMENDATION:

- Consider approval of MOU

Cover Sheet

Administrative & Teacher Salary Comparison Data

| | |
|--------------------------|---|
| Section: | II. Finance |
| Item: | C. Administrative & Teacher Salary Comparison Data |
| Purpose: | Discussion |
| Related Material: | |

BACKGROUND:

- Comparative data on administrative and teacher salaries from other similar modeled and or sized schools is being brought forward for informational purposes.



Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax 559) 532-0203

Administrative & Teacher Salary Comparison Data

Dear Board of Directors,

As we researched comparisons for other non-classroom-based charter schools we realized that our school is very unique. Looking at other local non-classroom-based charter schools we realized we serve a much higher population. The highest ADA we found for a local non-classroom-based charter school was 423 students.

Since our administrative team serves more than one school population and offers service to grades TK-12, looking at [small school districts](#) that perform many of the same functions is relevant. To have a more balanced perspective, it is also good to refer to what other similar charter schools are paying their administrators. The only admin pay scales for schools of similar size that serve all of the grade level spans were all former Inspire schools. Here is what we found for similar non-classroom-based charter schools and small local school districts:

- [Cottonwood](#): ADA 2,451, CBO/SPED Director \$160,000-\$180,000, AD's/Instructional Administrators - \$112,000-\$128,000, Directors/Business Manager \$125,000-\$143,000
- [North Charters](#): ADA 2,415 students AD - \$110,000-\$131,000, Director 1 \$145,000-\$166,000
- [Cabrillo Point](#): ADA 4,466, \$65,000-\$200,000K
- [Mission Vista Academy](#): ADA 3,632, \$93K-\$175K
- [Blue Ridge Academy](#): ADA 3,599, \$115-\$137
- [Pacific Coast Academy](#): ADA 2,797, \$65K-\$165K
- [Western Sierra Charter Schools](#) - ADA - 423 Pay: \$128,318-\$164,178
- [Selma Unified](#) - ADA - 6,390 Pay: \$135,371-\$196,632
 - 1 HS, 1 middle, 8 elementary, 1 continuation/adult)
 - 1 superintendent with 2 Assistant Superintendents, directors, coordinators.
- [Kerman Unified](#) - ADA - 5,281 Pay: Superintendent: \$218,143-\$229,000, Asst. Sup. 125,315-\$166,345, Director \$109,885 - \$128,034, Principal \$126,842
 - 2 highschoools (1 is continuation), 1 Middle, 4 Elementary
 - 1 Superintendent, 3 Assistant Superintendents, and coordinators under them
- [Carmel Unified School District](#) - ADA 2,483 Principal \$158, Assistant Principal \$134K-\$190K, Director of SPED \$139K-\$195K, Chief Technology Officer \$162K-\$212K, Chief Officer of Human Resources \$162,000-\$212,440
 - (2 preschool, 3 elem., 1 ms, 1 hs)
- [Salinas City Elementary School District](#) - ADA 8,566 Director \$108K-\$143K, Principal \$100K-\$131K, Vice Principal \$88K-\$119K, Coordinator/Program Manager \$88K-\$119K, Admin 1 \$97K-\$131K, Admin 2 \$103-\$135



Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax 559) 532-0203

- [Admin Org Chart](#)
- Superintendent with Executive Admin Assistant, 3 Assistant Supers, 14 Principals w/ Directors and ADs under each Assistant Superintendent

Our leadership team serves our two schools as both district level leaders and site leaders for 10 teacher teams (196 employees) and almost 4,000 students. Our directors serve as human resource support, legal and policy support and compliance support for our state and federal programs. They do multiple jobs to ensure that we are not over staffed with administrators.

Cover Sheet

EL Presentation

Section: III. Academic Excellence
Item: A. Transition Team Presentation
Purpose: FYI
Related Material:

BACKGROUND:

- Maria Thoene will be highlighting the EL Program.



Salut



English Language Development



Giving Students Access to Success



Hallo!

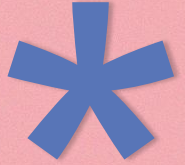


Benvenute



Welcome!

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Benvenuto

2020-21 School Year Summary

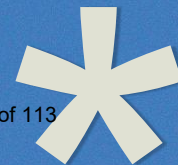
English Language Learner Overview

- 44 English Language Learners in grades TK-12
- 8 Reclassified as Fluent English Proficient (RFEP), 18%



How did we achieve success?

- One-on-one data chats with learning coaches and teachers to develop a plan
- 51% chose to participate in live classes taught by EL Coordinators in two sessions per week (20-60 minutes per session)
 - Average Star 360 ELA growth of +121 points
- Other students elected to have ELD programs that were led by their Learning Coach
 - Average Star 360 ELA growth of +76 points
- 32% were also in Intervention





WHOA!

18% Reclassified

Happy

Feliz

Glücklich

Redesignated Fluent English Proficient

2015-16 2016-17 2017-18 2018-19 2019-20

Redesignated FEP 11.2 % 13.3 % 14.6 % 13.79 % 13.77 %

Unique Challenges



1. Limited exposure to English fluent peers
2. Need for delivery of ELD curriculum by trained professionals
3. Struggles with stakeholder buy in

**Guten
Morgen!**



Always looking to improve...

How will we maintain and increase success?

- Continued tracking of RFEP students
- Training in ELD Programs for parents
- Training in ELD Programs for Teachers
- Better curated list of ELD options



TRAVEL

Reclassification for 2021-22

Voyager



Communication

- ELPAC Scores in mail this week
- Reclassification Forms, Sept-Oct
- Phone Calls (all initials)
- Orientation



Numbers

So Far:

- 17 Initials (1MRA, 16YV)
- 42 ELL students (2MRA, 40YV)
- 57 RFEP (10 MRA, 47 YV)



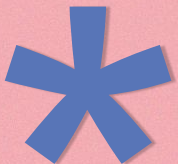


Path to Success



Orientation

At orientation teachers and learning coaches were informed *why* ELD is so important



Accessibility

Becky Bennett has made herself very available to all stakeholders and is also training a team of teachers as a resource



Education

Orientation
Training
New Curriculum Options
(ELD Live!)





At-Home Learning

Supported by the Learning Coach



- [BrainPop ELL](#)
- [Tutorial Video](#)
- 15-20 minutes per day
- HSTs can view work and time spent



- [Dataworks Printed Packets](#)
- 4 total packets for the school year.
- 2-3 pages per week
- 15-20 minutes per day
- Packets submitted to HST

- Students will log their time spent on each of these curriculums and submit the log to their HST at Learning Period Meetings



ELD Live!



Virtual Instruction

- 20- 45 minute sessions
- Zoom Platform
- 1-2 times per week
- Teacher will Log their participation

(Length of time and days will be determined based on need and teacher availability.)

- When not in session, Packets and/or BrainPop will be completed and logs submitted to their HST

Classes will be offered:

Fall Semester: **One 9-week block**

- September 6th- November 5th.

Spring Semester- **Two 9-week blocks**

- January 5th-March 4th
- March 7th-May 6th

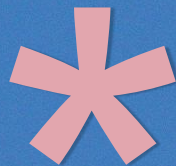


The *ELD Live!* Class Experience

Dataworks Curriculum



Any Questions?



??



**Buon
giorno!**

Helping ALL Children Gain Access!

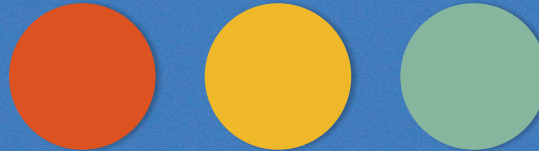
**Bom
dia!**

THANKS

Gracias

Merci

Do you have any questions?
maria.thoeni@yosemitevalleycharter.org
Ph. (559)483-2015 Ext:1536



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Danke

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Cover Sheet

Transition Team Presentation

| | |
|--------------------------|--|
| Section: | III. Academic Excellence |
| Item: | C. Transition Team Presentation |
| Purpose: | FYI |
| Related Material: | New Initiatives - '21-'22 |

BACKGROUND:

- Introduction of new staff and programs including Alumni Network & Career Services, podcasts, partnerships, cohorts, and overview of future projects.

‘21 - ‘22 New Initiatives

Jonathan Quijas, Blake Wright, & Yolanda Vazquez

Introductions



Jonathan Quijas
Job Coach/Agency Linkage
jonathan.quijas@yosemitevalleycharter.org
559-258-1680

3rd Year Charter
9 Years Job Corps
3 Years Private K12
Community College



Blake Wright
Job Coach
blake.wright@yosemitevalleycharter.org
559-258-1799

3rd Year Charter
Oregon State University

Alumni Network & Career Services

Jonathan



Alumni Network Consists Of:

- Surveying & Phone Call Check-In
- Alumni Select Meetups
- Select Workshop Attendance on topics like Job Corps, College, etc.
- Student Mentorship
- Self-Service Resources
- Invited to participate in Guest Speaker Series in the Spring
- Job Connection Meetups/Opportunities

*Career Services:

**Offered to 4 most recent graduating classes*

- Resources & Self Discovery/Interest Profilers
- Career Coaching & Alumni Office Hours (Resume, Application Help, etc.)
- Employability, Housing, Job Corps & Other Relevant Workshops specific to newer graduates
- Mentorship & Speaking Opportunities
- Networking Opportunities & Much More

By-The-Ways

- We Have a **NEW email** for alumni wanting to get involved: alumni@centralvcs.org
- We are working with Carmen Marroquin, who is working with our CALPADS/Pathways Admin. to get alumni contact information so we can share our services! Sharing in Weekly Updates to get the word out
- We have a Newsletter: [Click Here!](#)
- New Website (Work in Progress/working daily with Tech): [Click Here!](#)

Upcoming Events Seeking Your Support

- Alumni Orientation Meetup - September 15, 2021 at 12:30 PM - '18-'21 Grads - [Click Here for Zoom Link!](#)
- Alumni Career Service Office Hours - October 7, 2021 at 2:30 PM - 3:30 PM - '18-'21 Grads - [Click Here for Zoom Link!](#)
- Job Corps Virtual Fair

Podcasts

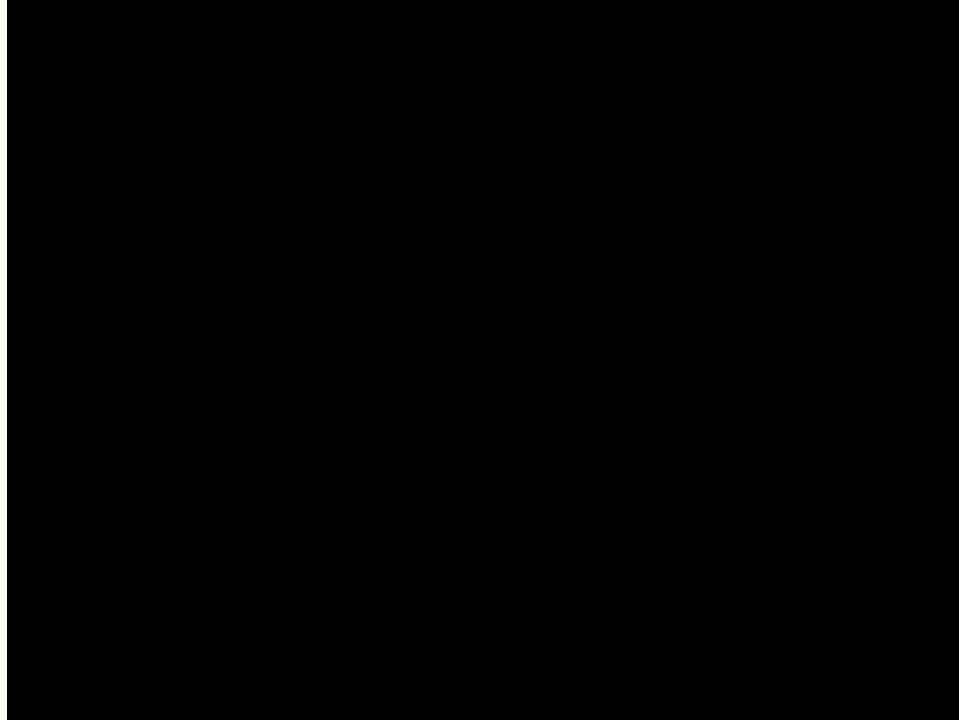
Blake Wright



| | |
|---------------------------------------|---|
| Monthly/Bi-Monthly Releases. | → Introduction in early September |
| Career Readiness Topics: | <ul style="list-style-type: none">→ Personal Branding & Time Management→ Hard/Soft Skills→ Transportation & Housing→ Job Searching→ Cover Letter, Resumes, Applications, References→ More! |
| Student Lead Interview Topics: | <ul style="list-style-type: none">→ Job Corps→ College→ Career Technical Training→ Industry→ More! |
| Where to find: | <ul style="list-style-type: none">→ YouTube→ Facebook→ Spotify |



A Sneak Peak...





Partnership - San Jose *Job Corps - Jonathan

***Job Corps is the largest Free Residential CTT Program for ages 16-24; DOL spend \$40k+/per student/per year**

Meeting Participants:



Series of Meetings

- Leslie Gilroy (SJJC Center Director)
- Davina Hernandez (Deputy CD/Incoming CD)
- Aruna Iyer (Outreach Coordinator)
- Jonathan Quijas (Yosemite Monarch)

Their/Our Needs/Wants Communicated & Commitments

Their Needs/Wants:

- Committed families/students who will meet OBS Needs (they are at 25% capacity and **NEED** applicants)
- YM to endorse and push events; active participation in CRC, fairs, etc.
- YM educate families on the program and link them with Outreach personnel

Our Needs/Wants:

- Actively partner and provide resources and outreach services to our students/families
- Be invited to partnership events like their CRC, Events, Fairs, Tours, etc.
- Job Corps Fresno Office to meet Blake and actively (when COVID permits) allow staff to coordinate/meet with families and JC staff to support in inquiry or application

Their Commitments:

- Live Presentations every 2-3 months
- Sit down with families and help them through the inquiry and/or application process
- Provide Job Corps updated resources to families/students
- Encourage our students to finish K12/YM Program

Our Commitments:

- Sharing the program with every student by the 8th grade
- Linkage of students/alumni interested in CTT to Outreach Staff
- Give opportunities to share the program
- Job Corps Cohort
- Support OBS/Capacity Goals so long as program is *right for the student and meets their needs/desires*

57 of 113

Click Here for more details/the notes on what was covered during the San Jose Job Corps/YM Meeting!

Cohorts - Job Corps

Jonathan



Cohorts Are/Consist of:

- Optional, but strongly recommended; cohorts create automatic support groups for all students (HS, Middle School, SPED, Transition, etc.) seeking viable post-secondary options or just in a “discovery phase”
- Supportive in helping students self-discover their interests and post-secondary desires
- Meetups: 1-2 times/months for 1 hour max
- Special Events like the Job Corps Virtual Fair
- Office Hours coordinated with Coach &/or Job Corps Outreach Staff Member

Job Corps Cohorts Will Cover:

- **Topics:** Overview of the Job Corps Program, The Application Process, Review of How to be Job Corps Ready, Understanding what a Day in the Life of a Job Corps Student looks like, Trades Offered at San Jose Job Corps, Your First 60 Days in the Program & More!
- The opportunity, should COVID circumstances permit, to take a campus tour/currently offering virtual services
- It will Offer - Office Hour Opportunities with a **LIVE** Job Coach and/or Outreach & Admissions Specialist from Job Corps (FAQ); we will also “walk students through” the application process

Upcoming Events Seeking Your Support

- **Job Corps Cohort Orientation - September 15, 2021 at 10:30 AM** - Open to All HS & MS Students - [Click Here for Details!](#)
- **Job Corps Virtual Female Fair - September 22, 2021 at 10:00 AM - 1:30 PM** - Open to All HS & MS Students/staff/families - [Must Register by clicking Here!](#) & [Click Here for Details](#)

Cohorts - Career

Jonathan

| | |
|----------------------------------|--|
| Career Cohort Will Cover: | <u>4 Domains/Topics:</u> <ul style="list-style-type: none">→ Cohort Introduction→ Career & Employability Skills - Hard/Soft Skills, Resumes/Cover Letters, Interviewing & More!→ Career/Post-Sec. Exploration - Interest Discovery, Goals, Occupation Research, Post-Secondary Options, etc.→ Communication & Post Sec. Readiness - Public Speaking, Conflict Resolution and Workplace Harassment, Housing, Transportation, Technology, Portfolio Help, etc. |
| Offerings: | <ul style="list-style-type: none">→ Supportive in helping students self-discover their interests and post-secondary desires→ Bi-Weekly Meetups for 1 Hour/Session→ Office Hours if Extra Help is needed |
| Upcoming Events | <ul style="list-style-type: none">→ Launching October 13 @ 10:30 AM! Advertisement Coming in September!→ Job Corps Virtual Female Fair - September 22, 2021 at 10:00 AM - 1:30 PM - Open to All HS & MS Students/staff/families - Must Register by clicking Here! & Click Here for Details |

We Need Our Board's Support

- **Sharing that cohorts will be available and open to our authorizers**
- **Help us advertise or “point the way” to how we can maximize influence & reach! We will do the follow-up**
- **Share your ideas or the needs you see as we continue to build! We want to support students/families**

Working On - Things to Come

Blake

- More Updates to Alumni & SPED/Transition Websites
- Alumni & Current Family Surveys (Career & Transition Needs)
- Credit Recovery Cohort
- Organizing Resources for Students/Families
- Working with High School Team to “Pitch” Offerings (High School Hangouts)

Questions or if you want more information, feel free to reach out!

Thank you for your time & support!

Cover Sheet

Parent Student Handbook

| | |
|--------------------------|--|
| Section: | III. Academic Excellence |
| Item: | E. Parent Student Handbook |
| Purpose: | Discussion & Potential Action - Vote |
| Related Material: | Parent Student Handbook 2021-2022 - Monarch River |

BACKGROUND:

- This is the revised Parent Student Handbook for the 2021-2022 school year.
- Changes include:
 - The removal of Progress Indicators
 - Addition of new Independent Study Components
 - Social Media
 - COVID-19 Safety & Field Trips/Events

RECOMMENDATION:

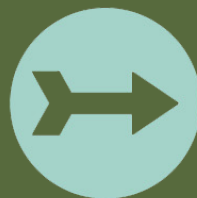
- Consider approval of the revised Parent Student Handbook

PARENT-STUDENT ♥ HANDBOOK.

2021-2022



*The Journey of Learning
Together*



3610 E. Ashlan Avenue
Fresno, CA 93726
Ph: (559) 258-0811
Fax: (559) 532-0203
monarchriveracademy.org

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School Mission Statement

Mission Statement

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

Description of the Program

Our school respects a family's right to educate their children and strives to offer innovative, personalized learning options for all families. Our programs engage students with a truly personalized learning plan based on their own interests and specific learning needs while preparing them for success both now and in the future. Enrollment in our full-time independent study program is tuition-free.

Our programs provide students with many opportunities:

- Learn at home or on the go with options for flexible, standards-based learning pathways using choices of curriculum, online platforms, virtual academies and/or bundled textbook programs
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Homeschool Teacher
- Optional field trips and community events as appropriate based on current public health guidelines.
- Numerous and diverse vendor services

Schoolwide Learner Outcomes (SLOs)

At our schools, we have goals for students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our schools' culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

EVERY MONARCH RIVER ACADEMY STUDENT

Is a...

NAVIGATOR OF THE DIGITAL WORLD

Navigator of the digital world who is proficient in the use of technology, media and online resources.

SELF-DIRECTED INDIVIDUAL

Self-directed and motivated student who is able to set attainable goals to achieve academic success.

PERSONALIZED LEARNER

Personalized learner who is able to thrive in the style of education that best fits their individual needs.

INDEPENDENT CRITICAL THINKER

Independent critical thinker who has the ability to problem-solve, take ownership and apply their knowledge to a variety of problems.

RESPONSIBLE CITIZEN

Responsible citizen who demonstrates integrity and respect while actively seeking knowledge of local and global issues.

EFFECTIVE COMMUNICATOR

Effective communicator who can thoughtfully articulate their thinking with confidence while collaborating with peers.

WASC Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

Admissions, Registration, & Intake

Required registration documentation includes: Proof of age, immunization record or waiver, and proof of residence.

The student must reside within a county our school serves and provide proof of residency prior to registration. If, while attending our school, a family moves they must submit a new proof of residence annually and within ten days of a mid-year change in residence to their Homeschool Teacher. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster Youth and students of active military families.

Proof of Residency (POR): This will be verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 60 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot, mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Verification of Residence
- Transitional living: Parent Residency Affidavit Form

Verification of POR is done upon initial enrollment and then annually thereafter. The school will follow guidelines outlined in the Residency Policy.

High School Transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be submitted by hand, faxed, or emailed.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Master Agreement: Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

Grade Level: All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

School Program: Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

The Parent/Guardian's Role

- Regularly support your student in daily learning during the school day, following the educational plan you and your Homeschool Teacher agree to.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student participates fully in their homeschool learning journey.
- Make sure your student participates in online or other recommended intervention supports if needed and assigned by your Homeschool Teacher.
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the STAR 360 online assessment up to 3 times per school year.
- Support student(s) in attending state-mandated testing (SBAC, CAST, ELPAC (if needed) and Physical Fitness Test).
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period meetings, as well as any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).

Student Behavioral Expectations

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person on an online platform is prohibited.
6. Use only your own username and password for online platforms and do not share these with others.
7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

School Calendar

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.

| July 2021 | | | | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| August 2021 | | | | | | |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| September 2021 | | | | | | |
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| October 2021 | | | | | | |
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| 31 | | | | | | |

| November 2021 | | | | | | |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| December 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

2021-2022 School Calendar



MONARCH RIVER ACADEMY

| School Year Dates | |
|-------------------|-----------------------|
| Aug 2 | Teachers Back to Work |
| Aug 16 | First Day of School |
| Jan 7 | End of Semester 1 |
| Jan 14 | Report Cards Due |
| May 26 | Last Day of School |
| May 31 | Report Cards Due |
| Jun 10 | Last Teacher Work Day |

| Holidays | |
|--------------|-----------------------------|
| Sep 6 | Labor Day |
| Nov 11 | Veteran's Day |
| Nov 19-26 | Thanksgiving Break |
| Dec 20-Jan 4 | Winter Break |
| Jan 17 | Martin Luther King, Jr. Day |
| Feb 11 | Lincoln Day |
| Feb 21 | Washington Day |
| Apr 11-18 | Spring Break |
| May 30 | Memorial Day |

| Learning Period Dates | |
|-----------------------|-------------|
| LP1 | 8/16-9/17 |
| LP2 | 9/20-10/15 |
| LP3 | 10/18-11/12 |
| LP4 | 11/15-1/7 |
| LP5 | 1/10-2/10 |
| LP6 | 2/14-3/11 |
| LP7 | 3/14-4/8 |
| LP8 | 4/19-5/26 |

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

| February 2022 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

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

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

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

| June 2022 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Events - Dates TBD

Community Opportunities

Field Trips

195 Teacher Work Days

175 Instructional Days

29 Holidays

School Accountability

Every LP Attendance Logs

Every LP Work Samples

Every 20 school days Student Conference

Testing Windows

Feb-Mar PFT Testing for 5, 7, 9

Mar-May SBAC Testing

Fall, Winter, Spring Assessments

School Closed

LP

Teacher In-Service Days

Report Cards

△ Last Day of Semester 1

○ First & Last Day of School

Curriculum Choices & Learning Paths

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:

- A variety of curriculum options and platforms
- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual and in-person support

If you are looking for an engaging, easy-to-follow learning platform, explore the school adopted options below managed by our Curriculum Department. Other curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the [Enrichment Ordering System](#).

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher and she/he will work with you to identify alternative lessons to meet the lesson objectives.

Optional Opportunities for Synchronous Instruction:

Your assigned teacher will now be offering opportunities for synchronous instruction through a regularly scheduled meeting. These sessions will be optional and your child will not be penalized if they do not choose to participate.

- Grades TK-3 will have a meeting scheduled daily
- Grades 4-12 will have a meeting scheduled weekly

Optional Opportunities for Daily Live Interaction (4th - 8th Grades):

- School staff will now be offering opportunities for daily live interaction for 4th through 8th graders. This will occur through teacher check-ins, club offerings, and other special

opportunities. These sessions will be optional and your child will not be penalized if they do not choose to participate.

Curriculum: Transitional Kindergarten - 8th Grade

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten:

- [EmbarK12 by K12](#) - Online & Offline
- [Lincoln Empowered](#) - Online & Offline
- [McGraw Hill](#) - Textbook with online resources and online teacher's editions
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

Kindergarten-2nd Grade:

- [McGraw-Hill](#) - Textbook with online resources and online teacher's editions
- [Lincoln Empowered](#) - Online & Offline
- [K12](#) - Online & Offline
- [Redbird](#) - Online Math and Language Arts/Writing courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

3rd-5th Grade:

- [K12](#) - Online & Offline
- [Lincoln Empowered](#) - Online & Offline
- [Odysseyware](#) - Online
- [McGraw-Hill](#) - Textbook with online resources and online teacher's editions
- [ALEKS](#) - Online math courses
- [Redbird](#) - Online Math and Language Arts/Writing courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

6th-8th Grade:

- [Odysseyware](#) - Online (Highly qualified instructor optional through [Odysseyware Academy](#))
- [Edgenuity](#) - Online (Highly qualified instructor optional)
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [McGraw-Hill](#) - Textbook with online resources and online teacher's editions
- [K12](#) - Online & Offline

- [FuelEducation](#) - Online (Highly qualified instructor optional)
- [ALEKS](#) - Online math course
- [Redbird](#) - Online Math and Language Arts/Writing courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

Curriculum: High School

Our school offers an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various homeschool curricula and vendor options, including college prep, "a-g," and AP courses. Students have the freedom to choose courses in:

9th-12th Grade:

- High School Virtual Academy - Uniquely-designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Edgenuity](#) - Online (Highly qualified instructor optional)
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [FuelEducation](#) - Online with a highly qualified instructor
- [McGraw-Hill Textbook](#) - Offline with online supplemental videos and office hours. Internet access is required to turn in assignments. (High qualified instructor attached)
- [Odysseyware](#) - Online (Highly qualified instructor optional through [Odysseyware Academy](#))
- [ALEKS](#) - Online math courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Homeschool Teacher.
- A combination of the above
- Other Curriculum - Can be ordered through the [Enrichment Ordering System](#)

9th - 12th Grade [AP Courses offered in Edgenuity](#) (offerings may vary annually due to interest and instructor availability):

- Calculus AB
- U.S. Government & Politics
- U.S. History
- World History

AP courses are also offered through BYU, K12, UC Scout, APEX, and other curricula options that offer College Board adoptable AP courses with an AP instructor attached.

Library

The Central Library is a place to find wonderful resources for free! It is available to all Monarch River Academy students. You have access to many non-consumable items such as: children's picture books, novels, games, puzzles, and Science, Language Arts, History, and Math curriculum. There are many consumable items that have been returned and are available to you for free! All you have to do is stop by the library by making an appointment [here](#) or by placing an order online [here](#).

Each student is allowed to check out up to 15 curriculum items (text books, teacher's guides, etc.) for the whole school year (due the end of June). Student's can also check out up to 10 fun items (books, games, puzzles, etc.) for 3 months with the option to re-checkout for an additional 3 months for a total of 6 months. Library items can be returned at any time.

Graduation Requirements

High school graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school, it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

| Subject Area | Graduation Requirements | Total Credits |
|--------------------------|---|---------------|
| Social Studies | 6 semester courses <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i> | 30 |
| English | 6 semester courses | 30 |
| Math | 4 semester courses <i>(Algebra 1 must be completed)</i> | 20 |
| Science | 4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Biological Science)</i> | 20 |
| Visual & Performing Arts | 2 semester courses | 10 |
| World Language | | |

| | | |
|-----------|---------------------|-------------|
| Electives | 18 semester courses | 90 |
| Total = | | 200 Credits |

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

| Suggested Course Sequence | | | |
|--|---|---|---|
| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
| <ul style="list-style-type: none"> English 9 Algebra 1 Physical Science <i>or</i> Earth Science Elective / Elective Elective / Elective | <ul style="list-style-type: none"> World History English 10 Math Biology Elective / Elective | <ul style="list-style-type: none"> US History English 11 World Language <i>or</i> Visual & Performing Arts Elective / Elective Elective / Elective | <ul style="list-style-type: none"> Economics <i>and</i> Government Elective / Elective Elective / Elective Elective / Elective Elective / Elective |

4-Year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

| A-G | Subject Area | Subject Requirement |
|-----|-----------------------------|---|
| a | History Social Science | 2 years (1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government) |
| b | English | 4 years |
| c | Mathematics | 3 years (Algebra or higher) |
| d | Laboratory Science | 2 years (At least 2 of the 3 disciplines of Biology, Chemistry, & Physics) |
| e | Language Other Than English | 2 years (Must be 2 years of the same language) |

| | | |
|---|------------------------------|--------|
| f | Visual & Performing Arts | 1 year |
| g | College-Preparatory Elective | 1 year |

Students who plan to apply to the UC or CSU systems will need to take courses that are “a-g” approved. All “a-g” courses must be completed with a grade of C or better. There are alternative ways to meet “a-g” requirements through testing and community college courses. Students can check the progress of their “a-g” requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the “a-g” requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

For more information, please visit the sites below:

- [“A-G” Requirements](#)
- [Monarch's "a-g" Course List](#)
- [SAT Information](#)
- [ACT Information](#)

High School Elective Credit for 7th & 8th Graders

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by 7th and 8th grade students. As a parent-choice school, we allow 7th and 8th graders to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses.

Academic Expectations

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning

each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Our ultimate goal is to help students meet graduation requirements. It is incredibly important for students to pass courses so that graduation is attainable within 4 years of high school.

The minimum number of credits that should be earned at the end of each semester is listed below:

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|------------|------------|-------------|-------------|-------------|
| Semester 1 | 25 credits | 75 credits | 125 credits | 175 credits |
| Semester 2 | 50 credits | 100 credits | 150 credits | 200 credits |

Students and parents should work with their Homeschool Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Homeschool Teacher(s) regularly to ensure adequate progress is made toward completing courses.

I Can Statements

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days,

and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Educational Plans for each student.

Assignment & Work Records (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR is personalized for each student and is a strategic plan that helps ensure appropriate progress through the standards is achieved.

Academic Integrity

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- **Third offense:** A grade of F in the class, in-person conference, and placement on Academic Probation for 1 year
- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by a school staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from school staff

Report Cards

Report Cards - TK-8th

Students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the I Can Statements.

Report Cards are not required for grades TK-8, but families may request them from their teacher. While TK-8 report cards are not required, they are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Please consider your family participation in these types of activities when deciding to request a report card or not. We highly recommend that parents of 7th and 8th grade students request a report card as this type of documentation is frequently requested when transitioning into a brick and mortar high school setting. If you do not request a report card, nothing will be stored in a student's cumulative file.

Parents of TK-8th grade students have three Report Card options (Option B is the default if you do not make a selection):

- **Option A:** I would like my teacher to create a Report Card and I would like a copy filed in my student's Cumulative Record.
- **Option B:** I would like my teacher to create a Report Card and I would NOT like a copy filed in my student's Cumulative Record.
- **Option C:** I DO NOT want a Report Card to be generated.

Your Homeschool Teacher will communicate directly with you to ask which option you would like for Report Cards.

Review of Student Work

Families share all of the learning that has occurred during Learning Period meetings with their teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements.

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.

Report Cards - High School

All 9th-12th grade students are required to have a report card issued at the conclusion of each

semester. Semester report cards will be based on progress made in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher, as applicable.

The chart below shows the grading rubric for quality of assigned work:

| Percentage | Grade |
|--------------|-------|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| 59 and below | F |

Attendance

- Parents/Guardians are responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Homeschool Teacher at the end of each month. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed 10 percent or more of the school days, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and he/she may be subject to withdrawal. (Refer to Non-Compliance Policy)

Withdrawing Your Student

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in

- Reason for withdrawal
- Submit your last attendance log and work sample

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

Please Note: Last day of documented attendance is the last day of enrollment.

Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense. Delivery of subscription services and/or boxes may also be subject to cancellation for remaining months falling outside the student's active enrollment.

Educational Materials & Restitution Policy

This policy supports the School's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

The purpose of the School Governing Board approving this Educational Materials and Restitution Policy is to accomplish the following:

1. Provide an Overview for the Educational Materials and Restitution Policy
2. Outline the Procedures for the Restitution Process

1. Overview: Students attending School may receive access to certain School property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000.

The School shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to the School. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

Withholding Grades, Diploma and Transcripts and Transferring Students

The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

2. Procedures:

1. School shall use inventory systems that clearly identify the student and type of school property issued to the student.
2. School shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
3. School shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
 - a. The School shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
 - b. The Written Notice will inform families the School may contact law enforcement and/or refer the debt to a collections agency.
 - c. If the parent/guardian disagrees with the School's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
 - d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.
4. Upon receiving notification of the School's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to the School or return missing property.
5. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, School may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if the School is withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.
6. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.
7. The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid the School having to seek a legal recourse. If the Second Written Notice is unsuccessful, the School may

consider referring the debt to a collections agency as a last resort.

Homeless & Foster Youth

Homeless and Foster students in Monarch River Academy will be closely monitored by their Homeschool Teacher, Regional Coordinator, and High School Leads. Students who have Performance Indicators below grade level will be encouraged to enroll in intervention programs and an intervention plan will be developed and closely monitored by the Homeschool Teacher and other leaders. Monitoring of achievement and course correction as well as increasing and decreasing the time of the task and direct instruction as needed for students who need intervention will occur each month during the learning period meetings.

Special Education

School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Common Questions

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or concerns with. Your Homeschool Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

How is it determined that a student is eligible to receive Special Education?

Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by the school via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

What is an Individual Education Program (IEP)?

An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information on which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding

the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is usually delivered virtually and is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by the school.

May a family maintain the same Special Education NPA Providers/individual therapists, if they are enrolled in the same school from year to year?

Each NPA oversees the scheduling and availability of their services providers. Our Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Please note: The Special Education Department is happy to work with families, however, we are not able to guarantee that they may maintain the same NPA providers/individual therapists.

Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Homeschool Teacher collect work samples for students with an IEP?

The school Work Sample policy is the same for all students.

Planning Amounts

Program Description

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In order to allow families flexibility on their personalized learning path we allocate a Planning amount that is used for carefully selecting educational products, such as curriculum, technology items, supplemental enrichment materials, and field trip opportunities, and services, such as enrichment lessons and classes to fit each student's academic goals. All orders must be nonsectarian and are approved by your Homeschool Teacher.

Product:

- Enrichment Materials
- Curriculum
- Technology Items*
- Educational Field Trips

Service:

- Fine Art Lessons & Classes
- Performing Art Lessons & Classes
- Academic Enrichment Classes
- Physical Education Classes
- Tutoring Services
- STEM Classes

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

All materials ordered through the school with state funding are the property of the school. Materials are loaned to enrolled students for educational purposes only. All materials must be returned to the school upon withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

All services requested through the school with state funding will only be provided with an Enrichment Certificate during the student's enrollment period. Any services provided without an Enrichment Certificate and/or beyond the student's enrollment dates will be the financial responsibility of the family. Upon withdrawal, families shall be responsible for notifying their service vendor(s) they are no longer enrolled with the school.

How to Request Services/Products

1. Visit the [Ordering System](#) (OS) to request services and products.
2. Services may only be requested through approved service vendors. A service is anything that contains live instruction via in-person or online/virtual platforms

3. The first time a family uses a vendor for service, they will need to sign and submit an online waiver form through the OS.
4. If families are requesting a service, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates on the OS. Students are not able to start services without an Enrichment Certificate.
5. Families will present the Enrichment Certificate to the vendor.
6. Each vendor will invoice the charter schools for the services approved on the certificate.
7. The school pays vendors directly. Parents should not pay vendors for student services as we cannot provide payment/reimbursement to families.
8. Technology devices can be ordered through the Ordering System. To see a current catalog of available devices, please visit the [Tech Catalog](#).

Field Trips & Events

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Homeschool Teacher approval based on the student's educational plans.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Liability

All families will be required to sign a liability waiver releasing the school from any and all liability or costs associated with or arising from their participation in each field trip.

COVID Safety Policies & Procedures

Best Practices for Social Distancing during Field Trips & Events

- Pursue virtual group events, gatherings or meetings, if possible, and promote social distancing of at least six feet between people if events are held; limit group size to the extent possible.
- Postponing high-contact activities/classes (e.g. field trips, park days)
- Limit any nonessential visitors, volunteers and activities involving external groups or organizations as much as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, special performances, school-wide parent meetings and spirit nights, as much as possible

Staggered Scheduling

- Stagger appointments to the library in order to limit the number of visitors gathered in the space at one time and to allow for social distancing.

How to Request School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Homeschool Teacher for approval.

Field trips are impacted by CDC or Department of Education Guidelines with regard to COVID-19 and in-person interaction/gatherings.

Technology Team

Choosing technology can be overwhelming. The Tech Team helps simplify your selection by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

Most devices offered by the Tech Team are business-class devices and are not found in local retail stores, so be certain you are comparing the exact same models and specs. Remember, all taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the price you see. Unfortunately, we are not able to price match.

Pricing also includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device is standard. These items are factored into the Planning Amount cost of Tech Items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student
- 1 printer per student

How to Order

- Review the [Tech Catalog](#) to see the list of technology devices available for students
- Computer and tablet requests are placed in the [Ordering System](#) under "Tech Orders"
- Printers can be ordered through the [Ordering System](#)
- For tech support, please email help@theaxiagroup.com to request support. An IT Team Member will reach out to help resolve your issue right away!

Tech Center Returns

All Tech items are the property of the school and returns should be submitted to the Tech Team. Please contact us for detailed directions on how to return items.

The school is unable to sell any enrichment/technology items to families.

For Tech Team assistance or questions, please email help@theaxiagroup.com

Parent-Student Information Technology Acceptable Use Policy

It is the school's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to school policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

DEFINITIONS:

1. School, Organization, and or We – Monarch River Academy and its subsidiaries, programs, and divisions
2. ITD - Information Technology Department
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of

Technology Policy

4. Resources - Devices, systems, services or networks owned, operated or issued by the school
5. User - Any person(s) accessing or utilizing school resources that is not a resource operator
6. AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES:

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

1. You agree to learn about and comply with all the information outlined in this AUP document.
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - a. Never leaving items unattended
 - b. Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
 - c. Never removing protective accessories or features (e.g. cases, bumpers)
 - d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
 - e. Maintaining student supervision by parent/guardian during access and usage
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
5. You are expected to make a reasonable effort to protect your passwords, information and data.
6. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
7. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
8. Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

ACCEPTABLE USE OF SCHOOL RESOURCES BY USERS:

1. All school-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any school network should be assumed as private property.
4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.

5. The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES:

1. All commercial or for-profit usage is prohibited.
2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
3. Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17](#), USC)
4. Any attempt to circumvent ITD/school security measures, content filters or access restricted resources is prohibited.
5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
7. Publicly advertising internal authentication methods and/or password conventions.
8. Impersonation of any user other than yourself is prohibited.
9. Unauthorized falsification or modification of any school records is prohibited.
10. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
11. Political lobbying or advertising is prohibited.
12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. school-owned or operated resources must be maintained by ITD or authorized third parties.

EXPECTATION OF PRIVACY:

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

1. Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
2. Monitor an individual's use of school-owned resources
3. Locate or track the location of a school-owned resource
4. Confiscate, search, disable or wipe any school-owned device, item or their contents/data

Personal devices are private. The ITD does not and will not access personal devices.

Social Media Guidelines

School employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. School employees are not to initiate “friendships” with students or parents through social media platforms.

With regard to social networking content, students and parents/guardians should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, students and parents/guardians should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.

CYBERBULLYING:

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
2. Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
5. Posting a student picture without their permission.
6. The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE:

1. Upon student departure (e.g. withdrawal, graduation, or expulsion) from the school, all issued items must be returned within 30 days. Contact the ITD for a schedule of mobile return locations or request prepaid return labels.
2. For information regarding technology returns, please review our *Tech Center and Issued Technology Agreement* or contact ITD.

DISCLAIMER & ACKNOWLEDGEMENTS:

1. The school reserves the right to modify its policies at any time.

2. All items, devices, and resources issued by the school are school property. School property must be returned or relinquished to the school upon request or departure from the school.
3. The school reserves the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
4. Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
5. The school will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
6. Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
7. Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
8. The school will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
9. School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
10. The school may confiscate and search any school technology in the event of policy
11. The school is not in any way an Internet Service Provider.

USER AGREEMENT:

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to be in compliance with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

Non-Compliance Policy

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- Non-attendance
- Missing or refusing to schedule meetings
- Unable to contact
- Not meeting enrollment requirements
- Not providing a student's body of work for review
- Not submitting requested work samples
- Making inadequate progress

In these instances, the school may:

- Contact the family by phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Regional Coordinator will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, the Compliance Coordinator will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.

Tiered Re-engagement strategies for families struggling with attendance:

- Families will need to regularly log attendance in School Pathways. This can be done easily from any device (phone, tablet, or computer) and your teacher is here to help. Our school will reach out to families who are struggling with attendance in a timely manner to verify contact information and offer a variety of supports to ensure student success.

Residency:

- A student must maintain residency in the state and county of the residence of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn.
- Owning a home in California or in a particular county does not qualify a student to attend the

school, unless it can be shown that the student is also living in the home at least three days per week during the school year.

- If there is reason to believe that a student's residency is in question, the school may investigate in order to determine the authenticity of the home address.

Work Samples

To meet California Independent Study Guidelines, Work Samples for all 4 core subject areas (English Language Arts, Mathematics, Social Studies, and Science) will be required and collected at the end of each Learning Period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria:

- Original or scanned PDF version
- Demonstrates neat and organized work
- Aligns with the students Educational Plan for the Learning Period
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right-hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Missing student first and last name
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work
- Not grade level appropriate
- Not aligned with Educational Plan

Testing & Assessment

Assessment data is critical to our school. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Our school must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to the school that all students participate in school-wide assessment. We do our very best to listen to the needs of parents and students. We hope this year there are positive changes for you and your child with the different assessments.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8, and one time in High School during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through our Parent Portal.

Often our families have questions or concerns about the SBAC/CAST assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: Testing for English Language Learners

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point, they will no longer need to take the test.

Internal Diagnostic: Star 360

Our school believes that ongoing assessments will help to inform instructional practices. The Star 360 is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose Star 360 because of its adaptive and non-adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of standards. The school will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns. The non-adaptive paper and pencil version of Star 360 will allow students to show mastery in standards over the course of the year and we can still measure growth and use these assessments to drive our instruction.

Star 360 Testing will occur up to three times a year, once in the fall, winter, and spring of each year.

Records Department

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

| Document Requested | Expected Time of Processing |
|--|-----------------------------|
| Work Permit | 2-3 Business Days |
| Enrollment Verification | 2-3 Business Days |
| Copies of Grades & Official/Unofficial Transcripts | 3-5 Business Days |
| Copies of CUME (Student Records) | 3-5 Business Days |

Work Permits

Entertainment Work Permits

Families can download the *Application for Permission to Work in the Entertainment Industry* form DLSE 277 from the [CA Department of Industrial Relations Website](#).

The family will fill out the top portion of the form and then email it to Records@theaxiagroup.com.

The Records Department will typically process the form within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will sign, stamp, and provide the family with two copies. One will be sent via email, the other through regular US mail.

The family then has three options when submitting the completed application back to the CA Department of Industrial Relations.

- Online
- By Mail
- In-Person

Non-Entertainment Work Permits

Families download a *Statement of Intent to Employ a Minor and Request for Work Permit* form CDE B1-1 from the [CA Department of Industrial Relations Website](#). They may also obtain this form from their potential employer. Once the family fills out the top section of the B1-1 form they email it to Records@theaxiagroup.com.

The Records Department will receive this form and process within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will fill out and sign the bottom portion of the B1-1 form and complete form B1-4, which is the actual permit. Both forms will then be mailed to the family.

Concurrent, College Enrollment

For all concurrent college enrollment requests, please send all community college forms to your student's high school counselor for signatures.

High School Counselor: Carmen Marroquin carmen.marroquin@monarchriveracademy.org

Please note, concurrent enrollment application forms may take 3-5 business days to process.

- Concurrent enrollment means a high school student takes community college courses while remaining a full-time high school student.
- High School students must remain full-time high school students in good academic standing. Students must take a minimum of 15*-20 credits per semester in high school. (*College course must be on the Master Agreement for students to drop down to 15 credits).
- High School students can take a maximum of 11 community college units per semester.
- Students may take core academic or elective courses at a community college.
- Students should consult with their high school counselor before enrolling in a community college course. The counselor will advise on college courses and check graduation requirements.
- The high school counselor will take into consideration the student's academic standing and overall GPA when approving a concurrent enrollment. Please ensure that all official transcripts from previous community college courses have been sent to the Records Department, missing official transcripts may delay the approval process.
- [Concurrent Enrollment 101: Presentation for Families](#)
- [Central Schools Guide to Concurrent Enrollment Programs](#) for links to regional community colleges' programs, forms, and CE guides to classes that fulfill our high school graduation requirements.

Credit Conversion

The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:

- Remedial courses count towards the Elective graduation requirement.
- US History and World History courses must cover a comprehensive timeline. US History courses must cover the Reconstruction to present day. World History courses must cover the 1800s to present day.

The school does not determine which courses are transferable to 4-year universities. The student's future college will review the community college transcript and determine any units awarded.

Please check the chart below for the community college unit conversion rate:

| Community College Units | High School Credits |
|-------------------------|---------------------|
| 1 unit | 2.5 credits |
| 1.5-2.5 units | 5 credits |
| 3 units or more | 10 credits |

*If a student is awarded less than 1 unit at the community college, then we will issue the same amount of credit in high school. For example, if a student completes 0.5 units at a community college, then we will award 0.5 credits on the high school transcript.

Process to Enroll

1. Family picks a community college and fills out the college's concurrent enrollment form.
2. Family submits the concurrent enrollment form to their high school counselor.
3. The high school counselor reviews community college course(s) and determines which high school graduation requirements will be fulfilled, how many units will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
4. The high school counselor signs the concurrent enrollment form and returns the form to the family with directions for next steps.
5. Student enrolls in college course(s).
6. In order for the community college course(s) to be added to the high school transcript and count towards high school graduation requirements, the following steps MUST be completed:
 - o Family provides proof of enrollment to the HST and counselor by the high school's add/drop deadline
 - o Family must sign the Master Agreement Addendum
 - o Family must provide work samples for each Learning Period

Once final semester grades are posted, please submit official transcripts to the Records Department so that the grade can be added to the high school report card. The report card will show an "Incomplete" grade until official transcripts are received. Families can order paper or digital official transcripts.

Mail all official transcripts to:

Monarch River Academy
Attn: Records – CC Transcripts
1773 W. San Bernardino Road, B46
West Covina, CA 91790

OR

Email official digital transcripts to the Records Department: records@theaxiagroup.com.

**If you have any questions, please contact your high school counselor. Please notify your counselor if there are any changes made to the community college schedule.*

Harassment

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and board of directors. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

The school will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes the student learning.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

Expulsion & Suspension

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from school, without re-enrollment privileges, and must be approved by the school board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from school that may occur at the discretion of the individual Homeschool Teacher, Regional Administrator, or the school board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of vendor locations, at a school-sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.

- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code sections 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This reason shall not be the basis of a suspension for children in kindergarten or any of grades 1 to 8, inclusive. This reason shall not constitute grounds for a student in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, such as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or of former section 288a, or committed a sexual battery as defined in Penal Code section 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, or sold prescription drugs.
- Made terrorist threats against school officials, students, and/or school property.
- Committed sexual harassment as defined in Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
- Engaged in, or attempted to engage in, hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the

following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- A. "Electronic act" means the creation or transmission originated on or off a school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii)
 - (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the

minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(iv) Notwithstanding paragraph (A) and subparagraph (i), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

- B. “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Suspension & Expulsion for Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by school policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having Special Education needs, the school shall comply with federal and state law.

Due Process Statement

The school shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the school board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. The school will maintain a record of the notice and of the hearing. The student will also be

entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

Grievance Policy and Procedure

Our school is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher and supervisor. Both Homeschool Teacher and supervisor will respond within ten school days.

If the concern or grievance is not resolved, the parent/guardian may, within ten school days, request a meeting with school leadership to discuss the concern or grievance. The school leadership will investigate and respond within 10 school days. A written email and letter will be sent to the family that will address the concern and outcome.

Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Signature of Receipt & Acknowledgement

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Planning Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines

Student Name (Print)

Student Signature

Date

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

Cover Sheet

Regional Coordinator Support Plan

| | |
|--------------------------|---|
| Section: | III. Academic Excellence |
| Item: | F. Regional Coordinator Support Plan |
| Purpose: | Discussion & Potential Action - Vote |
| Related Material: | Regional Coordinator Support Plan - MR |

BACKGROUND:

- Presentation of a formal plan on how Regional Coordinators are being supported.



Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203

Regional Coordinator Support Plan

Regional Coordinators are supported and overseen by the Co-Director.

New RC Training

- Provided for all new RC's to go over responsibilities, job description, layers of support and calendar.

Weekly Monday RC Meetings/Check-In's

- Training
- Professional Development
- Support Q&A
- Team Building

Monthly Leadership Meetings

- Preparation for Team Meetings
- Collaboration
- Planning

Quarterly Individual RC Check-In's

- Support
- Goal planning
- Mentoring
- Troubleshooting
- Team building

Yearly Observation/ Instructional Coaching Cycle

- Observe RC Team Meetings
- Pre conference areas of need, growth, concerns
- Gather data
- Provide feedback, support, goals, and resources
- <https://docs.google.com/document/d/1U-JjsCODM9ukpdJ2H-MFmshIJYvAqEiBvuz6aJQSaic/edit>



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Compliance

- When students are not thriving in our Independent Study program and not meeting the requirements of our Independent Study Policy/Master Agreement the Non-compliant timeline begins
- Teachers will notify RC's.
- RC's will support the Teacher and contact the family for support.
- The Co-Director will schedule a conference call with the teacher, RC, and parent to troubleshoot, create an improvement plan and ultimately determine if the IS program is a good fit for the students educational needs.

Regional Coordinator Year End Collaboration

- 2 full days in May
- Review the year
- Plan for the coming year
- Make changes as needed to better support teachers and students

Regional Coordinator Evaluations

- Done by Co-Director
- Feedback from teachers is gather via survey data
- Observation data is taken into consideration
- SMART Goal for the year reviewed
<https://docs.google.com/document/d/1LtHa4aiocqnh5iYZUwIOJ54mb9gJPELNwp9jtyacE3I/edit>
- Evaluation tool is completed based on the Professional Standards for Educational Leadership.
- https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf