

Monarch River Academy

Regular Board Meeting



January 25, 2022 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

	Presenter(s)	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	Dr. Sam Nofziger	1m
D. Discussion & Potential Action on the Approval of the Agenda (p. 1-4)	Dr. Sam Nofziger	1m
E. Public Comment	Dr. Sam Nofziger	5 m
F. Discussion and Potential Action to Approve	Dr. Sam Nofziger	1 m

the December 7, 2021 Board Meeting Minutes (p. 5-10)		
II. Finance		4:40 PM
A. Discussion & Potential Action on the November & December 2021 Financials (p. 11-40)	Jim Surmeian	10 m
B. Discussion & Potential Action on the Addition of the Utility Stipend to the Compensation Policy (p. 41-97)	Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the Addition of the Substitute Teacher Compensation to the Compensation Policy (p. 42-98)	Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the California State Teachers' Retirement System (STRS) - Projected Costs Report (p. 99-164)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the STRS Audit Summary Report (p. 165-169)	Dr. Laurie Goodman	5 m
III. Academic Excellence		5:05 PM
A. SEL & Transition Program Student Presentations (p. 170)	Yolanda Vazquez & Student Presenters	10 m
B. Discussion & Potential Action on the School Accountability Report Card (SARC) (p. 171-198)	Dr. Laurie Goodman	10 m
C. Presentation & Potential Action on the High School A-G Grant (p. 199)	Dr. Laurie Goodman	5 m
IV. Operations		5:30 PM
A. Presentation & Potential Discussion of the COVID-19 School Report (p. 200-201)	Dr. Laurie Goodman	5 m

B. Presentation & Potential Discussion of the School's Enrollment Report & 2022-2023 Enrollment Proposal (p. 202-205)	Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the Proposed Revisions to the Vendor Agreement (p. 206-215)	Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the Proposed Virtual Educational Services Addendum (p. 216-218)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Proposed Revisions to the Field Trip Policy (p. 219-222)	Dr. Laurie Goodman	5 m
F. Discussion & Potential Action on the Virtual Activities Waivers (p. 223-229)	Dr. Laurie Goodman	5 m
G. Discussion & Potential Action on the Classified Contracts for 2022-2023 (p. 230-236)	Dr. Laurie Goodman	5 m
V. Closed Session		6:10 PM
A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/Principal (p. 237)	Dr. Sam Nofziger	15 m
B. Report Out of any Action Taken During Closed Session	Dr. Sam Nofziger	5 m
VI. Governance		6:30 PM
A. Discussion & Potential Action on the February Board Meeting Format (p. 238)	Dr. Sam Nofziger	5 m
B. Discussion & Direction on the Board Member Vacancy (p. 239)	Dr. Laurie Goodman	5 m
C. Brown Act Board Training (p. 240)	Dr. Laurie Goodman	2 m
VII. Closing Items		6:42 PM

A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting	Dr. Sam Nofziger	1 m
Regular: February 22, 2022 at 4:30 PM		
C. Adjourn Meeting	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.

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December 7, 2021 at 4:30 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

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Directors Present

Dr. Sam Nofziger (remote), Monique Ouwinga (remote), Dr. Craig Wheaton (remote), & Sarah Sanchez (remote)

Directors Absent

None

Guests Present

Dr. Rob Hudson (remote), Dr. Laurie Goodman (remote), Stephanie Johnson (remote), Yolanda Vazquez (remote), Mariah Jordan (in person), Denise Voth (remote), Maria Thoeni (remote), Jenny Plumb (remote), Amy Friesen (remote), Dr. Steven James (in person)

Minutes

1. Opening Items
1.A. Record Attendance

1.B. Call the Meeting to Order

Dr. Sam Nofziger called the meeting of the board of directors of Monarch River Academy to order on Tuesday, December 7, 2021 at 4:30 PM.

1.C. Flag Salute

Dr. Sam Nofziger led the Flag Salute.

1.D. Approval of the Agenda

Monique Ouwinga made a motion to approve the agenda.
Sarah Sanchez seconded the motion.
The board VOTED unanimously to approve the motion.

1.E. Public Comment

Josh Long, (Parent). He shared he is speaking as a representative of the parents regarding vaccine mandates. Appreciated Dr. Goodman's email correspondence. He shared his vaccine beliefs and that they echo sentiments of other families.

Rachelle Williams (Parent). Would like everyone to consider that some children have medical conditions that need to be taken into consideration and that this impacts their ability to get the vaccine.

Joseph Hayes (Parent). None of his children will not be taking the vaccine. Encouraged school staff and the Board to focus on freedom.

1.F. Review & Approval of Minutes

Sarah Sanchez made a motion to approve the minutes from the Board Meeting on November 16, 2021.
Monique Ouwinga seconded the motion.
The board VOTED unanimously to approve the motion.

2. Finance

2.A.Moderate-Severe Teacher Financial Support Policy

- Steph Johnson presented the policy on Dr. Laurie Goodman's behalf, sharing there is a need to fill mod-severe positions.
- Monique Ouwinga asked if there is an expectation that a participant who benefited from the financial support commits to a certain number of years of employment. Yolanda Vazquez, shared that both highly qualified candidates are dedicated to the

Central Schools, are already serving students, and plan to stay employed with the schools for some time.

Sarah Sanchez made a motion to approve the Moderate-Severe Teacher Financial Support Policy.

Monique Ouwinga seconded the motion.

The board VOTED unanimously to approve the motion.

3. Academic Excellence

3.A. Educator Effectiveness Block Grant - Plan Presentation & Stakeholder Input

- Steph Johnson presented the stakeholder input and grant plan on behalf of Dr. Laurie Goodman.
- Sarah Sanchez asked about the family survey and if that survey was connected to this plan.
- Sarah Sanchez inquired about the teacher support component and if they are going to be required as added work tasks. Steph shared the teacher training would be specific to positions and not required of all staff.

Dr. Craig Wheaton made a motion to approve the Educator Effectiveness Block Grant Plan. Sarah Sanchez seconded the motion.

The board VOTED unanimously to approve the motion.

3.B. Pupil Engagement

- Steph Johnson shared what the school has done thus far this year for students, including Tiered Reengagement plan.
- Dr. Sam Nofziger asked if this is a new process/strategy. Steph Johnson shared that it is an extension of the Non-Compliance Process that was already in place.
- Sarah Sanchez shared that many families have shared with her that they are meeting compliance requirements, however, families and staff may be feeling overwhelmed. She is suggesting that the school approach any inquiries or reminders in a different manner instead of one that feels like they are doing something wrong. Sarah shared that her HST explained it so well that she understood, but some HSTs may need help with better ways to communicate this information.

3.C. Transition & Counseling Program Updates

- Yolanda Vazquez shared the program updates for Transition and SEL Supports.

3.D. School's Enrollment Report

<ul style="list-style-type: none"> Steph Johnson shared the current enrollment report that includes withdrawals.
3.E. School's Current Attendance & Chronic Absenteeism Rates
<ul style="list-style-type: none"> Steph Johnson shared that attendance rates are very high in line with historical patterns. There has been a slight increase in absences due to closer student learning monitoring.
3.F. School's Suspension & Expulsion Rates
<ul style="list-style-type: none"> The school has no suspensions/expulsions to report.
4. Operations
4.A. COVID-19 School Report - December
<ul style="list-style-type: none"> Steph Johnson shared the current COVID-19 report. Sarah Sanchez shared that staff numbers were not accurate last month, however, they look accurate now. Steph Johnson assured the board they will examine what happened last month. Dr. Wheaton commended the school for doing the work to track these items.
4.B. Updated Employee Handbook
<ul style="list-style-type: none"> Steph Johnson shared that the Employee Handbook was updated with new PSL, PNL, and donation bank information. <p>Sarah Sanchez made a motion to approve the updated Employee Handbook. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.</p>
4.C. Administrator Evaluations Training for the Board
<ul style="list-style-type: none"> Steph Johnson shared what the initial and next steps are for the Administrator Evaluations for Dr. Laurie Goodman and Steph Johnson. Sarah Sanchez and Monique Ouwinga shared that the current plan works for the Board.
5. Governance
5.A. Meeting Format
<ul style="list-style-type: none"> Sarah Sanchez shared her desire to explore a hybrid meeting format.

- Steph Johnson shared a meeting facility has been a challenge.
- Mariah Jordan shared that Brandman University requested the school reach back out in January to see if a facility is available. She also shared that the building must be ADA compliant.
- Dr. Sam Nofziger suggested that the school staff could explore other locations.
- Dr. Rob Hudson shared that the authorizer facility is open and that he will look into possible options, such as the county office of education.

Dr. Craig Wheaton made a motion to meet in a virtual format for the next board meeting and discuss this item again in January.

Monique Ouwinga seconded the motion.

The board VOTED to approve the motion.

Monique Ouwinga - Aye

Dr. Craig Wheaton - Aye

Sarah Sanchez - Naye

Dr. Sam Nofziger - Aye

5.B. Brown Act Training

Reminder for Board Members to complete the annual Brown Act Training if it has not been done already.

6. Closing Items

6.A. Board of Director Comments & Requests

- Potential new Board Member will be brought to the Board in January.

6.B. Announcement of the Next Scheduled Board Meetings

Regular: January 25, 2022 at 4:30 PM

6.C. Adjourn Meeting

Dr. Sam Nofziger made a motion to adjourn the Board Meeting at 5:40 PM.

Monique Ouwinga seconded the motion.

The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:08 PM

Respectfully Submitted,
Dr. Sam Nofziger

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

November & December 2021 Financials

Section:	II. Finance
Item:	A. November & December 2021 Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	November & December 2021 Financial Report - MR

BACKGROUND:

- Charter Impact has created a comprehensive report for the school's November and December financial transactions and reports.

RECOMMENDATION:

- Consider approval of the November & December 2021 Financial report.

Monarch River Academy

November 2021 and December 2021

Financial Presentation

MONARCH RIVER - Highlights

- Revenue projections down by \$3.7M compared to budget.
- Expenses projections down by \$2.4M compared to budget.
- Year-end surplus projected at \$715.6K
- Final Audit nearly completed.
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

Cert.	Instr.
45.1%	85.6%
630,762	699,694

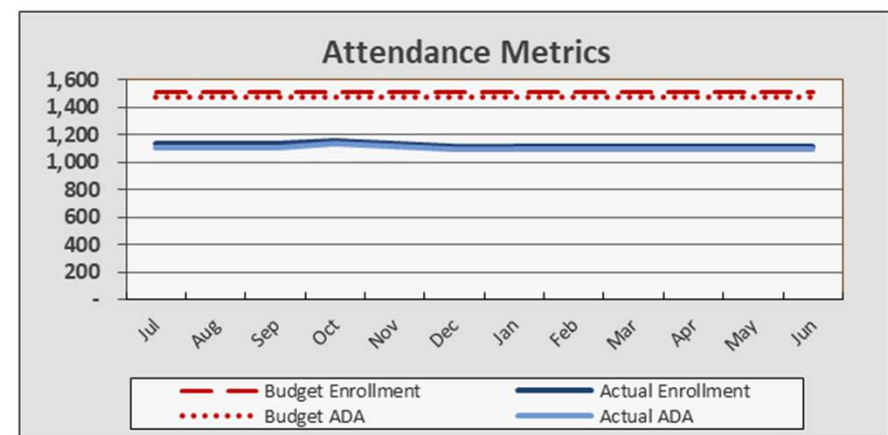
- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
20.89 :1

Attendance & Data Metrics



Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	1130	1505
ADA	n/a	1107	1475
Attendance Rate	n/a	98.0%	98.0%
Unduplicated %	42.9%	32.2%	42.9%
Revenue per ADA		\$11,276	\$11,003
Expenses per ADA		\$10,630	\$9,658



MONARCH RIVER - Revenue

- Negative variance consistent with decrease in projected enrollment from budget.

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 3,162,061	\$ 3,155,359	\$ 6,702
221,232	135,322	85,909
294,222	219,678	74,545
8,223	-	8,223
<u>\$ 3,685,738</u>	<u>\$ 3,510,359</u>	<u>\$ 175,379</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 10,409,485	\$ 14,090,469	\$ (3,680,983)
987,691	836,809	150,882
1,081,400	1,302,634	(221,234)
8,223	-	8,223
\$ 12,486,799	\$ 16,229,911	\$ (3,743,113)

MONARCH RIVER - Expenses

- Highlighted positive variances consistent with reduced student spend as well as decreases in non-instructional service expenses.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 2,315,990	\$ 2,571,470	\$ 255,480	\$ 4,667,227	\$ 5,275,459	\$ 608,232
Classified Salaries	51,077	1	(51,076)	142,186	1	(142,185)
Benefits	680,310	759,911	79,600	1,385,631	1,557,959	172,329
Books and Supplies	690,428	1,071,674	381,246	2,322,007	2,446,473	124,467
Subagreement Services	1,092,700	1,671,191	578,491	2,322,113	3,514,406	1,192,293
Operations	56,422	85,100	28,678	118,878	170,200	51,322
Facilities	-	-	-	-	-	-
Professional Services	310,787	397,388	86,601	766,143	1,082,364	316,221
Depreciation	22,641	-	(22,641)	22,641	-	(22,641)
Interest	24,368	137,009	112,641	24,368	198,819	174,451
Total Expenses	\$ 5,244,724	\$ 6,693,743	\$ 1,449,020	\$ 11,771,193	\$ 14,245,681	\$ 2,474,487

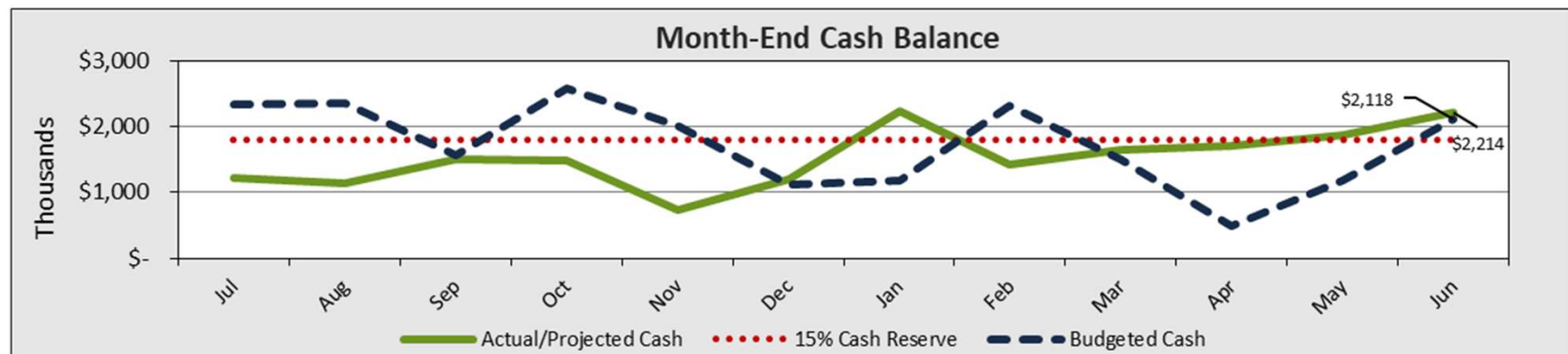
MONARCH RIVER - Fund Balance

- Year-end surplus represents about 6.08% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,558,986)	\$ (3,183,384)	\$ 1,624,398	\$ 715,606	\$ 1,984,230	\$ (1,268,625)
Beginning Fund Balance	<u>2,073,666</u>	<u>2,073,666</u>		<u>2,073,666</u>	<u>2,073,666</u>	
Ending Fund Balance	<u>\$ 514,680</u>	<u>\$ (1,109,718)</u>		<u>\$ 2,789,272</u>	<u>\$ 4,057,896</u>	
<i>As a % of Annual Expenses</i>	4.4%	-7.8%		23.7%	28.5%	

MONARCH RIVER - Cash Balance

- Reduction in receivables sales projected with elimination during the 3rd quarter of this FY
- Year-end cash balance projected at \$1.6MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Req'd	Additional Information
FINANCE	Jan-14	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-14	Maintenance of Equity (MOE) Exception Certification - Local educational agencies (LEAs) receiving ESSER III funds are required to complete the Maintenance of Equity Exemption Certification Questionnaire to determine if they will be subject to MOE provisions related to ESSER III funds. Among five exempt categories, LEAs are exempt if they operate a single school.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-18	Expanded Learning Opportunities Grant (ELO-G) Assurances - In July 2021, as the result of AB130, the ELO-G funding source was adjusted to also include federal stimulus funding. As a result of this change, allocations have been revised to reflect the additional sources and LEAs must submit assurances and fulfill reporting requirements as a condition of funding.	Charter Impact with Client support	No	No	https://www3.cde.ca.gov/elograntassurances/!login.aspx
FINANCE	Jan-18	ERMHS Level 2 Budget Requests and ADA Report due to SELPA - Detail budget requests for ERMHS funding are due to El Dorado Charter SELPA.	Client with Charter Impact Support	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-18	SpEd Pandemic Dispute Prevention & Learning Recovery Funding Reports due to SELPA - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-21	Mid-Year Expenditure Report due to SELPA - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-28	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2020 - September 30, 2021.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/anreporthelp.asp
FINANCE	Jan-31	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year - the 2020/21 audit has been extended to January 31, 2022.	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitaudittrpt.asp
FINANCE	Jan-31	ASES - 2nd Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	https://www.cde.ca.gov/ls/ba/as/pgmdescription.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Client with Charter Impact support	No	No	https://www.irs.gov/forms-pubs/about-form-1095-c
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2020/21). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	http://www.cde.ca.gov/ta/ac/sa/
FINANCE	Feb-15	Board of Equalization Property Tax Exemption - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Feb-28	Supplement to the Annual Update to the 2021-22 LCAP - LEAs are required to prepare a one-time supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) and provide a report to their board at a regularly scheduled meeting on or before February 28, 2022. At this meeting, the LEA must include all of the following: •The Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement); •All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and •Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP. The report is an information item, and does not require approval at this meeting. The 2021-22 Supplement will be submitted for review and approval as part of the LEA's 2022-23 LCAP.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Feb-28	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp

MONARCH RIVER - Appendix

- Monthly Cash Flow / Forecast 21-22
- Budget vs. Actual – December 2021
- Statement of Financial Position – December 2021
- Statement of Cash Flows – December 2021
- Check Register – November & December 2021
- AP Aging – December 2021
- Compliance Report

Monarch River Academy

Statement of Cash Flows

For the period ended December 31, 2021

	Month Ended 12/31/21	YTD Ended 12/31/21
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (5,394)	\$ (1,558,986)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	22,641
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	(17,825)	2,940,563
Grants, Contributions & Pledges Receivable	223,709	(746,466)
Prepaid Expenses	1,041	(35,180)
Accounts Payable	(94,577)	(402,626)
Accrued Expenses	75,884	(228,648)
Deferred Revenue	-	43,112
Total Cash Flows from Operating Activities	186,612	34,410
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(55,208)
Total Cash Flows from Financing Activities	-	(55,208)
Change in Cash & Cash Equivalents	186,612	(20,798)
Cash & Cash Equivalents, Beginning of Period	1,402,505	1,609,915
Cash and Cash Equivalents, End of Period	\$ 1,589,117	\$ 1,589,117

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 1/12/2022

ADA = 1107.40

Revenues

State Aid - Revenue Limit

	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
8011 LCFF State Aid	-	410,272	410,272	738,490	738,490	738,490	738,490	738,490	1,108,737	1,108,737	1,108,737	1,108,737	1,044,471
8012 Education Protection Account	-	-	-	44,695	-	-	55,738	-	-	66,780	-	-	54,268
8019 State Aid - Prior Year	-	15,641	(0)	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	-	27,187	25,684	12,842	11,554	11,554	30,775	15,388	15,388	15,388	14,193
	-	425,913	410,272	810,372	764,174	751,332	805,781	750,044	1,139,513	1,190,905	1,124,125	1,124,125	1,112,932

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	9,678	9,678	23,106	23,106	23,106	23,106	22,216
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	95,533
8296 Other Federal Revenue	-	2,500	166,775	216	-	-	536,931	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	25,870	25,870	-	-	-	-	-	-	-	-
	-	2,500	166,775	26,086	25,870	-	546,609	9,678	23,106	23,106	23,106	23,106	117,749

Other State Revenue

8311 State Special Education	30,635	30,635	55,143	55,143	55,143	55,143	55,191	55,191	75,391	75,391	75,391	75,391	70,319
8550 Mandated Cost	-	-	-	-	-	17,825	-	-	-	-	-	-	-
8560 State Lottery	-	-	-	-	-	-	44,215	-	-	44,215	-	-	131,942
8598 Prior Year Revenue	-	-	-	-	(5,445)	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	84,541	-	-	-	-	-	-
	30,635	30,635	55,143	55,143	49,698	72,968	183,948	55,191	75,391	119,606	75,391	75,391	202,261

Other Local Revenue

8660 Interest Revenue	-	308	-	-	639	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	7,275	-	-	-	-	-	-	-
	-	308	-	-	639	7,275	-	-	-	-	-	-	-

Total Revenue

	30,635	459,357	632,190	891,601	840,381	831,575	1,536,338	814,914	1,238,009	1,333,616	1,222,621	1,222,621	1,432,942
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Expenses

Certificated Salaries

1100 Teachers' Salaries	251,818	260,131	267,997	266,291	271,001	276,033	276,397	276,397	276,397	276,397	276,397	276,397	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	16,026	33,623	67,230	67,933	76,666	78,797	56,385	56,385	56,385	56,385	56,385	56,385	-
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Administrators' Salaries	61,975	59,042	51,983	51,983	51,983	56,033	52,033	52,033	52,033	52,033	52,033	52,033	-
1900 Other Certificated Salaries	7,057	7,057	13,658	7,057	7,057	7,557	7,057	7,057	7,057	7,057	7,057	7,057	-
	336,876	359,854	400,868	393,265	406,707	418,421	391,873	391,873	391,873	391,873	391,873	391,873	-

Classified Salaries

2100 Instructional Salaries	-	-	-	2,400	1,210	90	4,996	4,996	4,996	4,996	4,996	4,996	-
2200 Support Salaries	4,418	4,339	4,342	4,473	4,200	4,523	4,497	4,497	4,497	4,497	4,497	4,497	-
2400 Clerical and Office Staff Salaries	-	-	-	2,584	2,136	2,426	2,000	2,000	2,000	2,000	2,000	2,000	-
2900 Other Classified Salaries	-	-	2,737	3,778	3,574	3,847	3,692	3,692	3,692	3,692	3,692	3,692	-
	4,418	4,339	7,079	13,234	11,120	10,886	15,185	15,185	15,185	15,185	15,185	15,185	-

Benefits

3101 STRS	55,921	60,212	66,770	65,221	56,942	67,250	61,735	61,735	61,735	61,735	61,735	61,735	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	272	267	437	819	687	673	1,207	1,207	1,207	1,207	1,207	1,207	-
3311 Medicare	4,772	5,109	5,723	5,608	5,777	5,938	5,856	5,856	5,856	5,856	5,856	5,856	-
3401 Health and Welfare	44,139	50,012	34,699	36,201	42,169	37,772	40,250	40,250	40,250	40,250	40,250	40,250	-
3501 State Unemployment	2,393	821	938	1,110	82	7,905	7,840	6,272	3,136	1,568	1,568	1,568	-
3601 Workers' Compensation	1,799	2,117	3,405	2,117	2,117	2,117	4,847	4,847	4,847	4,847	4,847	4,847	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
	109,295	118,538	111,971	111,075	107,775	121,655	121,735	120,167	117,031	115,463	115,463	115,463	-

Books and Supplies

4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	26,530	127,506	160,200	98,904	55,827	92,335	157,266	212,860	259,270	487,043	283,952	131,757	-
4305 Software	28,914	6,966	14,067	14,131	1,550	1,765	8,975	8,975	8,975	8,975	8,975	8,975	-
4310 Office Expense	20	628	2,121	3,401	1,855	994	942	942	942	942	942	942	-
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	31,596	20,989	126	-	-	4,099	5,548	6,757	12,693	7,400	3,434	-
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-
	55,464	166,696	197,378	116,563	59,232	95,095	171,281	228,324	275,944	509,653	301,268	145,108	-

Annual Forecast

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 1475.00		
9,992,412	13,595,060	(3,602,649)
221,480	295,000	(73,520)
15,641	-	15,641
179,953	200,408	(20,456)
10,409,485	14,090,469	(3,680,983)
133,995	178,475	(44,480)
95,533	95,533	-
706,423	562,801	143,622
51,740	-	51,740
987,691	836,809	150,882
764,106	907,125	(143,019)
17,825	17,443	382
220,373	293,525	(73,152)
(5,445)	-	(5,445)
84,541	84,541	-
1,081,400	1,302,634	(221,234)
948	-	948
7,275	-	7,275
8,223	-	8,223
12,486,799	16,229,911	(3,743,113)
3,251,653	3,897,590	645,937
-	-	-
678,584	662,590	(15,994)
-	-	-
645,200	634,191	(11,010)
91,789	81,088	(10,701)
4,667,227	5,275,459	608,232
33,675	1	(33,674)
53,277	-	(53,277)
19,146	-	(19,146)
36,089	-	(36,089)
142,186	1	(142,185)
742,728	845,129	102,401
-	-	-
10,394	0	(10,394)
68,064	76,494	8,430
486,492	529,650	43,158
35,200	32,830	(2,370)
42,752	73,856	31,104
-	-	-
1,385,631	1,557,959	172,329
-	-	-
-	-	-
2,093,450	2,176,817	83,367
121,244	183,300	62,056
14,670	14,600	(70)
-	-	-
-	-	-
-	-	-
92,642	71,756	(20,886)
-	-	-
2,322,007	2,446,473	124,467

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 1/12/2022

ADA = 1107.40

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.)
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	6,803	37,660	5,665	(62,387)	140,014	49,667	49,667	49,667	49,667	49,667	49,667	-	425,755	534,200	108,446
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	4,477	31,828	123,186	28,476	96,462	17,859	28,315	38,324	46,680	87,690	51,124	23,722	-	578,143	1,276,065	697,923
5107 Instructional Services	141,075	141,075	141,075	141,075	141,075	(42,716)	109,259	109,259	109,259	109,259	109,259	109,259	-	1,318,216	1,704,141	385,925
	145,552	179,705	301,921	175,216	175,150	115,156	187,241	197,251	205,607	246,616	210,050	182,648	-	2,322,113	3,514,406	1,192,293
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	155	549	1,674	1,083	1,083	1,083	1,083	1,083	1,083	-	8,878	17,700	8,822
5300 Dues & Memberships	-	-	1,870	-	-	-	200	200	200	200	200	200	-	3,070	3,200	130
5400 Insurance	6,418	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	-	89,479	122,500	33,021
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516 Miscellaneous Expense	-	-	-	5,500	-	-	400	400	400	400	400	400	-	7,900	9,200	1,300
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	-	-	216	192	-	908	908	908	908	908	908	-	5,858	13,400	7,542
5901 Postage and Shipping	-	-	597	1,198	197	100	267	267	267	267	267	267	-	3,692	4,200	508
	6,418	7,551	10,018	14,620	8,490	9,325	10,409	10,409	10,409	10,409	10,409	10,409	-	118,878	170,200	51,322
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	-	-	-	-	4,000	-	175	175	175	175	175	175	-	5,050	2,900	(2,150)
5802 Audit & Taxes	-	-	4,354	-	-	949	-	-	-	-	-	-	-	5,302	14,200	8,898
5803 Legal	15,000	6,114	13,209	-	(7,154)	7,275	2,108	2,108	2,108	2,108	2,108	2,108	-	47,094	35,700	(11,394)
5804 Professional Development	30	845	5,769	-	2,500	-	2,475	2,475	2,475	2,475	2,475	2,475	-	23,994	39,100	15,106
5805 General Consulting	-	-	250	250	250	250	75	75	75	75	75	75	-	1,450	2,000	550
5806 Special Activities/Field Trips	-	312	436	204	268	671	952	1,288	1,569	2,948	1,719	797	-	11,163	150,642	139,479
5807 Bank Charges	570	637	705	501	633	713	767	767	767	767	767	767	-	8,358	11,500	3,142
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	100
5809 Other taxes and fees	-	473	301	203	54	-	808	808	808	808	808	808	-	5,881	11,700	5,819
5810 Payroll Service Fee	276	1,067	1,570	598	1,531	721	1,350	1,350	1,350	1,350	1,350	1,350	-	13,862	18,200	4,338
5811 Management Fee	23,537	47,449	23,762	23,417	16,003	15,928	18,210	18,210	18,210	18,210	18,210	18,210	-	259,355	284,023	24,668
5812 District Oversight Fee	-	12,308	12,775	24,311	22,925	22,540	24,173	22,501	34,185	35,727	33,724	33,724	33,390	312,285	422,714	110,430
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36	36
5814 SPED Encroachment	-	-	-	-	-	-	5,190	5,190	7,880	7,880	7,880	7,880	29,950	71,848	86,848	15,000
5815 Public Relations/Recruitment	-	500	(1,000)	-	-	-	167	167	167	167	167	167	-	500	2,700	2,200
	39,413	69,704	62,130	49,484	41,010	49,046	56,450	55,114	69,769	72,690	69,457	68,536	63,340	766,143	1,082,364	316,221
Depreciation																
6900 Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-	-	22,641	-	(22,641)
	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-	-	22,641	-	(22,641)
Interest																
7438 Interest Expense	-	-	10,758	-	-	13,610	-	-	-	-	-	-	-	24,368	198,819	174,451
	-	-	10,758	-	-	13,610	-	-	-	-	-	-	-	24,368	198,819	174,451
Total Expenses	701,211	910,162	1,105,895	877,231	813,257	836,968	954,174	1,018,323	1,085,817	1,361,888	1,113,706	929,222	63,340	11,771,193	14,245,681	2,474,487
Monthly Surplus (Deficit)	(670,576)	(450,805)	(473,705)	14,370	27,125	(5,394)	582,165	(203,409)	152,191	(28,272)	108,915	293,399	1,369,601	715,605	1,984,231	(1,268,625)

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 1/12/2022

ADA = 1107.40



Cash Flow Adjustments

	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
Monthly Surplus (Deficit)	(670,576)	(450,805)	(473,705)	14,370	27,125	(5,394)	582,165	(203,409)	152,191	(28,272)	108,915	293,399	1,369,601
Cash flows from operating activities													
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-	-
Public Funding Receivables	102,494	999,729	1,794,335	-	61,830	(17,825)	279,159	-	-	-	-	-	(1,432,942)
Grants and Contributions Rec.	554,056	142,573	-	54,316	(148,621)	(57,591)	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(29,391)	(285)	813	1,269	(8,627)	1,041	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(343,011)	(38,019)	218,759	(78,756)	(67,022)	(94,577)	-	-	-	-	-	-	63,340
Accrued Expenses	(7,484)	(41,523)	(297,797)	(5,630)	47,903	75,884	-	-	-	-	-	-	-
Other Liabilities	-	30,247	13,081	(216)	-	-	-	-	-	-	-	-	-
Cash flows from investing activities													
Purchases of Prop. And Equip.	(5,208)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities													
Proceeds from Factoring	-	-	627,700	-	-	909,000	-	-	-	-	-	-	-
Payments on Factoring	-	(664,500)	(1,535,700)	-	-	(627,700)	-	(1,145,000)	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(395,347)	(68,809)	351,259	(10,874)	(83,639)	186,612	861,324	(1,348,409)	152,191	(28,272)	108,915	293,399	
Cash, Beginning of Month	1,609,915	1,214,569	1,145,759	1,497,018	1,486,144	1,402,505	1,589,117	2,450,441	1,102,032	1,254,224	1,225,952	1,334,867	
Cash, End of Month	<u>1,214,569</u>	<u>1,145,759</u>	<u>1,497,018</u>	<u>1,486,144</u>	<u>1,402,505</u>	<u>1,589,117</u>	<u>2,450,441</u>	<u>1,102,032</u>	<u>1,254,224</u>	<u>1,225,952</u>	<u>1,334,867</u>	<u>1,628,266</u>	

6%

715,605

22,641

1,786,781

544,734

-

(35,180)

(339,286)

(228,648)

43,112

(55,208)

-

1,536,700

(3,972,900)

-

Original Budget Total	Favorable / (Unfav.)
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Cert.	Instr.
45.1%	85.6%
630,762	699,694

Pupil:Teacher Ratio
20.89

Monarch River Academy

Budget vs Actual

For the period ended December 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	\$ 738,490	\$ 737,244	\$ 1,245	\$ 3,036,012	\$ 3,030,892	\$ 5,120	\$ 13,595,060
Education Protection Account	-	-	-	44,695	73,750	(29,055)	295,000
State Aid - Prior Year	-	-	-	15,641	-	15,641	-
In Lieu of Property Taxes	12,842	9,660	3,182	65,713	50,717	14,996	200,408
Total State Aid - Revenue Limit	751,332	746,904	4,427	3,162,061	3,155,359	6,702	14,090,469
Federal Revenue							
Special Education - Entitlement	-	9,678	(9,678)	-	39,789	(39,789)	178,475
Title I, Part A - Basic Low Income	-	71,650	(71,650)	-	95,533	(95,533)	95,533
Other Federal Revenue	-	-	-	169,492	-	169,492	562,801
Prior Year Federal Revenue	-	-	-	51,740	-	51,740	-
Total Federal Revenue	-	81,328	(81,328)	221,232	135,322	85,909	836,809
Other State Revenue							
State Special Education	55,143	49,192	5,951	281,842	202,235	79,607	907,125
Mandated Cost	17,825	17,443	382	17,825	17,443	382	17,443
State Lottery	-	-	-	-	-	-	293,525
Prior Year Revenue	-	-	-	(5,445)	-	(5,445)	-
Other State Revenue	-	-	-	-	-	-	84,541
Total Other State Revenue	72,968	66,635	6,333	294,222	219,678	74,545	1,302,634
Other Local Revenue							
Interest Revenue	-	-	-	948	-	948	-
Other Fees and Contracts	7,275	-	7,275	7,275	-	7,275	-
Total Other Local Revenue	7,275	-	7,275	8,223	-	8,223	-
Total Revenues	\$ 831,575	\$ 894,868	\$ (63,293)	\$ 3,685,738	\$ 3,510,359	\$ 175,379	\$ 16,229,911
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 276,033	\$ 324,799	\$ 48,766	\$ 1,593,270	\$ 1,948,795	\$ 355,525	\$ 3,897,590
Teachers' Extra Duty/Stipends	78,797	66,259	(12,538)	340,274	265,036	(75,238)	662,590
Administrators' Salaries	56,033	52,849	(3,184)	333,000	317,095	(15,905)	634,191
Other Certificated Salaries	7,557	6,757	(800)	49,445	40,544	(8,901)	81,088
Total Certificated Salaries	418,421	450,665	32,244	2,315,990	2,571,470	255,480	5,275,459
Classified Salaries							
Instructional Salaries	90	0	(90)	3,700	0	(3,699)	1
Support Salaries	4,523	-	(4,523)	26,295	-	(26,295)	-
Clerical and Office Staff Salaries	2,426	-	(2,426)	7,146	-	(7,146)	-
Other Classified Salaries	3,847	-	(3,847)	13,937	-	(13,937)	-
Total Classified Salaries	10,886	0	(10,886)	51,077	0	(51,076)	1
Benefits							
State Teachers' Retirement System, certificated posi	67,250	72,196	4,946	372,316	411,950	39,634	845,129
OASDI/Medicare/Alternative, certificated positions	673	0	(673)	3,155	0	(3,154)	0
Medicare/Alternative, certificated positions	5,938	6,535	597	32,926	37,286	4,360	76,494
Health and Welfare Benefits, certificated positions	37,772	44,138	6,366	244,992	264,825	19,833	529,650
State Unemployment Insurance, certificated positions	7,905	1,642	(6,264)	13,248	9,849	(3,399)	32,830
Workers' Compensation Insurance, certificated positio	2,117	6,309	4,192	13,673	36,001	22,328	73,856
Total Benefits	121,655	130,819	9,164	680,310	759,911	79,600	1,557,959
Books & Supplies							
School Supplies	92,335	218,618	126,282	561,303	941,683	380,380	2,176,817
Software	1,765	15,275	13,510	67,394	91,650	24,256	183,300
Office Expense	994	1,217	222	9,020	7,300	(1,720)	14,600
Noncapitalized Equipment	-	7,206	7,206	52,711	31,041	(21,670)	71,756
Total Books & Supplies	95,095	242,316	147,221	690,428	1,071,674	381,246	2,446,473

Monarch River Academy

Budget vs Actual

For the period ended December 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	140,014	44,517	(95,497)	127,755	267,100	139,346	534,200
Other Educational Consultants	17,859	128,155	110,297	302,287	552,021	249,734	1,276,065
Instructional Services	(42,716)	142,012	184,728	662,659	852,070	189,411	1,704,141
Total Subagreement Services	115,156	314,684	199,527	1,092,700	1,671,191	578,491	3,514,406
Operations & Housekeeping							
Auto and Travel	1,674	1,475	(199)	2,378	8,850	6,472	17,700
Dues & Memberships	-	267	267	1,870	1,600	(270)	3,200
Insurance	7,551	10,208	2,657	44,173	61,250	17,077	122,500
Miscellaneous Expense	-	767	767	5,500	4,600	(900)	9,200
Communications	-	1,117	1,117	408	6,700	6,292	13,400
Postage and Shipping	100	350	250	2,092	2,100	8	4,200
Total Operations & Housekeeping	9,325	14,183	4,858	56,422	85,100	28,678	170,200
Professional/Consulting Services							
IT	-	242	242	4,000	1,450	(2,550)	2,900
Audit & Taxes	949	4,733	3,785	5,302	14,200	8,898	14,200
Legal	7,275	2,975	(4,300)	34,444	17,850	(16,594)	35,700
Professional Development	-	3,258	3,258	9,144	19,550	10,406	39,100
General Consulting	250	167	(83)	1,000	1,000	0	2,000
Special Activities/Field Trips	671	15,129	14,458	1,890	65,167	63,277	150,642
Bank Charges	713	958	245	3,758	5,750	1,992	11,500
Printing	-	8	8	-	50	50	100
Other Taxes and Fees	-	975	975	1,031	5,850	4,819	11,700
Payroll Service Fee	721	1,517	796	5,762	9,100	3,338	18,200
Management Fee	15,928	23,669	7,741	150,096	142,012	(8,084)	284,023
District Oversight Fee	22,540	22,407	(133)	94,860	94,661	(199)	422,714
County Fees	-	-	-	-	36	36	36
SPED Encroachment	-	4,710	4,710	-	19,362	19,362	86,848
Public Relations/Recruitment	-	225	225	(500)	1,350	1,850	2,700
Total Professional/Consulting Services	49,046	80,973	31,927	310,787	397,388	86,601	1,082,364
Depreciation							
Depreciation Expense	3,774	-	(3,774)	22,641	-	(22,641)	-
Total Depreciation	3,774	-	(3,774)	22,641	-	(22,641)	-
Interest							
Interest Expense	13,610	-	(13,610)	24,368	137,009	112,641	198,819
Total Interest	13,610	-	(13,610)	24,368	137,009	112,641	198,819
Total Expenses	\$ 836,968	\$ 1,233,640	\$ 396,672	\$ 5,244,724	\$ 6,693,743	\$ 1,449,020	\$ 14,245,681
Change in Net Assets	(5,394)	(338,772)	333,378	(1,558,986)	(3,183,384)	1,624,398	1,984,231
Net Assets, Beginning of Period	520,074			2,073,666			
Net Assets, End of Period	\$ 514,680			\$ 514,680			

Monarch River Academy

Statement of Financial Position

December 31, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,260,201	\$ 1,609,915	\$ (349,714)	-22%
Restricted Cash	328,916	-	328,916	0%
Total Cash & Cash Equivalents	1,589,117	1,609,915	(20,798)	-22%
Public Funding Receivables	279,159	3,219,723	(2,940,563)	-91%
Grants & Contributions Receivable	206,212	750,946	(544,734)	-73%
Factored Receivable	(909,000)	(2,200,200)	1,291,200	-59%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	90,815	55,635	35,180	63%
Total Current Assets	1,256,054	3,435,769	(2,179,715)	-63%
Long-Term Assets				
Property & Equipment, Net	203,769	226,410	(22,641)	-10%
Total Long Term Assets	203,769	226,410	(22,641)	-10%
Total Assets	\$ 1,459,823	\$ 3,662,179	\$ (2,202,356)	-60%
Liabilities				
Current Liabilities				
Accounts Payable	\$ (3,314)	\$ 399,313	\$ (402,626)	-101%
Accrued Liabilities	487,249	715,897	(228,648)	-32%
Deferred Revenue	328,916	285,804	43,112	15%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	875,351	1,463,514	(588,162)	-40%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	69,792	125,000	(55,208)	-44%
Total Long-Term Liabilities	69,792	125,000	(55,208)	-44%
Total Liabilities	945,143	1,588,513	(643,370)	-41%
Total Net Assets	514,680	2,073,666	(1,558,986)	-75%
Total Liabilities and Net Assets	\$ 1,459,823	\$ 3,662,179	\$ (2,202,356)	-60%

Monarch River Academy

Statement of Cash Flows

For the period ended December 31, 2021

	Month Ended 12/31/21	YTD Ended 12/31/21
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (5,394)	\$ (1,558,986)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	22,641
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	(17,825)	2,940,563
Grants, Contributions & Pledges Receivable	223,709	(746,466)
Prepaid Expenses	1,041	(35,180)
Accounts Payable	(94,577)	(402,626)
Accrued Expenses	75,884	(228,648)
Deferred Revenue	-	43,112
Total Cash Flows from Operating Activities	186,612	34,410
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(55,208)
Total Cash Flows from Financing Activities	-	(55,208)
Change in Cash & Cash Equivalents	186,612	(20,798)
Cash & Cash Equivalents, Beginning of Period	1,402,505	1,609,915
Cash and Cash Equivalents, End of Period	\$ 1,589,117	\$ 1,589,117

Monarch River Academy

Check Register

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12707	Alyssa Seifert	11/3/2021	\$ 143.11
12708	America's Kids Inc.	11/3/2021	1,774.25
12709	Art of Problem Solving	11/3/2021	156.68
12710	Break the Barriers, Inc.	11/3/2021	6,578.00
12711	Brian Hammons Piano	11/3/2021	1,215.00
12712	California Dental Network inc	11/3/2021	228.15
12713	Center for Vision Development Optometry Inc	11/3/2021	525.00
12714	Central California Gymnastics Institute - CCGI	11/3/2021	300.00
12715	Charter Impact, Inc.	11/3/2021	16,752.09
12716	CharterSafe	11/3/2021	9,668.00
12717	Department of Justice	11/3/2021	192.00
12718	E-Therapy, LLC	11/3/2021	112.50
12719	Educational Development Corporation	11/3/2021	206.78
12720	Evan-Moor	11/3/2021	38.84
12721	Growing Healthy Children Therapy Services, Inc.	11/3/2021	1,765.05
12722	Guido's Martial Arts Academy	11/3/2021	199.00
12723	Gymnastics Beat	11/3/2021	334.00
12724	Hands 4 Building, LLC	11/3/2021	147.99
12725	Hola Amigo	11/3/2021	228.87
12726	Home Science Tools	11/3/2021	26.94
12727	Honest History Co	11/3/2021	166.03
12728	Institute for Excellence in Writing	11/3/2021	445.17
12729	KiwiCo, Inc	11/3/2021	3,219.38
12730	Learn and Create Inc.	11/3/2021	1,080.00
12731	Lindsay Tharp	11/3/2021	294.20
12732	Little Passports	11/3/2021	743.97
12733	Math-U-See Inc.	11/3/2021	68.00
12734	Michael A. Manjarrez	11/3/2021	180.00
12735	Michelle Buchanon	11/3/2021	540.00
12736	Moving Beyond the Page	11/3/2021	1,723.23
12737	Neil Boyer	11/3/2021	969.50
12738	Nicole the Math Lady, LLC	11/3/2021	79.00
12739	Perfect 10 Gymnastics	11/3/2021	345.00
12740	Progression Gymnastics LLC	11/3/2021	960.00
12743	Rainbow Resource Center	11/3/2021	8,240.02
12744	Rebecca Balakian	11/3/2021	1,550.00
12745	Reliant Investments, Inc	11/3/2021	8,150.00
12746	Rhonda J Cemo	11/3/2021	50.00
12747	SAM Academy	11/3/2021	28.00
12750	Studies Weekly	11/3/2021	2,268.58
12751	Teacher Synergy, LLC	11/3/2021	60.00
12752	Teaching Textbooks	11/3/2021	67.08
12753	The Advantage Group	11/3/2021	3,245.68
12754	The Talk Team	11/3/2021	4,663.75
12755	Transamerica	11/3/2021	147.45
12756	Unity Farms, Inc.	11/3/2021	1,080.00
12757	Verizon Wireless	11/3/2021	216.07
12758	West Martial Arts	11/3/2021	1,280.00
12759	Yosemite Valley Charter School	11/3/2021	14,821.89
12760	Erilynne Christiansen	11/4/2021	400.00
12761	Barbara Bolanos	11/9/2021	2,563.84
12762	American Kids Sports Center	11/10/2021	1,321.80
12763	Aspire Speech & Learning Center	11/10/2021	2,025.00
12764	Braille Abilities, LLC	11/10/2021	3,504.02
12765	Brave Writer LLC	11/10/2021	49.95

Monarch River Academy**Check Register**

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12766	Break the Barriers, Inc.	11/10/2021	3,885.00
12767	Brenda Myers	11/10/2021	625.25
12768	Brian Hammons Piano	11/10/2021	580.00
12769	BYU Independent Study	11/10/2021	430.00
12770	Charter Impact, Inc.	11/10/2021	307.00
12771	CLM Farms	11/10/2021	930.00
12772	Deborah Cardoza	11/10/2021	141.35
12773	Fresno Music Academy & Arts	11/10/2021	720.00
12774	Generation Genius, Inc	11/10/2021	1,025.00
12775	Goodfellow Occupational Therapy, Inc.	11/10/2021	2,365.00
12776	Institute for Excellence in Writing	11/10/2021	303.19
12777	Jessica Knutson	11/10/2021	700.00
12778	Lakeshore	11/10/2021	261.13
12779	Learn and Create Inc.	11/10/2021	1,225.00
12780	Neil Boyer	11/10/2021	930.00
12781	Nicole Medeiros	11/10/2021	2,300.00
12782	Project Learn LLC	11/10/2021	24,000.00
12783	Rainbow Resource Center	11/10/2021	176.37
12784	Silicon Valley High School Inc	11/10/2021	4,085.00
12785	Simply Coding	11/10/2021	179.00
12786	Singapore Math, Inc.	11/10/2021	468.72
12787	SpiritHorse Connections	11/10/2021	13,165.00
12788	Studio on the Hill	11/10/2021	420.00
12789	Susan Hancock	11/10/2021	245.00
12790	Teacher Synergy, LLC	11/10/2021	156.73
12791	The Axia Group	11/10/2021	141,075.00
12792	The Critical Thinking Co.	11/10/2021	31.94
12793	The Owl Initiative	11/10/2021	350.00
12794	The Village	11/10/2021	130.00
12795	Timberdoodle.com	11/10/2021	73.82
12796	Unity Farms, Inc.	11/10/2021	1,080.00
12797	Association of California School Administrators	11/12/2021	112.50
12798	VOYA Financial FBO CalSTRS Pension2	11/12/2021	3,923.00
12799	Activities for Learning Inc.	11/17/2021	170.78
12800	America's Kids Inc.	11/17/2021	1,635.74
12801	Art of Problem Solving	11/17/2021	96.00
12802	Bonnie Haskell	11/17/2021	645.00
12803	C&K Media Solutions, LLC	11/17/2021	250.00
12804	Charter Impact, Inc.	11/17/2021	75.00
12805	Denise Nicholes	11/17/2021	300.00
12806	Effectual Educational Consulting Services	11/17/2021	2,555.00
12807	Efrain Cordero	11/17/2021	36.00
12808	Evan-Moor	11/17/2021	420.50
12809	Guido's Martial Arts Academy	11/17/2021	597.00
12810	Hooked on Phonics	11/17/2021	47.66
12811	Kathleen Atchley Tutor	11/17/2021	360.00
12812	Kimberly Schapansky	11/17/2021	385.00
12813	Kristi Garcia	11/17/2021	139.10
12814	Lakeshore	11/17/2021	229.97
12815	Lighthouse Therapy LLC	11/17/2021	52,250.00
12816	Marjorie McIntyre	11/17/2021	116.54
12817	Megan Rios	11/17/2021	36.40
12818	Molly C. Oliver	11/17/2021	180.00
12819	Moving Beyond the Page	11/17/2021	5,445.11
12820	N2Y, LLC	11/17/2021	582.24
12821	Nicole Jimenez	11/17/2021	756.00

Monarch River Academy**Check Register**

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12822	Nicole Raven	11/17/2021	12.32
12823	Peace Hill Press, Inc. dba Well Trained Mind Press	11/17/2021	27.95
12824	Playground Training Academy, LLC	11/17/2021	1,698.00
12825	Rainbow Resource Center	11/17/2021	471.50
12826	School Pathways, LLC	11/17/2021	12,491.21
12827	Sheryl Reimer	11/17/2021	56.09
12828	Studies Weekly	11/17/2021	355.30
12829	Studio on the Hill	11/17/2021	320.00
12830	The Animation Course, LLC	11/17/2021	700.00
12831	Thimble Sewciety	11/17/2021	750.00
12832	United Conservatory of Music	11/17/2021	750.00
12833	Valerie Scott	11/17/2021	119.06
12834	Wendy DeRaud	11/17/2021	1,050.00
12835	Wild Hearts	11/17/2021	300.00
12836	Nearpod, Inc.	11/17/2021	450.00
12837	Academy of Creative Education	11/24/2021	600.00
12838	Activities for Learning Inc.	11/24/2021	330.28
12839	Andy Carmona	11/24/2021	620.00
12840	Arts Visalia	11/24/2021	200.00
12841	Aspire Speech & Learning Center	11/24/2021	320.00
12842	Bakersfield Swim Academy	11/24/2021	280.00
12843	Barbara Bolanos	11/24/2021	172.66
12844	Bitsbox	11/24/2021	86.85
12846	BookShark	11/24/2021	3,908.08
12847	Braille Abilities, LLC	11/24/2021	1,576.50
12848	Brenda Myers	11/24/2021	575.00
12849	Brian Hammons Piano	11/24/2021	940.00
12850	Bright Thinker	11/24/2021	124.49
12851	Bungalow Lane ALC	11/24/2021	2,450.00
12852	Center for Vision Development Optometry Inc	11/24/2021	700.00
12853	Charter Impact, Inc.	11/24/2021	500.00
12854	CharterSafe	11/24/2021	9,668.00
12855	CLM Farms	11/24/2021	600.00
12856	Department of Justice	11/24/2021	32.00
12857	Discount School Supply	11/24/2021	19.57
12858	E-Therapy, LLC	11/24/2021	1,190.75
12859	Educational Development Corporation	11/24/2021	21.14
12860	Elemental Science	11/24/2021	104.89
12861	Erilynne Christiansen	11/24/2021	400.00
12862	Evan Akuna	11/24/2021	675.00
12863	Evan-Moor	11/24/2021	1,391.90
12864	Evolve Dance Company	11/24/2021	410.00
12865	Generation Genius, Inc	11/24/2021	600.00
12866	GL Kenpo	11/24/2021	780.00
12867	Goodfellow Occupational Therapy, Inc.	11/24/2021	2,777.50
12868	Grace Note Music Studio	11/24/2021	1,095.00
12869	Green Kids Crafts Inc	11/24/2021	37.74
12870	Growing Healthy Children Therapy Services, Inc.	11/24/2021	1,712.55
12871	Guido's Martial Arts Academy	11/24/2021	796.00
12872	Home Science Tools	11/24/2021	8.26
12873	Institute for Excellence in Writing	11/24/2021	598.03
12874	Jenna Hulsey	11/24/2021	750.00
12875	Jennifer McQuarrie	11/24/2021	121.00
12876	Jessica Beal	11/24/2021	52.06
12877	Jessica Knutson	11/24/2021	950.00
12878	Kevin Freeman	11/24/2021	520.00

Monarch River Academy**Check Register**

For the period ended November 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12879	KiwiCo, Inc	11/24/2021	3,627.20
12880	Lakeshore	11/24/2021	258.64
12881	Learn and Create Inc.	11/24/2021	508.05
12882	Lee's United Gymnastics Academy	11/24/2021	276.00
12883	LEGO Education	11/24/2021	364.60
12884	Lighthouse Therapy LLC	11/24/2021	1,841.25
12885	Lisa Hale	11/24/2021	260.00
12886	Little Passports	11/24/2021	115.51
12887	Math-U-See Inc.	11/24/2021	685.00
12888	MEL Science U.S. LLC	11/24/2021	302.51
12889	Melanie Sweet	11/24/2021	220.00
12890	Molly C. Oliver	11/24/2021	360.00
12891	Moving Beyond the Page	11/24/2021	7,279.67
12892	Neil Boyer	11/24/2021	155.00
12893	Nicole Medeiros	11/24/2021	1,650.00
12894	Nicole the Math Lady, LLC	11/24/2021	217.00
12895	Perfect 10 Gymnastics	11/24/2021	561.00
12896	Playground Training Academy, LLC	11/24/2021	150.00
12901	Rainbow Resource Center	11/24/2021	11,166.04
12902	Randy Stumpfhauser	11/24/2021	131.76
12903	Robert Melendez	11/24/2021	216.00
12904	SAM Academy	11/24/2021	84.00
12905	Shirley Winters Ballet	11/24/2021	357.00
12906	Singapore Math, Inc.	11/24/2021	187.62
12907	Sona Atoyan	11/24/2021	150.00
12908	Steinway Piano Gallery Of Fresno	11/24/2021	840.00
12909	Stevi Daniels	11/24/2021	250.00
12910	Studies Weekly	11/24/2021	226.71
12911	Teacher Synergy, LLC	11/24/2021	566.61
12912	Teaching Textbooks	11/24/2021	251.40
12913	The Advantage Group	11/24/2021	3,245.68
12914	The First Tee of Fresno	11/24/2021	240.00
12915	Timberdoodle.com	11/24/2021	313.57
12916	TouchMath Acquisition LLC	11/24/2021	415.95
12917	Transamerica	11/24/2021	147.45
12918	United Conservatory of Music	11/24/2021	3,000.00
12919	WM Music Lessons	11/24/2021	480.00
12920	Yosemite Valley Charter School	11/24/2021	527.20
12921	Zovia Adanalian	11/24/2021	108.00
12922	VOYA Financial FBO CalSTRS Pension2	11/29/2021	3,953.00
Total Disbursements in November			<u>484,784.00</u>

Monarch River Academy**Check Register**

For the period ended December 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
12923	American Kids Sports Center	12/1/2021	\$ 1,576.35
12924	Andrea McKeever	12/1/2021	600.00
12925	California Dental Network inc	12/1/2021	228.15
12926	Central California Gymnastics Institute - CCGI	12/1/2021	506.25
12927	Charter Impact, Inc.	12/1/2021	15,928.00
12928	Cindy Allington	12/1/2021	135.00
12929	CM School Supply #2	12/1/2021	381.95
12930	Cornerstone Educational Solutions	12/1/2021	5,100.00
12931	Generation Genius, Inc	12/1/2021	425.00
12932	Home Science Tools	12/1/2021	12.19
12933	J-Bar Ranch, LLC	12/1/2021	200.00
12934	Jenna Hulsey	12/1/2021	350.00
12935	Kids Edition	12/1/2021	510.00
12936	Kimberly Schapansky	12/1/2021	210.00
12937	Lee's United Gymnastics Academy	12/1/2021	343.00
12938	McColgan & Associates Inc	12/1/2021	1,705.00
12939	Nicole the Math Lady, LLC	12/1/2021	59.00
12940	Oak Meadow Inc.	12/1/2021	152.80
12941	Olga Shabanov	12/1/2021	240.00
12942	Pacific Martial Arts	12/1/2021	250.00
12943	Playground Training Academy, LLC	12/1/2021	1,623.00
12944	Project Learn LLC	12/1/2021	28,567.00
12945	Rainbow Resource Center	12/1/2021	320.44
12946	Rebecca Balakian	12/1/2021	900.00
12947	Reliant Investments, Inc	12/1/2021	12,325.00
12948	Rhonda J Cemo	12/1/2021	50.00
12949	Rich Oliver Racing, Inc.	12/1/2021	1,050.00
12950	Steinway Piano Gallery Of Fresno	12/1/2021	700.00
12951	Susan Hancock	12/1/2021	350.00
12952	Teacher Synergy, LLC	12/1/2021	46.80
12953	The Owl Initiative	12/1/2021	350.00
12954	The Talk Team	12/1/2021	3,838.75
12955	Timberdoodle.com	12/1/2021	1,105.36
12956	United Conservatory of Music	12/1/2021	1,875.00
12957	Verizon Wireless	12/1/2021	192.31
12958	Alyssa Seifert	12/8/2021	51.52
12959	America's Kids Inc.	12/8/2021	737.25
12960	Art of Problem Solving	12/8/2021	984.96
12961	Arts Visalia	12/8/2021	60.00
12962	Bird Watching Academy	12/8/2021	71.76
12963	Bonnie Haskell	12/8/2021	520.00
12964	Braille Abilities, LLC	12/8/2021	991.66
12965	Brittany Guirell	12/8/2021	400.00
12966	Bungalow Lane ALC	12/8/2021	750.00
12967	Cen Cal Dance Academy	12/8/2021	600.00
12968	Charter Impact, Inc.	12/8/2021	452.99
12969	Children's Musical Theaterworks	12/8/2021	150.00
12970	Christine L Beltz	12/8/2021	1,160.00
12971	Denise Nicholes	12/8/2021	300.00
12972	E-Therapy, LLC	12/8/2021	1,598.25
12973	Educational Development Corporation	12/8/2021	87.71
12974	Generation Genius, Inc	12/8/2021	1,200.00
12975	History Unboxed LLC	12/8/2021	130.82
12976	Institute for Excellence in Writing	12/8/2021	81.65
12977	Janell Gaertig	12/8/2021	42.78

Monarch River Academy

Check Register

For the period ended December 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
12978	Jeff Grunau	12/8/2021	127.74
12979	Kathleen Atchley Tutor	12/8/2021	480.00
12980	Kids Club Spanish School LLC	12/8/2021	95.00
12981	Lakeshore	12/8/2021	180.19
12982	Learn and Create Inc.	12/8/2021	560.00
12983	Lighthouse Therapy LLC	12/8/2021	48,586.58
12984	Lisa Hale	12/8/2021	60.00
12985	Little Passports	12/8/2021	311.11
12986	Lori Pope	12/8/2021	900.00
12987	Math-U-See Inc.	12/8/2021	726.00
12988	Michelle Buchanon	12/8/2021	720.00
12989	Molly C. Oliver	12/8/2021	585.00
12990	Mystery Science Inc.	12/8/2021	69.00
12991	Olga Shabanov	12/8/2021	160.00
12992	Outside the Box Creation	12/8/2021	155.82
12993	Peace Hill Press, Inc. dba Well Trained Mind Press	12/8/2021	86.34
12994	Perfect 10 Gymnastics	12/8/2021	453.00
12995	Rainbow Resource Center	12/8/2021	1,880.74
12996	Rhonda J Cemo	12/8/2021	50.00
12997	Rojeski Student Support	12/8/2021	140.00
12998	Sabrina Moran	12/8/2021	140.00
12999	San Joaquin County Office of Education	12/8/2021	4,000.00
13000	Singapore Math, Inc.	12/8/2021	231.63
13001	Studies Weekly	12/8/2021	355.49
13002	Summer Brandt	12/8/2021	715.00
13003	Teacher Synergy, LLC	12/8/2021	204.90
13004	Teaching Textbooks	12/8/2021	122.16
13005	The Critical Thinking Co.	12/8/2021	47.48
13006	The Dance Company	12/8/2021	1,342.00
13007	The Talk Team	12/8/2021	130.00
13008	United Conservatory of Music	12/8/2021	750.00
13009	Valerie Scott	12/8/2021	59.70
13010	Wendy DeRaud	12/8/2021	870.00
13011	Wild Hearts	12/8/2021	300.00
13012	WriteShop	12/8/2021	135.24
13013	Yadira C Franco	12/8/2021	1,300.00
13014	Yosemite Valley Charter School	12/8/2021	14,152.50
13015	Association of California School Administrators	12/15/2021	112.50
13016	VOYA Financial FBO CalSTRS Pension2	12/15/2021	7,876.00
13017	Brave Writer LLC	12/15/2021	79.00
13018	Bright Thinker	12/15/2021	124.49
13019	C&K Media Solutions, LLC	12/15/2021	250.00
13020	Christy White Inc	12/15/2021	948.50
13021	CLM Farms	12/15/2021	155.00
13022	Drew's Art Box LLC	12/15/2021	70.00
13023	Effectual Educational Consulting Services	12/15/2021	4,075.00
13024	Just Dance	12/15/2021	110.00
13025	KiwiCo, Inc	12/15/2021	787.54
13026	PRN Nursing Consultants LLC	12/15/2021	1,125.00
13027	SpiritHorse Connections	12/15/2021	810.00
13028	Teacher Synergy, LLC	12/15/2021	227.39
13029	The Talk Team	12/15/2021	1,625.00
13030	Thimble Sewciety	12/15/2021	205.00
13031	Yosemite Valley Charter School	12/15/2021	95,057.46
13032	Melanie Sweet	12/17/2021	220.00
13033	Activities for Learning Inc.	12/22/2021	330.28

Monarch River Academy**Check Register**

For the period ended December 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13034	American Kids Sports Center	12/22/2021	1,478.80
13035	Aspire Speech & Learning Center	12/22/2021	3,150.00
13036	Bakersfield Swim Academy	12/22/2021	616.00
13037	Bitsbox	12/22/2021	251.70
13038	BookShark	12/22/2021	2,240.14
13039	Braille Abilities, LLC	12/22/2021	79.50
13040	Break the Barriers, Inc.	12/22/2021	426.50
13041	Brenda Myers	12/22/2021	300.00
13042	Brian Hammons Piano	12/22/2021	2,120.00
13043	Bright Thinker	12/22/2021	124.49
13044	Center for Vision Development Optometry Inc	12/22/2021	175.00
13045	Central California Gymnastics Institute - CCGI	12/22/2021	518.75
13046	CharterSafe	12/22/2021	9,668.00
13047	CLM Farms	12/22/2021	930.00
13048	Cornerstone Educational Solutions	12/22/2021	5,100.00
13049	Denise Nicholes	12/22/2021	300.00
13050	E-Therapy, LLC	12/22/2021	248.50
13051	Erilynn Christiansen	12/22/2021	400.00
13052	Evamarie Celis	12/22/2021	53.04
13053	Generation Genius, Inc	12/22/2021	525.00
13054	Goodfellow Occupational Therapy, Inc.	12/22/2021	2,392.50
13055	Guido's Martial Arts Academy	12/22/2021	796.00
13056	Homeschool Spanish Academy	12/22/2021	3,255.00
13057	InnovEd Inc.	12/22/2021	4,760.00
13058	Jessica Knutson	12/22/2021	600.00
13059	Kevin Freeman	12/22/2021	410.00
13060	Kids Edition	12/22/2021	615.00
13061	Kimberly Schapansky	12/22/2021	280.00
13062	KiwiCo, Inc	12/22/2021	1,002.92
13063	Learn and Create Inc.	12/22/2021	100.59
13064	Logic of English	12/22/2021	23.68
13065	Math Crazy	12/22/2021	480.00
13066	MEL Science U.S. LLC	12/22/2021	226.88
13067	Melanie Sweet	12/22/2021	160.00
13068	Michailia Massong	12/22/2021	1,635.00
13069	Michelle Buchanon	12/22/2021	1,080.00
13070	Moving Beyond the Page	12/22/2021	420.99
13071	MoxieBox Art	12/22/2021	497.91
13072	Mr. D Math	12/22/2021	290.00
13073	National Student Clearinghouse	12/22/2021	595.00
13074	Neil Boyer	12/22/2021	155.00
13075	Nicole Jimenez	12/22/2021	1,404.00
13076	Nicole Medeiros	12/22/2021	375.00
13077	Pacific Martial Arts	12/22/2021	200.00
13078	Playground Training Academy, LLC	12/22/2021	2,758.00
13079	Rainbow Resource Center	12/22/2021	87.40
13080	Rebecca Balakian	12/22/2021	1,525.00
13081	Reliant Investments, Inc	12/22/2021	12,175.00
13082	Sandra Torosian	12/22/2021	195.00
13083	Scholastic Inc.	12/22/2021	72.50
13084	Singapore Math, Inc.	12/22/2021	207.64
13085	Sona Atoyan	12/22/2021	350.00
13086	Steinway Piano Gallery Of Fresno	12/22/2021	840.00
13087	Stevi Daniels	12/22/2021	125.00
13088	Susan Hancock	12/22/2021	735.00
13089	Teacher Synergy, LLC	12/22/2021	85.20

Monarch River Academy**Check Register**

For the period ended December 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
13090	The Advantage Group	12/22/2021	3,252.82
13091	The Critical Thinking Co.	12/22/2021	118.69
13092	The Dance Company	12/22/2021	348.00
13093	The Talk Team	12/22/2021	4,162.50
13094	The Village	12/22/2021	130.00
13095	Transamerica	12/22/2021	194.58
13096	United Conservatory of Music	12/22/2021	1,275.00
13097	Wendy DeRaud	12/22/2021	750.00
13098	WM Music Lessons	12/22/2021	210.00
13099	Yosemite Valley Charter School	12/22/2021	482.42
13100	VOYA Financial FBO CalSTRS Pension2	12/29/2021	3,953.00
Total Disbursements in December			<u><u>372,442.12</u></u>

Monarch River Academy

Accounts Payable Aging

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Academy of Creative Education	21-226614-01	12/10/2021	1/9/2022	\$ 200	\$ -	\$ -	\$ -	\$ -	\$ 200
America's Kids Inc.	250-MRA	12/15/2021	12/15/2021	-	422	-	-	-	422
Andy Carmona	21-226742-01	12/9/2021	1/8/2022	60	-	-	-	-	60
Andy Carmona	21-226743-01	12/9/2021	1/8/2022	60	-	-	-	-	60
Andy Carmona	21-227009-01	12/10/2021	1/9/2022	60	-	-	-	-	60
Andy Carmona	21-227010-01	12/10/2021	1/9/2022	60	-	-	-	-	60
Andy Carmona	21-227108-01	12/10/2021	1/9/2022	60	-	-	-	-	60
Andy Carmona	21-227639-01	12/10/2021	1/9/2022	60	-	-	-	-	60
Bitsbox	4302	12/13/2021	1/12/2022	108	-	-	-	-	108
Bonnie Haskell	21-11	12/6/2021	1/5/2022	390	-	-	-	-	390
Brenda Myers	21-229389-01	12/16/2021	1/15/2022	100	-	-	-	-	100
Brian Hammons Piano	21-227905-01	12/10/2021	1/9/2022	130	-	-	-	-	130
Brian Hammons Piano	21-228743-01	12/14/2021	1/13/2022	150	-	-	-	-	150
Brian Hammons Piano	21-228747-01	12/14/2021	1/13/2022	150	-	-	-	-	150
Brian Hammons Piano	21-228749-01	12/14/2021	1/13/2022	150	-	-	-	-	150
Bright Thinker	SINV4074	12/9/2021	1/8/2022	124	-	-	-	-	124
Bright Thinker	SINV4104	12/17/2021	1/16/2022	124	-	-	-	-	124
Bright Thinker	SINV4105	12/17/2021	1/16/2022	249	-	-	-	-	249
Bright Thinker	SINV4106	12/17/2021	1/16/2022	249	-	-	-	-	249
Charter Impact, Inc.	PR121521	12/15/2021	12/15/2021	-	268	-	-	-	268
Christine Echeverri	433	12/21/2021	1/20/2022	160	-	-	-	-	160
CLM Farms	21-228417-01	12/14/2021	12/14/2021	-	155	-	-	-	155
Deborah Cardoza	CARD121621	12/16/2021	12/16/2021	-	325	-	-	-	325
Don Johnston Incorporated	00457621	12/15/2021	12/15/2021	-	65	-	-	-	65
Dr Steven James	JAME121221	12/10/2021	12/10/2021	-	524	-	-	-	524
Drivers Ed Direct	21-216074-01	12/8/2021	1/7/2022	39	-	-	-	-	39
eDynamic Learning	21-2-0326	12/15/2021	1/14/2022	85	-	-	-	-	85
eDynamic Learning	21-2-0327	12/15/2021	1/14/2022	265	-	-	-	-	265
eDynamic Learning	21-2-0328	12/15/2021	1/14/2022	265	-	-	-	-	265
eDynamic Learning	21-2-0344	12/15/2021	1/14/2022	85	-	-	-	-	85
eDynamic Learning	21-2-0345	12/15/2021	1/14/2022	85	-	-	-	-	85
eDynamic Learning	21-2-0346	12/15/2021	1/14/2022	265	-	-	-	-	265
Erilynne Christiansen	21-222780-02	12/22/2021	1/21/2022	100	-	-	-	-	100
Erilynne Christiansen	21-222781-02	12/22/2021	1/21/2022	100	-	-	-	-	100
Erilynne Christiansen	21-222783-02	12/22/2021	1/21/2022	100	-	-	-	-	100

Monarch River Academy

Accounts Payable Aging

For the period ended November 30, 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
Erilynne Christiansen	21-224976-02	12/22/2021	1/21/2022	100	-	-	-	-	100
Generation Genius, Inc	GG113516	12/9/2021	1/8/2022	175	-	-	-	-	175
Gymnastics Beat	21-218120-01	12/14/2021	1/13/2022	120	-	-	-	-	120
Gymnastics Beat	21-218123-01	12/14/2021	1/13/2022	108	-	-	-	-	108
Gymnastics Beat	21-218124-01	12/14/2021	1/13/2022	108	-	-	-	-	108
Gymnastics Beat	21-222499-01	12/14/2021	1/13/2022	20	-	-	-	-	20
Gymnastics Beat	21-222501-01	12/14/2021	1/13/2022	100	-	-	-	-	100
Gymnastics Beat	21-223600-01	12/14/2021	1/13/2022	160	-	-	-	-	160
Gymnastics Beat	21-224659-01	12/14/2021	1/13/2022	80	-	-	-	-	80
Gymnastics Beat	21-225936-01	12/14/2021	1/13/2022	200	-	-	-	-	200
History Unboxed LLC	wc-12635HU	12/9/2021	1/8/2022	121	-	-	-	-	121
History Unboxed LLC	wc-12637HU	12/9/2021	1/8/2022	121	-	-	-	-	121
History Unboxed LLC	wc-12861HU	12/9/2021	1/8/2022	56	-	-	-	-	56
Hola Amigo	45	12/10/2021	1/9/2022	229	-	-	-	-	229
Home Science Tools	000375115	12/9/2021	1/8/2022	64	-	-	-	-	64
Institute for Excellence in Writing	846891	12/22/2021	1/22/2022	109	-	-	-	-	109
Jacquelyn Anderson	ANDE120121	12/1/2021	12/1/2021	-	70	-	-	-	70
Kathleen Atchley Tutor	1047	12/21/2021	1/20/2022	200	-	-	-	-	200
Kathleen Atchley Tutor	1048	12/21/2021	1/20/2022	320	-	-	-	-	320
Kids Edition	21-227129-01	12/10/2021	1/9/2022	55	-	-	-	-	55
Kids Edition	21-227129-02	12/10/2021	1/9/2022	55	-	-	-	-	55
Kids Edition	21-227862-01	12/9/2021	1/8/2022	50	-	-	-	-	50
Kids Edition	21-227863-01	12/9/2021	1/8/2022	50	-	-	-	-	50
Kids Edition	21-227864-01	12/9/2021	1/8/2022	75	-	-	-	-	75
Kids Edition	21-228459-01	12/13/2021	1/12/2022	50	-	-	-	-	50
Kids Edition	21-228460-01	12/13/2021	1/12/2022	50	-	-	-	-	50
Kids Edition	21-228461-01	12/13/2021	1/12/2022	50	-	-	-	-	50
KiwiCo, Inc	DEC-21-MRA-1	12/15/2021	1/14/2022	1,284	-	-	-	-	1,284
Lakeshore	225792122121	12/21/2021	1/20/2022	50	-	-	-	-	50
Learn and Create Inc.	20658	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20659	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20662	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20663	12/10/2021	1/9/2022	375	-	-	-	-	375
Learn and Create Inc.	20664	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20666	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20667	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20668	12/10/2021	1/9/2022	450	-	-	-	38 of 240	450

Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Learn and Create Inc.	20671	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20672	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20673	12/10/2021	1/9/2022	450	-	-	-	-	450
Learn and Create Inc.	20686	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc.	20688	12/14/2021	1/13/2022	450	-	-	-	-	450
Learn and Create Inc.	20710	12/20/2021	1/19/2022	450	-	-	-	-	450
Lee's United Gymnastics Academy	11-2021 - MRA	12/9/2021	1/8/2022	343	-	-	-	-	343
Lighthouse Therapy LLC	551	12/2/2021	1/16/2022	5,594	-	-	-	-	5,594
Little Passports	117753220	12/15/2021	1/14/2022	168	-	-	-	-	168
Little Passports	117830608	12/15/2021	1/14/2022	168	-	-	-	-	168
Math-U-See Inc.	0746923-IN	12/6/2021	2/4/2022	119	-	-	-	-	119
Moving Beyond the Page	263510	12/16/2021	1/15/2022	261	-	-	-	-	261
MoxieBox Art	8248	12/12/2021	1/11/2022	295	-	-	-	-	295
MoxieBox Art	8249	12/12/2021	1/11/2022	295	-	-	-	-	295
Neil Boyer	12211339	12/13/2021	1/12/2022	310	-	-	-	-	310
Nicole Jimenez	21-219370-01	12/17/2021	1/16/2022	351	-	-	-	-	351
Nicole Jimenez	21-219763-01	12/17/2021	1/16/2022	351	-	-	-	-	351
Nicole Jimenez	21-225322-01	12/17/2021	1/16/2022	297	-	-	-	-	297
Nicole Jimenez	21-225324-01	12/17/2021	1/16/2022	324	-	-	-	-	324
Playground Training Academy, LLC	MR December 15	12/15/2021	1/14/2022	995	-	-	-	-	995
Playground Training Academy, LLC	MRA December 08	12/8/2021	1/7/2022	75	-	-	-	-	75
PRN Nursing Consultants LLC	211427	12/16/2021	1/15/2022	225	-	-	-	-	225
Project Learn LLC	63	12/8/2021	1/7/2022	6,900	-	-	-	-	6,900
Rainbow Resource Center	3633491	12/13/2021	1/12/2022	107	-	-	-	-	107
Rainbow Resource Center	3633492	12/13/2021	1/12/2022	107	-	-	-	-	107
Rainbow Resource Center	3633493	12/13/2021	1/12/2022	74	-	-	-	-	74
Rainbow Resource Center	3634703	12/14/2021	1/13/2022	74	-	-	-	-	74
Rainbow Resource Center	3634878	12/14/2021	1/13/2022	53	-	-	-	-	53
Rainbow Resource Center	3637817	12/16/2021	1/15/2022	70	-	-	-	-	70
Rainbow Resource Center	3637980	12/16/2021	1/15/2022	112	-	-	-	-	112
Rainbow Resource Center	3639127	12/17/2021	1/16/2022	331	-	-	-	-	331
Rainbow Resource Center	3639128	12/17/2021	1/16/2022	159	-	-	-	-	159
Rainbow Resource Center	3643024	12/22/2021	1/21/2022	167	-	-	-	-	167
Randy Stumpfhauser	STUM120121	12/1/2021	12/1/2021	-	73	-	-	-	73
Robert Melendez	1641	12/18/2021	1/17/2022	135	-	-	-	-	135
Robert Melendez	1642	12/18/2021	1/17/2022	135	-	-	-	-	135
Robert Melendez	1643	12/18/2021	1/17/2022	135	-	-	-	39 of 240	135

Monarch River Academy

Accounts Payable Aging

For the period ended November 30, 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
Rojeski Student Support	21-218452-01	12/6/2021	1/5/2022	140	-	-	-	-	140
Rojeski Student Support	21-227365-01	12/22/2021	1/21/2022	150	-	-	-	-	150
Shirley Winters Ballet	21-216666-01	12/21/2021	1/20/2022	58	-	-	-	-	58
Shirley Winters Ballet	21-222906-01	12/21/2021	1/20/2022	125	-	-	-	-	125
Shirley Winters Ballet	21-222907-01	12/21/2021	1/20/2022	58	-	-	-	-	58
Shirley Winters Ballet	21-222908-01	12/21/2021	1/20/2022	58	-	-	-	-	58
Shirley Winters Ballet	21-223627-01	12/21/2021	1/20/2022	58	-	-	-	-	58
Shirley Winters Ballet	21-225789-01	12/21/2021	1/20/2022	58	-	-	-	-	58
Shirley Winters Ballet	21-225789-02	12/21/2021	1/20/2022	58	-	-	-	-	58
Shirley Winters Ballet	21-227363-01	12/21/2021	1/20/2022	299	-	-	-	-	299
Starfall Education Foundation	3069-6523-2307	12/10/2021	1/9/2022	35	-	-	-	-	35
Starfall Education Foundation	3174-8613-2337	12/15/2021	1/14/2022	35	-	-	-	-	35
Studio on the Hill	MRA706	12/13/2021	1/12/2022	110	-	-	-	-	110
Teacher Synergy, LLC	177130798	12/14/2021	1/4/2022	70	-	-	-	-	70
Teacher Synergy, LLC	177385773	12/16/2021	1/6/2022	6	-	-	-	-	6
Teacher Synergy, LLC	177386504	12/16/2021	1/6/2022	86	-	-	-	-	86
Teacher Synergy, LLC	177402004	12/16/2021	1/6/2022	6	-	-	-	-	6
Teacher Synergy, LLC	177616548	12/20/2021	1/10/2022	7	-	-	-	-	7
Teacher Synergy, LLC	177699164	12/22/2021	1/12/2022	10	-	-	-	-	10
Teaching Textbooks	41560	12/16/2021	1/15/2022	43	-	-	-	-	43
Teaching Textbooks	41561	12/16/2021	1/15/2022	55	-	-	-	-	55
The Axia Group	A1221MRA	11/24/2021	11/24/2021	-	-	(42,716)	-	-	(42,716)
The Dance Company	100172021	12/16/2021	1/15/2022	348	-	-	-	-	348
The Owl Initiative	EM11	12/20/2021	1/19/2022	350	-	-	-	-	350
United Conservatory of Music	21-225774-01	12/9/2021	1/8/2022	150	-	-	-	-	150
United Conservatory of Music	21-225777-01	12/9/2021	1/8/2022	150	-	-	-	-	150
United Conservatory of Music	21-226372-01	12/9/2021	1/8/2022	150	-	-	-	-	150
United Conservatory of Music	21-226611-01	12/9/2021	1/8/2022	150	-	-	-	-	150
United Conservatory of Music	21-228152-01	12/14/2021	1/13/2022	150	-	-	-	-	150
United Conservatory of Music	21-228155-01	12/14/2021	1/13/2022	300	-	-	-	-	300
Unity Farms, Inc.	17	12/15/2021	1/14/2022	1,080	-	-	-	-	1,080
Total Outstanding Payables in December				<u>\$ 37,500</u>	<u>\$ 1,902</u>	<u>\$ (42,716)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (3,314)</u>

Cover Sheet

Addition of the Utility Stipend to the Compensation Policy

Section:	II. Finance
Item:	B. Addition of the Utility Stipend to the Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - 2021-2022 - Revised - MR

BACKGROUND:

- Changes to the Compensation Policy are at the end of the Stipend Chart on page 54 of the board packet.
- There are also some minor formatting and phrasing edits throughout the policy.
- All remote staff currently receive an internet/phone stipend of \$25 per check for a total of \$50 per month.
- This stipend will be replaced by the Utility Stipend and increase to \$37.50 per paycheck for a total of \$75 per month or \$50 per check for a total of \$100 per month for remote staff that hold a speciality position that requires increased internet use such as Virtual Academy, Intervention, or Writer's Workshop.

RECOMMENDATION:

- Consider approval of the addition of the Utility Stipend and other minor edits to the Compensation Policy.

2021-2022 Compensation Policy

Dedication to Non-discrimination

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

Important Information

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

Compensation Philosophy

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

We offer...

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

- orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations
- a transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected

We recognize and reward...

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

For teachers...

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

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

TEACHER COMPENSATION

Teacher Definition:

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

Salary Placement Guidelines:

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

Creditable Years of Experience:

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

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

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

Credential/Certification:

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

Advanced Degree/Certificate Stipends:

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

Signing Bonus:

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

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

Supplemental Duty Stipends:

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

month of which they are incurred. As an alternative to the mileage reimbursement process, certificated employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Desired Qualifications for Credentialed Positions:

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

Voluntary Transfer to Lower Role Placement or Teaching position

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

Additional Supplement Bonus (“Supplement”):

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

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

- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - 1. The Executive Director must first agree with the teacher on the terms
 - 2. The supplemental work must be separate from the normal job responsibilities.
 - 3. The work must be completed or in the progress of being completed.

Part-time Teachers:

For all part-time teachers.

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

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

CLASSIFIED COMPENSATION

Experience and Placement

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

- Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a phone stipend of \$25.00 per month and/or an Internet stipend of \$25.00 per month. Employees who have a district provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Classified employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, classified employees who hold an administrative level position are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Role/Salary Placements

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

Advancements on Pay Scale

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

Lateral Transfer

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

Partial Assignments

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

Reassignments

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

Rehires

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

Experience – Nonexempt Employees

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

Additional Supplement Bonus ("Supplement"):

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

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

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

Summary Statement

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

Stipend Chart

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

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

(MSVA stipend) Grades 6-8				begin, whichever is later.	
Coordinator of Community and Parent Involvement	The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and PAT.	\$15,000	28	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid throughout the year
CHYA	California Healthy Youth Act	\$2,500	35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Lump sum 3/25/22
Lead SST Coordinator	The Lead SST Coordinator provides support as a GE HST and serves as a specialist for the school by coordinating and leading SST meetings as well as training and leading additional SST Coordinators.	\$10,000	15-20	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Writer's Workshop	Provided to Certificated Teacher who serve as an instructional specialist in an assigned virtual teaching position.	\$5,000	35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Summer School GE	Paid to general education teachers who provide services after the end of the academic school year.	\$3,500	40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
Extended School Year (ESY)	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th	\$3,500	40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
AcaPenta Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$5,000	35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
AcaDeca Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic	\$10,000	35	Eligibility starts at the beginning of the school year and once the coaching	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.

	decathlon course requirements			begins.	
Coordinator of Professional Development and Teacher Training	The Coordinator of Professional Development and Teacher Training assists with creating PD's, trains and supports incoming teaching staff as well as support veteran staff.	\$15,000		Eligibility starts at the beginning of the school year and once the coaching begins.	Paid throughout the year
Secondary Education Specialist	The Secondary Education Specialist works with the Secondary Education Director, teachers, families, and students to promote the understanding of the Middle and High School Program.	\$10,000	28	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid throughout the year
Mileage Stipend	As an alternative to the mileage reimbursement process, certificated and classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.	\$4,200		Eligibility starts at the beginning of the school year.	Paid throughout the year
<u>Utility Stipend</u>	<u>All remote staff are eligible for a Utility Stipend of \$75 per month. Remote staff that hold a speciality position requiring increased internet usage such as Virtual Academy, Intervention, or Writer's Workshop are eligible for a Utility Stipend in the amount of \$100 per month.</u>	<u>\$75/month</u> <u>Specialty Position: \$100/month</u>	<u>N/A</u>	<u>Eligibility starts at the beginning of the school year.</u>	<u>Paid throughout the year</u>
<u>Substitute Teacher</u>	<u>Teachers that take on an extra duty assignment as a temporary substitute teacher earn daily substitute teacher compensation up to \$156.25 per day.</u>	<u>\$156.25/day</u>	<u>N/A</u>	<u>Eligibility is earned after service has been completed from start date to end date.</u>	<u>Paid as earned throughout the year</u>

Stipend Information and Job Descriptions

SST Coordinator

Job Summary:

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

Duties and Responsibilities:

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

504 Coordinator

Job Summary:

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

Duties and Responsibilities:

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

Intervention Specialist

Job Summary:

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

Duties and Responsibilities:

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

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

EL Coordinator

Job Summary:

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

Duties and Responsibilities:

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

Regional Coordinator

Job Summary:

The Regional Coordinator serves as the initial point of contact for their assigned teachers. They will support the teaching staff with training, guidance, and mentoring. Coordinators will be responsible for supporting

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

Duties and Responsibilities:

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

Assistant Director

Job Summary:

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

Duties and Responsibilities:

- Actively engage and be available to work with the Directors to assist with emails, phone calls, meetings, events, students, parents, Homeschool Teachers, and other staff.
- Assist with Meeting Agendas.
- Prepare and finalize 'The Weekly Buzz' update to families
- Complete weekly check-ins with assigned teams and report back to the Director(s)

- Demonstrate knowledge of learning modalities/educational philosophies
- Assist with the interview and hiring process
- Supervise and assist the Compliance Coordinator and SA Specialist
- Help oversee and review Work Records and Attendance Collection
- Assist the Compliance Coordinator with any non-compliance issues that arise with students or Homeschool Teachers
- Help ensure information, processes, and procedures from multiple departments is shared with fidelity and in a timely manner
- Help oversee Special Committees and/or adjunct duties
- Participate in Homeschool Teacher Evaluations
- Provide support to staff during school breaks and summer months
- Assist with Homeschool Teacher training by providing resources and workshops
- At all times, be an Advocate 4 Accuracy
- Assist with student transfers and Teacher Assignments for new students
- Monitor the Roster Checklist and resolve any issues or questions that arise
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Other Duties as assigned

Executive Director

Summary of Position:

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

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews,

and assist as needed during the hiring/onboarding process

- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as needed

Coordinator of Community and Parent Involvement

Job Summary:

The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and more. The Coordinator of Community and Parent Involvement serves as the initial point of contact for developing the homeschool community in the assigned region by inspiring community and adventure for the local homeschool community, listening to the needs of families, and finding creative solutions. The Coordinator of Community and Parent Involvement will hold a minimum student roster of

28 and be compensated with a stipend of \$15,000. The Director of Community Connections can earn an additional stipend per student with a maximum roster of 35.

Duties and Responsibilities:

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

High School Counselor

Job Summary:

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

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information.
- Manage graduation plans and perform graduation checks.
- Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported.

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

Director of Secondary Education

Job Summary:

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

Duties and Responsibilities:

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

- Focus on student achievement through planning and practices aligned with the LCAP.
- Develop and ensure that all courses are A-G through College Board requirements.
- Participate in Community Outreach and School Events as appropriate.
- Other duties as assigned.

Secondary Education Specialist

Job Summary:

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

Duties and Responsibilities:

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

Testing Coordinator

Job Summary:

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

Duties and Responsibilities:

- Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff.

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

Coordinator of Professional Development and Teacher Training

Job Summary:

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

Duties and Responsibilities:

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

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

AcaPenta Stipend

Job Summary:

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

Duties and Responsibilities:

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

AcaDeca Stipend

Job Summary:

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

Duties and Responsibilities:

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

Induction Coach

Job Summary:

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

Duties and Responsibilities:

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

- Other duties as assigned.

Administrative Services Director

Job Summary:

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

Duties and Responsibilities:

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

Accountability and Compliance Manager

Job Summary:

See to the day to day work record compliance, attendance recording, all documents after enrollment, supporting teachers on compliance procedures, and some maintenance of data within School Pathways. Review other compliance items as needed. Complete important work to prepare and execute a successful

audit season. The Accountability and Compliance Manager will be placed on the Classified Salary Schedule.

Duties and Responsibilities:

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

Receptionist

Job Summary:

Serves as a main point of contact for students/families and staff. The Receptionist serves frequently as a liaison between the administrator and the public, students, staff, and other school officials. Promotes and maintains positive staff, student, and community relations. The Receptionist will be placed on the Classified Salary Schedule.

Duties and Responsibilities:

- Consistently complete all job duties in a fast paced environment
- Provide secretarial assistance to the Leadership Team
- Oversee, coordinate, and perform day to day school office/clerical functions.
- Greet and assist all office visitors
- Follow office safety protocols, set up rooms for testing, and assist students/staff with technology checkouts and questions
- Contribute to internal team projects and culture
- Attend all team meetings and trainings
- Able to work independently and as a team managing daily tasks for the school
- Assist employees, students, the board of directors, multiple departments, outside vendors, stakeholders, and the general public as needed

- Create and manage surveys and reports
- Exercises best practices in handling matters of a difficult and sensitive nature
- Assists multiple departments as needed
- Order and manage office supplies
- Filing and reconciling receipts and purchase orders.
- Answer and direct calls
- Manage calendars and organize meetings
- Other duties as assigned

K-5 Elementary Virtual Academy Teacher

Summary:

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

Responsibilities:

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

- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

6-8 Middle School Virtual Academy Teacher - Math

Summary:

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

Responsibilities:

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

6-8 Middle School Virtual Academy Teacher - ELA

Summary:

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

Responsibilities:

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

Writing Workshop Virtual Teacher

Summary:

Yosemite Valley & Monarch River Academy Charter Schools are seeking highly-qualified Virtual Teachers who are dedicated to providing a superior education for all students in our upcoming 2021-2022 school year! We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development. In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Writing Workshop Teachers will hold a minimum student roster of 28 and be compensated with a stipend of \$5,000. Writing Workshop Teachers can earn an additional stipend per student with a maximum roster of 35.

Responsibilities:

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

K-2 Early Literacy Enrichment Teacher

Summary:

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

upcoming 2021-2022 school year. We are seeking teachers who are excited to create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development in virtual enrichment classes for TK-2nd grade students. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for TK/K or 1st/2nd grade groups in ELA subject areas in a virtual setting. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Early Literacy Teachers will hold a student roster of 28 students and be compensated with a stipend of \$15,000.

Responsibilities:

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

SPED Assistant Director

Role Summary:

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

Key Responsibilities

- Assist in leading the SPED Program design, implementation, and vision
- Work closely with the Senior Director of Special Education on all SELPA reimbursement in the area of Low Incidence and ERMHS to include updating the plan each year.
- Work closely with the Senior Director and Assistant Director of Transition and SEL on SEP, DINC, Dispro, and other non-compliance issues.
- Manage the logistics of IEP meeting scheduling and facilitation and act as Admin. Designee as needed

- Lead the SPED team in SEIS management
- Support the hiring/training/supervision/evaluation of Program Specialists, Education Specialists, and para-professionals.
- Create/source and implement appropriate SPED professional development in collaboration with administration
- Will perform the duties at the testing coordinator for all state testing, STAR 360 , and intervention assessments for the special education department. In addition, the Coordinator will be the testing liaison for the special education department and meet regularly with the general education testing coordinator.
- The AD will take the lead in Special Education interventions.
- Act as the SELPA liaison
- Function as needed in the operative role of Program Specialist to fill any caseload or instructional gaps
- Facilitate and support students in standards-based instruction and learning
- Continue developing as a professional educator through self-selected, Yosemite Valley & Monarch River Academy professional development, and SELPA PD.
- Plan and prescribe purposeful assignments for paraprofessionals, tutors, and/or volunteers as needed
- Promote positive interpersonal relationships among peers, staff, students, parents/guardians, and the larger Yosemite Valley & Monarch River Academy community
- Recognize learning needs and make appropriate referrals for additional services as appropriate
- Perform other duties as assigned

Speech-Language Pathologist

GENERAL FUNCTIONS

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

SPECIAL EDUCATION PROGRAMS

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans);
- Attend initial, annual, and triennial IEP meetings as needed; provide consultation.
- Attend core staff meetings;
- Consult with school administrators, special education instructional aides, regular education teachers, special education teachers and parents regarding speech and language issues, etc.;
- Refer students and families to community agencies as needed;
- For IEP's make reports available 5 days before the scheduled meeting;
- Provide reports and recommendations to ~~Inspire~~-staff and families
- Provide presentations and professional development to ~~Inspire~~-staff;
- Evaluate pupils' language and social growth;
- Communicate with parents through a variety of means;
- Maintain regular communication with directors;
- Attend Student Study Team Meetings as necessary;
- Maintain a safe environment for students;
- Respond appropriately to feedback given by parents and students;

- Exercise discretion in discussing students with non-parental adults, including staff members;
- Provide screening evaluations as part of Child Find duties.
- Establish and maintain cooperative working relationships;
- Interpret and apply legal mandates, policies and regulations pertaining special education and safe school operations;
- Maintain confidentiality;
- Understand and carry out oral and written instructions;
- Communicate effectively in oral and written form;
- Work with students (transitional kindergarten thru 12th grades.);
- Interpersonal skills using tact, patience and courtesy;
- Operation of a computer and assigned software.
- Other duties as assigned

Assistant Director of Assessment and Accountability

Job Description:

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

Duties:

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

- Working knowledge of Renaissance Star 360® includes interim assessments for early literacy, math, and reading.
- Expertise in preparing STAR 360 reports and use of the dashboard.
- Train the staff in the use of the dashboard to review data at the student, group, and class level
- Use of data to complete reports that document student mastery and challenges outlined in the diagnostic data.
- Other duties as assigned

Co-Director

- HST duties with reduced roster
- RC support - answer daily calls and emails
- RC weekly meetings
- RC training
- Attend monthly rc team meetings
- Roster checklist monitoring
- Adjunct duty monitoring
- Monitor team emails
- RC quarterly check in's - individual
- RC evaluations
- Teacher trainer support
- Staff meeting planning
- Oversee Director of Community Connections
- Check in to Parent Universities and Clubs and observe
- Professional development planning
- Develop, support and monitor intervention plan
- Monitor testing and assessment
- Monitor and track achievement of all students
- Update HST handbook, parent handbook, and other school documents
- Support Sped department, attend trainings
- Be aware of all school functions (Clubs, Parent U, PAT, LCAP, EL, etc)
- WASC
- Approve and monitor PTO and Sick Time for all employees
- Enrollment - monitor numbers and process
- Rosters - build teacher rosters
- Compliance oversight - Admin withdrawal conferences
- Compliance documents
- Approve and complete teacher transfers/withdrawals
- Enrichment ordering approvals and monitoring
- SA approvals process
- Package program vendor support and invoicing
- Train Board Governance, attend Board meetings
- Train Finance Management

High School Guidance Technician

Summary:

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

General Duties & Responsibilities:

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

High School Teacher

Summary:

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

General Duties & Responsibilities:

- Meet professional obligations
- Work each school day from 8:00 AM to 5:00 PM, Monday through Friday
- Attend all staff meetings
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific course and school-wide student performance goals
- Maintain effective and efficient record keeping procedures for grades and attendance
- Ensure all procedures and policies are followed
- Monitor student progress
- Input grades and collect work for compliance monitoring
- Assist in proctoring exams and state testing
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment
- Hold virtual live class sessions, office hours, and informational meetings.

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

Home School Teacher (HST)

Summary of Position:

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

Duties and Responsibilities:

General:

- Serve and support students in grades TK-12
- Help build school culture to create a community within the team and between families
- Keep all families informed as needed and appropriate
- Work collaboratively with local staff and school-wide departments in all school-related matters
- Follow school procedures to support student learning
- Maintain a valid teaching credential and work toward professional growth
- Attend events and meetings as directed (may be in-person or virtual)
- Be an Advocate for Accuracy in all things

- Demonstrate the ideals of an Ideal Team Player (Humble - Able to take and reflect upon feedback; Hungry - Strong work ethic; Smart - Strong and responsive people skills)
- Return/respond to all calls and emails in a timely manner (typically within 24-48 work hours)
- Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, AWR, and Report Cards)
- Engage in activities and data collection/analysis for educational or authorizing agencies like WASC
- Complete all training and professional development modules as assigned
- Collaborate with Senior Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

Curriculum and Instruction:

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

Attendance & Compliance:

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

Testing & Assessments:

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

Community Outreach & Relations:

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

appropriate

- Help to develop and maintain positive relationships with vendors

Education Specialist

GENERAL FUNCTIONS:

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

Job Duties:

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

Program Specialists

Job Purpose Statement:

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

Essential Responsibilities:

I. Teacher Coaching

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

II. Parent Coaching

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

III. Supporting Compliance Processes

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

IV. Professional Development

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

V. Other duties as assigned.

School Psychologist

GENERAL FUNCTIONS

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

ESSENTIAL RESPONSIBILITIES:

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)
- Evaluate pupils' academic and social growth
- Attend IEP meetings as needed; provide consultation
- Attend and participate in core staff meetings
- Consult with school administrators, Home School Teacher (HST), special education teachers, and parents regarding student learning and access to the educational program (behavior, attention, learning disorders, etc.)
- Provide consultation when needed regarding students on 504 plans
- Refer students and families to community agencies as needed
- Provide reports and recommendations to ~~Inspire~~ staff and families as needed for ~~R+RTI~~ R+RTI
- Communicate with parents through a variety of means
- Maintain regular communication with directors

- Attend Student Study Team Meetings and Parent Request Meetings/Needs Assessment Meetings as necessary
- Maintain a safe environment for students
- Respond appropriately to feedback given by parents and students
- Exercise discretion in discussing students with non-parental adults, including staff members
- Other duties as assigned

Virtual Job Placement Specialist/Job Coach

Summary:

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

ESSENTIAL RESPONSIBILITIES:

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

Special Education Administrative Assistant

Summary of Position:

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

Duties and Responsibilities:

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

Executive Administrative Assistant

Summary of Position:

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

Duties and Responsibilities:

- Attends Board meetings, public hearings and work sessions for the purpose of providing information, recording minutes, coordinating materials distribution and/or supporting the needs of attendees.
- Compiles data from a wide variety of diversified sources (e.g. staff members, Board Members, Community Organizations, government agencies, etc.) for the purpose of preparing reports, making recommendations and/or preparing information.
- Maintains a wide variety of complex manual and electronic documents, files and records (e.g. contacts, timesheets, legislative information, databases, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of the Executive Director (e.g. Board procedures, public relations

issues, meeting arrangements, account balances, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.

- Prepares a wide variety of complex written materials (e.g. correspondence, agendas, minutes, event programs, bulletins, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.
- Processes a wide variety of complex documents and materials (e.g. work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Researches a variety of topics (e.g. current practices, policies, education codes, board agenda items, parental complaints, legal updates, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Coordinates a wide variety of projects, activities and/or events for the Directors, Principal, Vice-Principal, and Board (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.)
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for the Superintendent, Principal, Vice-Principal, other administrators and/or board members.
- Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the office and school.
- Other duties as assigned

SpEd Services & Assessment Team Coordinator

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

Job Duties:

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

- Communicate via phone and email with internal assessors and contracted agencies to assign and track assessments for all students, maintaining a 24-hour response time
- Communicate via phone and email with special education department staff to inform of assessment status for all students, maintaining a 24-hour response time
- Calculate and adhere to timelines within legal compliance
- Set up and maintain accounts with Pearson, MHS, etc.
- Order all Protocols
- Set up accounts in SEIS for contracted agencies Therapist
- Other duties as assigned

Assistant Director of Secondary Education

Job Summary:

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

HST Support:

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

Student/Parent Support:

- Help students and parents of both High School and Middle School choose courses and curriculum.
- Provide concurrent enrollment support and direction following school counselor's guidelines.
- Plan, prepare and implement informational sessions that contribute to student achievement in Middle and High School.
- Assist Director with coordination and planning of high school events and senior events in the region.
- Participate in Community Outreach and School Events as appropriate.

Curriculum Support:

- Continuous development and understanding of curriculum offerings, platforms, and learning styles/meet educational needs of students.

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

Individual Graduation Plans:

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

Ongoing Projects:

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

Duties and Responsibilities:

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

Monarch River Academy
July 1 2021 -HST Teacher Table
C-Basis - 10 Month Calendar*

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

Additional Pay Scale Levels

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

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

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

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

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

Monarch River Academy
July 1, 2021 HQT Salary Table
B-Basis - 10 Month Calendar*

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240*	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250
B (+ 14 points)	\$58,240**	\$58,240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,750
C (+ 28 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,110	\$66,250
D (+ 42 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$62,350	\$65,500	\$68,750
E (+ 56 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$61,550	\$65,625	\$67,850	\$71,250
F (+ 70 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$60,650	\$63,700	\$66,900	\$70,225	\$73,750
G (+ 84 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$59,750	\$62,725	\$65,850	\$69,125	\$72,600	\$76,250
H (+ 98 points)	\$58,250	\$58,250	\$58,250	\$58,750	\$61,650	\$64,750	\$68,000	\$71,400	\$75,000	\$78,750

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$81,250	\$83,750	\$86,250	\$88,750

H15	H20	H25	H30
\$91,250	\$93,750	\$96,250	\$98,250

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

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

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

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

Monarch River Academy
July 1, 2021 - SPED Teacher Salary Table

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$58,240	\$58,240	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950
B (+ 14 points)	\$58,240	\$58,860	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,945
C (+ 28 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,247	\$68,670
D (+ 42 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$64,419	\$67,853	\$71,395
E (+ 56 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$63,547	\$67,989	\$70,414	\$74,120
F (+ 70 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$62,566	\$65,891	\$69,379	\$73,003	\$76,845
G (+ 84 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$61,585	\$64,828	\$68,234	\$71,804	\$75,592	\$79,570
H (+ 98 points)	\$59,950	\$59,950	\$59,950	\$60,495	\$63,656	\$67,035	\$70,578	\$74,284	\$78,208	\$82,295

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$85,020	\$87,745	\$90,470	\$93,195

H15	H20	H25	H30
\$95,920	\$98,645	\$101,370	\$103,550

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

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

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

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

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

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

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

SPEECH/LANGUAGE PATHOLOGIST

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

NURSE

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

OCCUPATIONAL THERAPIST

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

NBC or Doctorate Differential is \$3000

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

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

Monarch River Charter School
Effective January 1, 2022
HST Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,890
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$67,465
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,538	\$70,040
F (+ 70 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,560	\$68,985	\$72,615
G (+ 84 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,478	\$67,852	\$71,401	\$75,190
H (+ 98 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,693	\$70,195	\$73,903	\$77,765

Additional Pay Scale Levels

	11	12	13	14	H15	H20	H25	H30
(continued)								
H (+ 98 points)	\$80,340	\$82,915	\$85,490	\$88,065	\$90,649	\$93,215	\$95,790	\$97,850

Master Stipend is \$1000 paid in two installments in December and March.

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

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

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

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

Monarch River Charter School
Effective January 1, 2022
HQT Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400*	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400**	\$62,400**	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,663
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,003	\$68,238
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,221	\$67,465	\$70,813
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,400	\$67,594	\$69,886	\$73,388
F (+ 70 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$65,611	\$68,907	\$72,332	\$75,963
G (+ 84 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$64,607	\$67,826	\$71,200	\$74,778	\$78,540
H (+ 98 points)	\$62,400	\$62,400	\$62,400	\$63,000	\$63,810	\$66,693	\$70,040	\$73,542	\$77,250	\$81,113

Additional Pay Scale Levels

	11	12	13	14
(continued)				
H (+ 98 points)	\$83,688	\$86,262	\$88,838	\$91,413

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

Master Stipend is \$1000 paid in two installments in December and March.

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

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

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

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

Monarch River Charter School

Effective January 1, 2022

SPED Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL									
Points*	1	2	3	4	5	6	7	8	9	10
A (Minimum)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
B (+ 14 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,925
C (+ 28 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,204	\$70,730
D (+ 42 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$66,352	\$69,889	\$73,537
E (+ 56 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,454	\$70,029	\$72,527	\$76,344
F (+ 70 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,443	\$67,868	\$71,460	\$75,194	\$79,150
G (+ 84 points)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,435	\$66,773	\$70,281	\$73,958	\$77,860	\$81,957
H (+ 98 points)	\$62,400	\$62,400	\$62,400	\$63,400	\$65,566	\$69,046	\$72,695	\$76,513	\$80,554	\$84,764

Additional Pay Scale Levels

	11	12	13	14
(continued) H (+ 98 points)	\$87,571	\$90,377	\$93,184	\$95,991

H15	H20	H25	H30
\$98,798	\$101,604	\$104,411	\$106,657

Master Stipend is \$1000 paid in two installments in December and March.

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

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

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

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

**Monarch River Charter Schools
SPED ASSESSMENT TEAM
January 1, 2022 Salary Schedule**

SCHOOL PSYCHOLOGIST AND PROGRAM SPECIALIST

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

SPEECH/LANGUAGE PATHOLOGIST

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

NURSE

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

OCCUPATIONAL THERAPIST

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

Master Stipend is \$1000 paid in two installments in December and March.

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

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

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

2021-22 Counselor Salary Schedule

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

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

Annual Stipend Additions:

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

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

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

2021-22 Administrative Salary Schedule

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

Annual Stipend Additions:

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

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

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

2021-22 Classified Confidential Management Salary Schedule

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

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

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

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

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

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

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

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

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

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

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

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

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

PD Stipend:	Associates - \$500	Bachelors - \$750 Inclusive of Associates	Masters - \$1,000 Inclusive of Bachelors	Doctorate stipend - \$3,000 Inclusive of Masters
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Cover Sheet

Addition of the Substitute Teacher Compensation to the Compensation Policy

Section:	II. Finance
Item:	C. Addition of the Substitute Teacher Compensation to the Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - 2021-2022 - Revised - MR

BACKGROUND:

- Changes to the Compensation Policy are at the end of the Stipend Chart on page 54 of the board packet.
- The school has needed to address staff absences with substitute teachers to cover live, virtual instruction classes.
- Absences are primarily due to COVID.
- The substitute, extra duty compensation is in the amount of \$156.25/day.

RECOMMENDATION:

- Consider approval of the Addition of the Substitute Teacher Compensation to the Compensation Policy

Cover Sheet

California State Teachers' Retirement System (STRS)

Projected Costs Report

Section:	II. Finance
Item:	D. California State Teachers' Retirement System (STRS) - Projected Costs Report
Purpose:	Discussion & Potential Action - Direction to School Administration
Related Material:	Employee Handbook 2021-2022 - MR - 12-7-21

BACKGROUND:

- The Board has already approved the Employee Handbook with the changes to Leave and recognition/carryover of STRS from previous employers.
- After reviewing the likely outcome that an employee would use additional leave after exhausting their current bank of leave, the additional cost of having to hire outside help or use inside assistance and pay a stipend, would be immaterial.

RECOMMENDATION:

- This agenda item is primarily a follow-up, informational item for the Board to know the potential financial impact of the changes to the Employee Handbook that were approved last month.
- The Board may wish to discuss this agenda item, provide the school administration with direction, or ask additional questions should more information be desired.



MONARCH RIVER ACADEMY

EMPLOYEE HANDBOOK 2021-2022

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SECTION 1 – WELCOME

Welcome to Monarch River Academy!

We are happy to have you join us at Monarch River Academy (MRA or School). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of MRA, its personnel policies and procedures, and your benefits as a MRA employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No MRA guideline, practice, manual or rule may alter the “at-will” status of your relationship with MRA.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, MRA reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever MRA determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at MRA.

SECTION 2 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at MRA.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other MRA document confers any contractual right, either express or implied, to remain in MRA's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by MRA or you may resign for any reason at any time.

No supervisor or other representative of MRA except the Principal, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

SECTION 3 – PHILOSOPHY

CORE PURPOSE

MRA exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish MRA from other schools:

1. Mentoring – to inspire students to forge their paths in the world
2. Passionate – to strive for excellence
3. Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

1. Innovative
2. Dynamic
3. Results-oriented
4. Data-driven
5. Extraordinary
6. Confident
7. Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, MRA will use the following two strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

1. Academic achievement through relevant curricula, clear expectations, and shared accountability
2. Relationship building through mentorship and consistent communication

School-wide Learning Outcomes

All students at MRA strive to achieve the School-wide Learning Objectives (SLOs). Each year, MRA will assess student progress towards attainment of the SLOs and review and revise the SLOs, as necessary. MRA students will be:

1. Technologically proficient and will:

- a. Develop media literacy to analyze different information outlets and their influences.
- b. Navigate various online platforms and participate in virtual discussion.
- c. Use the Internet to acquire, organize, manipulate, interpret, and communicate information.
- d. Adapt, integrate and utilize various emerging online resources in order to compete in the workplace and connect with their passion.

2. Critical thinkers who will:

- a. Produce original products through written and/or oral work, problem solutions, or artistic presentation and/or performances.
- b. Problem solve through questioning, making inferences, predicting, and hypothesizing.
- c. Apply learned skills to new situations or problems.
- d. Take ownership of their learning and modify their performance based on feedback and assessment to attain their goals.
- e. Focus on learning state adopted standards and demonstrate mastery in core content areas as evaluated through standardized assessments. (CAASPP, STAR 360)

3. Effective communicators who will:

- a. Listen, speak, read, and write proficiently using standard English according to commonly accepted rubrics.
- b. Articulate thoughts, rationale and logic with confidence in oral presentation.
- c. Present work using a variety of media, including drawing, essays, short speech, or activity sheets.
- d. Contribute effectively in collaborations during office hour discussions or Jigsaw meetings.

4. Responsible and self-directed citizens who will:

- a. Set attainable personal and academic goals through the Individual Learning Plan and the Individualized Graduation Plan.
- b. Demonstrate integrity and respect within the academic and personal setting.
- c. Become active members of the community through community service and volunteering.
- d. Be cognizant of local and global issues.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

MRA is an equal opportunity employer. In accordance with applicable law, MRA prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. Also in accordance with applicable law, MRA prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era with a physical or mental disability. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. MRA will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, MRA prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of MRA.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, MRA will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to MRA. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. MRA will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of MRA to ensure equal employment opportunity without discrimination or harassment on the basis of race (which includes, but is not limited to, traits historically associated with race, including, but not limited to, hair texture and protective hairstyles), religious creed (which includes, without limitation, to religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

MRA prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to MRA (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms “discrimination” and “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means

- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
 - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
 - Use of derogatory remarks, insults and/or epithets.
 - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of

merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All MRA employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

MRA encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, the Principal or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, MRA encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. MRA recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. MRA is serious about enforcing its policy against harassment; however, MRA cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to MRA's attention so it can take whatever steps are necessary to correct the problems.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Principal or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

MRA encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

MRA's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with MRA's investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, MRA will provide regular progress updates, as appropriate, to those directly involved. MRA will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

MRA may investigate conduct in the absence of a formal complaint if MRA has reason to believe that an individual has engaged in conduct that violates MRA policies or applicable law. Further, MRA may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which MRA believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as MRA believes appropriate under the circumstances. Due to privacy protections, MRA may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events, or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is:

Title IX Coordinator – Dr. Laurie Goodman

Email - laurie.goodman@monarchriveracademy.org

Phone Number – (559) 999-5030

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. MRA will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has

questions or concerns about these policies should talk with Human Resources or the Principal. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of MRA prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing (“DFEH”) or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

Training Requirements

MRA requires all employees to abide by California’s training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and MRA will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, MRA may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Principal of MRA with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Principal. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict MRA’s right to terminate at-will.

OPEN COMMUNICATION POLICY

We want to hear from you. MRA strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. MRA is interested in all our employee’s success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Principal. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. MRA will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

MRA provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The School will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private. The lactation location will be shielded from view and free from intrusion while the employee is expressing milk.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or Principal. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at MRA and will be handled in accordance with MRA's policy on discrimination and harassment.

If the School cannot provide break time or a location that complies with this policy, the School will provide a written response to the employee. If the School fails to provide an accommodation for expressing milk in accordance with this policy, the employee has a right to file a complaint with the Labor Commissioner.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of MRA and its interest in our school will be formed in part, by MRA employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, MRA and our School's services.

Below are several things employees can do to help leave people with a good impression of MRA. These are the building blocks for our continued success:

- Communicate with parents regularly.
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide business-like and personable replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

WHISTLEBLOWER POLICY

MRA is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of MRA policy, specifically the policies contained in MRA's Employee Handbook.

An employee who wishes to report a suspected violation of law or MRA Policy may do so by contacting the Principal, Assistant Principal or Human Resources.

MRA expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of MRA policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Principal, Assistant Principal or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Principal or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of MRA's administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each MRA employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 30 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and doubletime pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators. Teachers are B-Basis (11 Months) or C-Basis (10 Months) employees. Administrators are A-Basis (12 Months).

Classified Employee

Classified Employees include those employees hired by MRA that do not primarily instruct students, nor require state certification, such maintenance, assistants and other operational employees. Full-time Classified employees are A-Basis (12 Months), B-Basis (11 Months), D-Basis (11 months) or C-Basis (10 Months) employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Principal or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Principal.

MRA reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

WORKWEEK AND WORKDAY

MRA’s workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. MRA’s standard workday is 12:00 A.M. to 11:59 P.M. (midnight) each day.

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities:

1. Teachers may be assigned a “Virtual Class” or “Virtual Classes”
2. Teachers are provided, at MRA’s expense, a computer capable of maintaining a high speed internet connection for their entire virtual class.
3. Teachers must be available each school day from 8:00 a.m. – 5:00 p.m. by internet and/or phone.
4. Teachers **may** be required to conduct a virtual classroom session **up to** two (2) hours per day for grades TK – 8 and **up to** three (3) hours per day for grades 9 – 12.
5. Teachers must have access to a phone for calling/responding to students/parents during the teacher’s scheduled time within two (2) hours by phone or four (4) hours by internet.
6. Teachers will use the tracking and monitoring system integrated into the student’s assigned course. Teachers will provide continual monitoring of the student’s progress and their scheduled benchmarked progress status.

7. Teachers will be responsible for all virtual school required record keeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard MRA protocols and procedures.

Worksites:

Most classes will be held virtually. Teachers may work from home.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.

More than three instances of tardiness by a non-exempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored trainings that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism and early departures may result in disciplinary action.

When an employee attends a School sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. All employees are required to sign-in and out for the purpose of record keeping. These records will serve as the official roster of attendance.

MRA will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of MRA's normal business hours with no additional pay.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee **MUST** put in

a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or doubletime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

MRA prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a “Meal Period Waiver” form.

If an employee’s day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a “Second Meal Period Waiver” form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days’ time record and to the employee’s supervisor immediately. The meal period must be accurately recorded on the employee’s time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1, 10-minute rest period
Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period – for any reason – must immediately report this issue in writing (via email) to Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. The employee must include a description providing a thorough explanation for the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an “authorized”

meal period at the time provided by MRA), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Employees are paid semi-monthly in accordance with the School's payroll schedule. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by MRA for one of our employees, we are obligated by law to comply with the demand. The effected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

PAYROLL WITHHOLDINGS

MRA is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, MRA must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions, MRA will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

MRA employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with MRA within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails re-certification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.

The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is MRA's policy that all School employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that MRA's employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without MRA's assistance, he or she is required to notify MRA of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with MRA.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by MRA. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or

telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment. Salary increases and promotions are solely within the discretion of MRA and depend upon many factors in addition to performance.

Teachers:

At the start of each academic year, each Teacher will meet with their Regional Coordinator to establish Performance Objectives or SMART Goals for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the Regional Coordinator.

The Regional Coordinator will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the MRA's charter, and standards for teaching performance developed by the Principal, the MRA's Board of Directors, and/or other MRA staff.

In addition to these more formal performance evaluations, MRA encourages you and your supervisor to discuss your job performance on an ongoing basis.

MRA's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit MRA's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and MRA. Accordingly, either the employee or MRA can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Classified Staff:

Formal evaluations are generally held once each year. You will be provided a copy of the evaluation tool and as part of the process you will do a self-evaluation. Your supervisor may schedule your evaluation time in advance so that you are prepared for the process.

In addition to these more formal performance evaluations, MRA encourages you and your supervisor to discuss your job performance on an ongoing basis.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT¹

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles (for FMLA).

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition" for FMLA/CFRA;
3. The care of the employee's siblings, grandparents, grandchildren with a "serious health condition" for CFRA only;
4. The "serious health condition" of the employee;
5. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
6. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must

¹ Employees may qualify for FMLA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave. You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member’s serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California’s State Disability Insurance plan or Paid Family Leave program) or workers’ compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, “key” employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider’s statement must be submitted, verifying the need

for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use unused and available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

MRA provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five (5) days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any available PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off. The School will not require or request that an employee bring the employee's vote by mail ballot to work or vote the employee's vote by mail ballot at work.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advanced notice to the School by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use available sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of domestic violence, sexual assault or stalking, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available PTO (if applicable) or PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling, or safety planning related to domestic violence, sexual assault, or stalking.

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made.

Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. The School will maintain confidentiality to the extent possible regarding any requests for accommodations under this policy.

The School will also, to the extent allowed by law, maintain the confidentiality to the extent possible of an employee requesting leave under this provision. The School will not discharge, discriminate, or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault, and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

MRA is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked MRA for help or changes in the workplace to ensure safety at work.

Employers are prohibited from discharging, discriminating, or retaliating against an employee who is a victim of domestic violence, the victim of sexual assault or stalking for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq., ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

If you donate an organ to another person you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any available paid leave (sick and/or PTO) for organ donation and up to five (5) days of available paid leave (sick and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

MRA will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts MRA's right to discipline an employee, up to and including termination of employment, for violation of MRA's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer, or emergency rescue personnel. This is an unpaid leave, but the employee may use any earned sick, and/or PTO.

CIVIL AIR PATROL LEAVE

MRA provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three

days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with MRA for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of PTO under this policy.

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO

available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) – A-BASIS ONLY

Full-time A-Basis (12 Months) school based employees are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part-time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

All full-time A-Basis (12 Months) employees may be eligible to receive up to ten (10) days (i.e., 80 hours) of PTO each school year (July 1 – June 30). 3.33 hour of PTO are accrued per pay period. Once an employee's PTO balance reaches fifteen (15) days (i.e., 120 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 15 day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.

- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

PAID SICK LEAVE (PSL), PERSONAL NECESSITY LEAVE (PNL), & TIME OFF BALANCES POLICY

Monarch River Academy's Paid Sick Leave Plan was enacted in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees. PSL is a part of the benefits package extended to staff. This benefit is designed to provide employees with a degree of income protection in the event of unforeseen absence from work due to the employee's own illness or other member of an employee's immediate family. Sick leave benefits may be used as accrued, and may continue to accrue as long as the employee is on active status and working. Upon reduction in benefits eligibility status (i.e. request for reduced work schedule below the benefits threshold, on FMLA or any Leave of Absence), benefits will cease to accrue until eligibility otherwise resumes. Any days accrued and unused, earned to date, will be maintained as a part of the employee's personnel record until such time as the employee resumes benefit-eligible status.

ALLOTMENT OF PAID SICK LEAVE:

Full Time Teachers & SPED Assessment Team Members

On July 1 of each year, eligible employees will be allotted seven days (56 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

Part-time Teachers and Classified Staff Members

Receive 24 hours of Paid Sick Leave annually. These days can be used for either Personal Necessity or Paid Sick Leave.

Regional Coordinators

On July 1 of each year, eligible employees will be allotted eight days (64 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to

a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. RCs need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

Administrators & Full-time Classified

On July 1 of each year, eligible employees will be allotted nine days (72 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

New Hires may carry over sick leave from their prior school district if they are certificated team members in CALSTRS. Yosemite Valley will confirm previous employment and allotted sick leave with the previous district. Once confirmed and approved, the carryover time will be added to your service credit CALSTRS upon signature of the Yosemite Valley Charter School STRS Carry-Over Policy. Carryover sick leave cannot be used while employed with Yosemite Valley Charter School.

Beginning on July 1, 2021 and each July moving forward, for any certificated member who contributes to CALSTRS, PSL and PN are capped. Any PSL and PN hours beyond their capped hours will be added to their carryover hours.

ALLOTMENT OF PAID TIME OFF (PTO) FOR ADMINISTRATORS AND FULL-TIME HOURLY STAFF MEMBERS

Since administrators and full-time hourly employees work the entire year, they also accrue PTO. PTO accrues at 3.33 hours per pay period with a cap of 120 hours. Administrators and full-time hourly staff members must have their PTO approved by their manager a minimum of five working days prior to being taken. Unused PTO will carry over from one school year to the next.

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment.

PSL may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

Transfer of Sick Leave for STRS

New employees may carry over accrued sick leave from a prior employer, but said accrued sick leave may not be used while employed with MRA. Said accrued sick leave is for purposes of the State Teachers Retirement System only.

PAID SICK TIME DONATION POLICY

Personal Hardship

Employees who have exhausted all paid sick leave (PSL) and Paid Time Off (PTO) may request donations from co-workers through this policy. The PSL donation policy applies to employees suffering from a catastrophic illness or other medical emergency, which for the purposes of this policy, constitutes an employee's or a family member's medical condition that will require the prolonged/extended absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all PSL available.

Eligibility

Employees who are experiencing hardship due to a catastrophic illness or medical emergency to take care of their own health issues or an immediate family member are eligible to request and receive donations of PSL from other employees who have agreed to surrender PSL leave to the School sponsored leave bank.

Requests for Donations

A written request for PSL donations that describes the specific medical emergency or medical condition must be submitted to Human Resources. Human Resources will verify the employee's eligibility, and make a written determination which will be given to the employee as soon as practical.

Donations of Paid Leave

Employees who have more than 24 hours of PSL and who wish to donate PSL to the School sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are voluntary and irrevocable.

Requirements to Donate Paid Sick Time

1. Donating employees must maintain a minimum of 24 hours of PSL after reducing their leave balance to affect the donation.
2. In any 12-month period, no employee may donate more than 40 hours.

3. Voluntary donations of PSL are final upon submission of a signed Paid Sick Leave Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.
6. Conditions which are short term in nature, for example, flu, measles, common illnesses, common injuries, etc., are not covered.

Valuation of Donated PSL

The value of the donated paid leave shall be determined by multiplying the number of hours donated by the donating employee's current hourly rate to determine the value of the donation in dollars ("Donation Value"). The Donation Value shall then be divided by the eligible employee's current hourly rate to determine the number of hours to be added to the eligible employee's PSL balance. Human Resources shall periodically notify the eligible employee of donations made pursuant to this policy. The eligible employee may then request to receive payment for these hours, which will be treated as taxable "wages" to such eligible employee for the payroll period utilized. No employee shall receive payment for more than 40 hours of paid leave, whether allotted or donated, during any week unless required by state or federal law.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by MRA. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by MRA. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources.

Full-time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under MRA's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at MRA group rates plus an administration fee. MRA or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under MRA's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

MRA withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under MRA policy and applicable law.

MRA will require you to take up to two weeks of unused PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using MRA's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The Communication Systems are the property of MRA and have been provided for use in conducting MRA business. All communications and information transmitted by, received from, created, or stored in MRA's Communication Systems are records and property of MRA. The Communication Systems are to be used for School purposes only. Employees may, however, use MRA technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with MRA business, and does not violate any MRA policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

MRA has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, MRA may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of MRA's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from MRA's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish MRA's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password

used by employees must be revealed MRA upon request for any reason that MRA, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though MRA has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Principal.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on MRA letterhead.

Offensive and Inappropriate Material

MRA's policy against discrimination and harassment, sexual or otherwise, applies fully to MRA's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in MRA's computers. Employees encountering or receiving this kind of material should immediately report the incident to their Principal.

MRA may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by MRA networks. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to MRA's blocking software.

Solicitations

MRA's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Principal is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of his/her Principal.

Games and Entertainment Software

Employees may not use a MRA Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to MRA's "Confidential Information" policy, contained herein, for a general description of what MRA deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

MRA's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her Principal. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any MRA approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of MRA, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of MRA."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to MRA's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to MRA's network.

Files obtained from sources outside MRA including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses

that may damage MRA's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-MRA sources, without first scanning the material with MRA approved virus checking software. If you suspect that a virus has been introduced into MRA network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

MRA reserves the right to modify this policy at any time, with or without notice. MRA may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA POLICY

MRA has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete any students already on their "friends" list immediately.

With regard to social networking content, employees 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, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. MRA encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention MRA, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of MRA. Unless given permission by your Principal, you are not authorized to speak on behalf of MRA or to represent that you do so. If you are

developing a site or writing a blog that will mention MRA, as a courtesy to the organization, please let your Principal know in advance of publication. Your Principal may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to MRA. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what MRA considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with your Principal.

When writing a blog or participating in any other social networking site, employees should speak respectfully about MRA and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by MRA and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking may be legally liable for anything he/she writes or presents online. Employees can be disciplined, if appropriate, by MRA for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Principal.

Failure to comply with MRA's social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

MRA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - Immediately report the incident to his/her immediate supervisor and/or Principal;
 - Obtain an official police report documenting the theft or loss; and
 - Provide a copy of the police report to his/her immediate supervisor or Principal.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for MRA while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading

text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, MRA has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by MRA.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by MRA employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by MRA.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. MRA must approve any postings prior to posting.

MRA reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School “premises”: property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI -NEPOTISM POLICY

Policy Statement

It is the policy of MRA to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a MRA decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all MRA board members, employees, individual consultants hired or retained by MRA, and School Services Providers hired or retained by MRA.

Relationships between MRA board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

- (a) Family Members of MRA board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.
- (b) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, in the discretion of the MRA board of directors.

- (c) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a board member, in the discretion of the MRA board of directors.

Definitions

“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law.

“Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

“School Services Provider” shall mean any provider of school services to MRA, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to MRA.

Procedures

When a Family Member of a current MRA board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that MRA's best interests would be served otherwise.

When a Family Member of a current MRA board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within MRA, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of MRA, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, MRA will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and MRA. If a mutual agreement is unattainable, the Board will determine, in MRA's best interest, which employee is to be transferred or separated.

Responsibilities

The Principal or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Principal or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that MRA's best interests would be served by the employment of a Family Member.

The Principal or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Principal or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Principal.

VIOLENCE IN THE WORKPLACE

MRA has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect MRA or which occur on MRA property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on MRA premises, regardless of the relationship between MRA and the parties involved
- All threats or acts of violence occurring off MRA premises involving someone who is acting in the capacity of a representative of MRA

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy MRA property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

MRA's prohibition against threats and acts of violence applies to all persons involved in MRA's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on MRA property. Violations of this policy by any individual on MRA property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Principal.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the

employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. Your Principal or immediate supervisor will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive, or reduce productivity.

Consult your supervisor if you have any questions regarding appropriate attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation

- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief

- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor or the Principal promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a

dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Principal. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Principal.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Any conduct that has gained sufficient notoriety so as to impair his/her school relationships
- Any immoral conduct
- Conduct showing the employee is evidently unfit for service
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods

- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas (“Working time” does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Failure to provide a physician’s certificate when requested or required to do so
- Violating the School’s Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.

The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your

employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.

Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems. Employees shall not be financially interested in any contract made by them in their official capacity.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Principal so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

MRA expects employees to devote their best efforts to the interests of our school. MRA recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at MRA or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with MRA whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Principal to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to MRA's Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at MRA. If you wish to participate in outside work activities you are required to obtain

written approval from the Principal prior to starting those activities. Approval will be granted unless the activity conflicts with MRA's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at MRA.
- Involve organizations that are doing or seek to do business with MRA including actual or potential vendors.
- Violate provisions of law or MRA policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to MRA must be given priority. Full time employees are hired and continue employment with the understanding that MRA is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of MRA that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of MRA. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of MRA if any of the following apply:

1. It involves the use of MRA time, facilities, equipment, supplies, or the officer's or employee's position or influence with MRA, for private gain or advantage.
2. It involves receipt or acceptance by the officer or employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with MRA.
3. It involves the performance of an act as part of the outside activity that involves services performed for MRA.
4. It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use MRA's name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of MRA, the officer or employee shall obtain a written determination of the Principal or his or her designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

MRA will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of MRA business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's relevant fiscal and accounting policies and procedures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the appropriate supervisor for review and approval, prior to submission for final approval and payment.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of MRA that MRA shall not provide any funds or thing of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. MRA does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with MRA in order to obtain funds or thing of value from MRA. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with MRA for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in MRA, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student's education at MRA, resulting in the individual's receipt of funds or thing of value from MRA.

Procedures

The prior approval of the Principal or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

1. Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Principal or his or her designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of MRA to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or

request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, vaping and/or pipes (both

tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on MRA property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

MRA cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on MRA's premises, including the parking area, or away from school property while on school business. MRA employees are prohibited from using personal property for work-related purposes unless approved in advance by the Principal.

SAFETY POLICY

MRA is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Principal immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Principal immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Principal regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

MRA has in place a written Injury and Illness Prevention Program as required by law. Please contact Human Resources for further information.

ERGONOMICS

MRA has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Principal.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Principal.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

MRA will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from MRA; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to MRA for three consecutive work days. MRA requests that employees provide at least two weeks written notice of a voluntary termination. All MRA property must be returned immediately upon terminating employment. MRA retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of MRA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, MRA reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at MRA may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at MRA. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, MRA will disclose only the dates of employment and the title of the last position held. MRA will verify or disclose additional information about the employee only if the employee provides written authorization for MRA to provide the information. However, MRA will provide information about current or former employees as required by law or court order. MRA will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Monarch River Academy's ("MRA") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding MRA's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of MRA's policies.

In particular, I have read and understand MRA's Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with MRA at any time, MRA, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and MRA for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Principal of MRA, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Principal. This is the entire agreement between MRA and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with MRA, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

MRA reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than MRA Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____

Cover Sheet

STRS Audit Summary Report

Section:	II. Finance
Item:	E. STRS Audit Summary Report
Purpose:	Discussion & Potential Action - Direction to School Administration
Related Material:	STRS Audit Summary Report - MR

BACKGROUND:

- This agenda item is a summary of the audit, findings, and corrective action plan.
- Audit Review Time Period: July 2019-June 2020
- Background: CalSTRS Audit Services, under the delegated authority of the Teachers' Retirement Board pursuant to Education Code section 22206, conducted a limited scope audit of the Employer's special compensation reporting.
- Purpose of the Audit: To determine the Employer's compliance with the Teachers' Retirement Law regarding information reported to CalSTRS.

RECOMMENDATION:

- The Board may wish to discuss this agenda item, provide the school administration with direction, or ask additional questions should more information be desired.



Monarch River Academy
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STRS Audit Summary Report & Corrective Action Plan

Summary:

- I. Audit Review Time Period: July 2019-June 2020
- II. Background: CalSTRS Audit Services, under the delegated authority of the Teachers' Retirement Board pursuant to Education Code section 22206, conducted a limited scope audit of the Employer's special compensation reporting.
- III. Purpose of the audit: To determine the Employer's compliance with the Teachers' Retirement Law regarding information reported to CalSTRS.
- IV. Audit objectives:
 - a. To determine whether the School/Employer reported special compensation in compliance with the Teachers' Retirement Law.
 - b. To determine whether payroll information reported to CalSTRS was supported by the School/Employer's payroll and personnel records.
- V. There were four findings in the STRS Audit for 2019-2020:
 - a. Finding 1 – The Employer incorrectly reported extra-duty earnings. Impacted 3 employees.
 - b. Finding 2 – The Employer reported non-creditable compensation. Impacted 4 employees.
 - c. Finding 3 – The Employer incorrectly reported class size overage stipends. Impacted 5 employees.
 - d. Finding 4 – The Employer incorrectly reported annualized pay rates. Impacted 2 employees.
- VI. Although the conclusions reached through this audit were based on findings associated with the sample population, the findings are applicable to all school members for whom the misreporting occurred and for the entire period, for which the misreporting occurred. The school is responsible for identifying and correcting all misreporting.
- VII. Member letters were sent to the sampled employees on December 16, 2021.



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Corrective Action Plan – Part 1 (Charter Impact)

Charter Impact has a corrective action plan in place for some of the errors and they have also discussed which errors they will be correcting systemically.

- **Findings 2 and 3** are systemic and Charter Impact will work to compile a list of the employees affected.
- **Also for Finding 3**, Charter Impact has already implemented a change so that Monarch River Teachers that are serving additional students in Yosemite Valley are reported separately.
- **For Finding 2**, Charter Impact is researching which employees were given that option as a contract incentive and will need to process corrections.

Corrective Action Plan – Part 2 (Corrective Action Needed Per the STRS Audit Report)

Finding 1

- a. The Employer must work with the TCOE to submit appropriate corrections on the CalSTRS Report of Retirement Contributions (F496), for the affected sampled members. The required adjustments shall be made for the affected sampled members' accounts back to when the misreporting first occurred within 60 days of the final report date.
- b. To be in compliance with the Teachers' Retirement Law and to ensure consistency in its reporting, the Employer should initiate a review and identify all additional members (active and retired) outside the sample who had extra-duty earnings misreported to CalSTRS, if any. For the additional members identified, a list to include all members with misreported instances back to when the misreporting first occurred will be created.

The list should contain:

- First and last name,
- CID,
- Correction year,
- Adjustment amount, and
- Active/retired status.

Finding 2

- a. The school will work with the TCOE to submit appropriate corrections on the CalSTRS Report of Retirement Contributions (F496), for the affected sampled members. The



required adjustments shall be made for the affected sampled members' accounts back to when the misreporting first occurred within 60 days of the final report date.

- b. To be in compliance with the Teachers' Retirement Law and to ensure consistency in its reporting, the school will initiate a review and identify all additional members (active and retired) outside the sample who had non-creditable compensation misreported to CalSTRS, if any. For the additional members identified, a list to include all members with misreported instances back to when the misreporting first occurred will be created.

The list should contain:

- First and last name,
- CID,
- Correction year,
- Adjustment amount, and
- Active/retired status.

Finding 3

- a. The school will work with the TCOE to submit appropriate corrections on the CalSTRS Report of Retirement Contributions (F496), for the affected sampled members. The required adjustments shall be made for the affected sampled members' accounts back to when the misreporting first occurred within 60 days of the final report date.
- b. To be in compliance with the Teachers' Retirement Law and to ensure consistency in its reporting, the school will initiate a review and identify all additional members (active and retired) outside the sample who had class size overage stipends misreported to CalSTRS, if any. For the additional members identified, a list to include all members with misreported instances back to when the misreporting first occurred will be created.

The list should contain:

- First and last name,
- CID,
- Correction year,
- Adjustment amount, and
- Active/retired status.



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Finding 4

- a) The school will work with the TCOE to submit appropriate corrections on the CalSTRS Report of Retirement Contributions (F496), for the affected sampled members. The required adjustments shall be made for the affected sampled members' accounts back to when the misreporting first occurred within 60 days of the final report date.
- b) To be in compliance with the Teachers' Retirement Law and to ensure consistency in its reporting, the school will initiate a review and determine whether any additional members (active and retired) outside the sample who had annualized pay rates misreported to CalSTRS, if any. For the additional members identified, a list to include all members with misreported instances back to when the misreporting first occurred will be created.

The list should contain:

- First and last name,
- CID,
- Correction year,
- Adjustment amount, and
- Active/retired status.

Cover Sheet

SEL & Transition Program Student Presentations (Monthly Board Metrics Chart Item)

Section:	III. Academic Excellence
Item:	A. SEL & Transition Program Student Presentations
Purpose:	Presentation & Potential Discussion
Related Material:	None

BACKGROUND:

- Students will share their experiences in the Social Emotional Learning (SEL) and transition programs.

Cover Sheet

School Accountability Report Card (SARC)

Section:	III. Academic Excellence
Item:	B. School Accountability Report Card (SARC)
Purpose:	Discussion & Potential Action - Vote
Related Material:	School Accountability Report Card 2021-2022 - Monarch River

BACKGROUND:

- In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare SARCs and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.
- In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California *Education Code (EC)* sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.
- Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with *EC* Section 33126. This requirement applies to nonpublic, nonsectarian schools but does **not** apply to nonpublic, nonsectarian agencies.

RECOMMENDATION:

- Consider approval of the 2021-2022 SARC Report.

Monarch River Academy
2021 School Accountability Report Card



MONARCH RIVER ACADEMY

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Monarch River Academy
Street	3610 E. Ashlan Ave
City, State, Zip	Fresno, Ca, 93726
Phone Number	5599995030
Principal	Dr. Laurie Goodman, Executive Director
Email Address	laurie.goodman@monarchriveracademy.org
School Website	http://monarchriveracademy.org/
County-District-School (CDS) Code	54718110139477

2021-22 District Contact Information

District Name	Monarch River Academy
Phone Number	(559) 782-5700
Superintendent	Brandon Chiapa
Email Address	bchiapa@altavistaesd.org
District Website Address	www.altavistaesd.org

2021-22 School Overview

Monarch River Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students in Tulare, Kings, Fresno, Kern, and Inyo Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs.

Mission:

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

Vision;

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

Schoolwide Learner Outcomes;

Monarch River Academy established goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness Standards, and the education of the whole child.

We strive to help all of our students become:

Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.

Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.

Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

Independent Critical Thinkers - Independent critical thinkers who have the ability to problem-solve, take ownership, and apply their knowledge to a variety of problems.

Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	160
Grade 1	98
Grade 2	105
Grade 3	90
Grade 4	108
Grade 5	79
Grade 6	69
Grade 7	58
Grade 8	69
Grade 9	22
Grade 10	32
Grade 11	32
Grade 12	7
Total Enrollment	929

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.8
Asian	1.6
Black or African American	1.7
Filipino	0.1
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.2
White	58.1
English Learners	1.1
Homeless	0.9
Socioeconomically Disadvantaged	44.7
Students with Disabilities	12.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	36

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Reading Horizons Bridgeway	Yes	0
Mathematics	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
History-Social Science	McGraw-Hill ALEKS Edgenuity K12	Yes	0

	StrongMind Acellus Odysseyware Lincoln Empowered Mody Max Bridgeway		
Foreign Language	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0
Health	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0
Visual and Performing Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

Monarch River Academy is a non-classroom based program; however, there is an office related to school operations located in Fresno, CA.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	3	0.61	99.39	--
Female	248	1	0.4	99.6	--
Male	242	2	0.83	99.17	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	0	0	100	--
Filipino	0	0	0	0	0
Hispanic or Latino	123	2	1.63	98.37	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	0	0	100	--
White	292	1	0.34	99.66	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	0	0	100	--
Socioeconomically Disadvantaged	208	1	0.48	99.52	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	0	0	100	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	3	0.61	99.39	--
Female	248	1	0.40	99.60	--
Male	242	2	0.83	99.17	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	0	0.00	100.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	123	2	1.63	98.37	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	0	0.00	100.00	--
White	292	1	0.34	99.66	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	0	0.00	100.00	--
Socioeconomically Disadvantaged	208	1	0.48	99.52	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	0	0.00	100.00	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Monarch ELA Student Groups	Monarch ELA Total Enrollment	Monarch ELA Number Tested	Monarch ELA Percent Tested	Monarch ELA Percent Not Tested	Monarch ELA Percent At or Above Grade Level
All Students	510	466	91%	9%	72%
Female	258	236	91%	9%	75%
Male	252	226	90%	10%	69%
American Indian or Alaska Native	6	3	50%	50%	100%

Asian	15	15	100%	0%	60%
Black or African American	20	17	85%	15%	71%
Filipino	1	1	100%	0%	100%
Hispanic or Latino	129	70	54%	46%	64%
Native Hawaiian or Pacific Islander	5	5	100%	0%	60%
Two or More Races	0	0	0	0	0
White	363	332	91%	9%	75%
English Learners	4	2	50%	50%	100%
Foster Youth	0	0	0	0	0
Homeless	2	2	100%	0%	100%
Military	16	14	88%	12%	86%
Socioeconomically Disadvantaged	233	203	87%	13%	67%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	58	82%	18%	34%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Monarch ELA Student Groups	Monarch ELA Total Enrollment	Monarch ELA Number Tested	Monarch ELA Percent Tested	Monarch ELA Percent Not Tested	Monarch ELA Percent At or Above Grade Level
All Students	510	467	92%	8%	51%
Female	258	236	91%	9%	50%
Male	252	227	90%	10%	52%
American Indian or Alaska Native	6	3	50%	50%	67%
Asian	15	15	100%	0%	60%
Black or African American	20	17	85%	15%	29%
Filipino	1	1	100%	0%	100%
Hispanic or Latino	129	69	53%	47%	43%
Native Hawaiian or Pacific Islander	5	5	100%	0%	100%
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	363	334	92%	8%	54%
English Learners	4	2	50%	50%	50%
Foster Youth	0	0	N/A	N/A	N/A
Homeless	2	2	100%	0%	0%
Military	16	14	88%	11%	29%
Socioeconomically Disadvantaged	233	207	89%	11%	48%

Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	71	59	83%	17%	28%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	2.75	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	156	1	0.64	99.36	--
Female	82	1	1.22		
Male	74	0	0.00		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	0	0.00	100.00	--
White	96	1	1.04	98.96	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	0	0.00	100.00	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	0	0.00	100.00	--

2020-21 Career Technical Education Programs

Today's Career Tech Education (CTE) is a program of study designed to integrate core academic knowledge with technical and occupational knowledge. Programs provide a wide range of learning experiences spanning a variety of career tracks, fields, and industries. While Career Tech Education is designed to prepare students for the world of work, completion of a pathway also helps pave the way to additional study after high school. Students may have the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry-certification opportunities. At Central Valley Charter Schools we offer a variety of options for students to explore and pursue Career Technical Pathways.

Currently we have two pathways offered through High School Virtual Academy Live! The first pathway is the Animal Science Pathway which allows students to learn all about animal breeds, care, nutrition, and medical needs as well as the science behind food production. The second pathway offered is the Agriscience Pathway which allows students to study California agriculture, sustainability, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences. All of these courses are A-G approved as well allowing students to explore their desired CTE pathway while still preparing for further education after high school. We also currently offer a variety of other pathways through teacher led independent study courses through Edmentum.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.7
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Monarch River Academy ensures parents, legal guardians, and teachers have an opportunity to participate in the governance of the school. Some of the voting members of the board of directors are parents/guardians. The parent representatives provide insight into students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school-related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on the effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from a variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and the community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the students' educational experience.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate			--			--	9.0	8.9	9.4
Graduation Rate			--			--	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	0	0	0.00

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	950	939	5	0.5
Female	479	472	0	0.0
Male	470	466	5	1.1
American Indian or Alaska Native	7	7	0	0.0
Asian	15	15	0	0.0
Black or African American	18	18	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	263	262	3	1.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	59	59	1	1.7
White	551	543	1	0.2
English Learners	11	11	0	0.0
Foster Youth	1	1	0	0.0
Homeless	9	9	0	0.0
Socioeconomically Disadvantaged	438	432	3	0.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	130	128	4	3.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions		0.00	5.20	0.00	3.47	0.20
Expulsions		0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.21	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Monarch River Academy has a Comprehensive Safety Plan which is reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan which also includes COVID required protocol.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	86		
1	2	54		
2	2	53		
3	2	42		
4	2	48		
5	2	43		
6	2	38		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	49		
1	4	28		
2	3	33		
3	3	29		
4	4	30		
5	3	31		
6	3	25		
Other	2	4		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	46		
Mathematics	1	62		
Science	2	43		
Social Science	2	40		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	42		
Mathematics	2	45		
Science	2	28		
Social Science	2	37		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	2322.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0
Other	0.9

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9093	582	8511	55964
District	N/A	N/A	9800	\$77,036
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	0.8	

2020-21 Types of Services Funded

Monarch River Academy provides comprehensive services to support students' academic development. Eligible students receive special education services to support their Individualized Education Plan (IEP), students are provided resources such as textbooks, technology, and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics regularly through a variety of metrics including online benchmark assessment twice per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention program. The school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the students' educational experience.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,360	\$47,265
Mid-Range Teacher Salary	\$75,978	\$69,813
Highest Teacher Salary	\$100,587	\$91,237
Average Principal Salary (Elementary)	\$142,102	\$113,466
Average Principal Salary (Middle)	\$0	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$184,301	\$131,359
Percent of Budget for Teacher Salaries	32%	30%
Percent of Budget for Administrative Salaries	6%	7%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.4
--	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered	5

Professional Development

Monarch River Academy is committed to research-based professional development in all four content area. We partner with our local county offices and other professional organizations for on-going professional develop throughout the school year for all staff including parents and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Monarch River Academy

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Monarch River Academy
Phone Number	(559) 782-5700
Superintendent	Brandon Chiapa
Email Address	bchiapa@altavistaesd.org
District Website Address	www.altavistaesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	326	95.88	4.12	12.92
Female	158	150	94.94	5.06	19.33
Male	182	176	96.70	3.30	7.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	296	287	96.96	3.04	12.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	29	85.29	14.71	14.29
English Learners	206	198	96.12	3.88	8.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	297	95.81	4.19	12.16
Students Receiving Migrant Education Services	53	52	98.11	1.89	11.54
Students with Disabilities	18	18	100.00	0.00	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	323	95.28	4.72	5.88
Female	158	150	94.94	5.06	6.00
Male	181	173	95.58	4.42	5.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	295	285	96.61	3.39	5.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	28	82.35		10.71
English Learners	206	197	95.63	4.37	3.05
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	309	294	95.15	4.85	5.78
Students Receiving Migrant Education Services	53	51	96.23	3.77	3.92
Students with Disabilities	18	18	100.00	0.00	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Cover Sheet

High School A-G Grant

Section: III. Academic Excellence
Item: C. High School A-G Grant
Purpose: Discussion & Potential Action - Vote
Related Material:

BACKGROUND:

- This is a grant for the High School program.

RECOMMENDATION:

- Consider approval of the High School A-G Grant.

Cover Sheet

COVID-19 School Report

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	A. COVID-19 School Report
Purpose:	Presentation & Potential Discussion
Related Material:	COVID-19 Report for January - MR

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- Teachers who are exempted due to medical and religious exemption and those who are not vaccinated will not be able to proctor in-person for state testing.

RECOMMENDATION:

- Provide Board feedback to the school leadership.



Monarch River Academy
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January COVID-19 Report – Human Resources Report

Staff Numbers	Current Numbers	Notes
Verified Vaccinated Staff Members	31	
Staff Exemptions Received	10	<ul style="list-style-type: none"> 10 Religious Exemption
Positive Cases Reported	6	<ul style="list-style-type: none"> 2 to be tested by the end of the month
Staff Needing to Administer a COVID Test at Home	7	
Unresponsive	2	<ul style="list-style-type: none"> 1 staff member is currently on leave and another staff member is awaiting test upload

Testing Kits	Month	# of Test Kits	# Teachers
Number of COVID-19 Test Kits Reimbursed by the School	July	0	0
	August	0	0
	September	0	0
	October	16	4
	November	4	1
	December	2	1
	January		
	February		
	March		
	April		
	May		
	June		
Total Cost (Reimbursements) from July 1, 2021 Through December 2021	Total: \$265.46		

- Thus far, 4 Teachers have submitted reimbursements for testing/testing kits.
- Test kits were all in the range of \$13/test.
- November numbers were increased by 2 due to a recent reimbursement submission.
- For a time, there may be a decline in the number of reimbursements due to the government funded, 4 free COVID test kit distribution that starting in January.

Cover Sheet

Enrollment Report & 2022-2023 Enrollment Proposal

(Monthly Board Metrics Chart Item)

Section:	IV. Operations
Item:	B. Enrollment Report & 2022-2023 Enrollment Proposal
Purpose:	Discussion & Potential Action - Vote
Related Material:	Enrollment Report - MR

BACKGROUND:

- Enrollment Report with:
 - Current enrollment data
 - Historical enrollment data
 - Enrollment proposal for 2022-2023

RECOMMENDATION:

- Provide Board feedback to the school leadership regarding Enrollment Goals.
- Consider approval of 2022-2023 Enrollment Proposal.



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ENROLLMENT REPORT

Current Enrollment (As of January 21, 2022)

- 1086 currently enrolled students
- 20 withdrawals processed this month, 12 pending
- Grade level break down:

Grade	Totals
TK	38
KN	126
1	149
2	105
3	110
4	107
5	101
6	93
7	72
8	50
9	53
10	27
11	27
12	28
Totals	1,086

HISTORICAL DATA

New Enrollments

	2020-2021	2021-2022	% Change
Total New Imports	425 students	646 students	52%
Total New Families	205 families	351 families	71.22%
Families of Enrolled 2020-2021 Siblings	65 student siblings	73 student siblings	12.3%

Row 1: Number of new students enrolled for the 2020-2021 and 2021-2022 School years

Row 2: Number of new families for each school year

Row 3: And number of families enrolled in 2020-2021 that enrolled one or more siblings in 2021-2022



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HISTORICAL DATA - CONTINUED

Family Elected Withdrawals

Grade Level:															
	TK	KN	1	2	3	4	5	6	7	8	9	10	11	12	Total
August 2020	0	3	2	2	1	2	0	2	1	1	2	2	0	0	18
September 2020	0	1	1	1	1	1	1	3	0	0	3	1	0	0	13
October 2020	0	7	2	2	2	0	2	0	1	0	0	1	0	0	17
November 2020	0	0	1	1	0	1	0	0	1	0	0	0	0	0	4
December 2020	0	0	0	0	0	1	1	0	0	1	1	1	0	0	5
January 2021	1	3	0	4	1	3	1	0	1	2	1	1	0	0	18
February 2021	0	3	0	0	0	0	0	1	0	0	0	0	0	1	5
March 2021	0	2	0	1	1	0	0	0	0	1	0	0	0	0	5
April 2021	0	2	0	0	1	4	1	1	1	0	0	0	0	0	10
May 2021	0	1	1	2	1	1	1	1	4	0	1	0	0	0	13
June 2021	4	22	11	11	12	16	12	14	10	18	2	3	5	4	144
July 2021	0	5	3	4	3	4	7	4	5	6	1	4	2	2	50
August 2021	0	12	13	16	18	9	17	10	5	6	6	1	2	0	115
September 2021	0	1	5	3	2	4	3	3	7	2	2	3	1	0	36
October 2021	1	1	2	2	1	1	3	1	1	0	1	1	0	0	15
November 2021	0	2	1	0	4	1	3	1	0	2	2	2	0	0	18
December 2021	0	0	2	1	2	1	4	0	2	0	0	0	0	0	12
Grand Total	6	65	44	50	50	49	56	41	39	39	22	20	10	7	498
2020-2021 Year End Total:															252
2021-2022 Total to Date:															246

Administrative Withdrawals

Grade Level:															
	TK	KN	1	2	3	4	5	6	7	8	9	10	11	12	Total
December 2020	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
January 2021	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
March 2021	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
April 2021	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2
May 2021	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
June 2021	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
September 2021	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
October 2021	0	0	0	0	0	0	0	0	0	0	1	2	1	0	4
November 2021	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Grand Total	0	3	3	0	0	1	1	0	0	0	3	4	1	1	17
2020-2021 Year End Total:															10
2021-2022 Total to Date:															7

2020-2021 Non-Returning Students for 2021-2022

- 55 students finished the 2020-2021 school year with Monarch River, but decided not to continue enrollment into the 2021-2022 school year.
- 12 students graduated by the end of the 2020-2021 school year.



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

ENROLLMENT PROPOSAL 2022-2023

Open Enrollment

- March 1st - March 25th

Growth Goal Proposal

- Current plans include a 20% growth goal by the Fall of 2022.
- 20% is approximately 225 newly enrolled students and a total of **1500** students for target enrollment.

Random Drawing

- Enrollment time frames will change from a 5-day confirmation period and 10-day registration period to a 3-day confirmation period and 5-day registration period.
- The Enrollment Team will prepare for a random drawing which will take place by April 8th, if needed.

SPED Enrollment

- The Enrollment Team will be meeting weekly with the SPED to identify SPED students as early as possible. This will help the SPED team determine their staffing needs.

Cover Sheet

Proposed Revisions to the Vendor Agreement

Section:	IV. Operations
Item:	C. Proposed Revisions to the Vendor Agreement
Purpose:	Discussion & Potential Action - Vote
Related Material:	Revised 2021-2022 Vendor Agreement - MR

BACKGROUND:

- New legislation requires additional language be added to inform vendors of their explicit responsibility to immediately notify the school of any arrest or conviction information they receive from the Department of Justice.

RECOMMENDATION:

- Consider approval of the revised Vendor Agreement.

VENDOR AGREEMENT

This Vendor Agreement ("Agreement") is made between **Monarch River Academy** ("School"), a California nonprofit public corporation that operates a public charter school and **[INSERT VENDOR]** ("Vendor").



RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION.

- a. Term: This Agreement shall be effective as of **[DATE]**.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES.

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.
- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents, vendors, or employees.

- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); excepting visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the supervising teacher.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.
- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees). **Vendor must comply with Education Code § 56042 which generally prohibits an attorney or advocate for a student with exceptional needs from recommending services from an entity that employs or contracts with the attorney or advocate or otherwise presents conflicts concerns. The School may prohibit a Vendor from providing Services if there are other conflicts concerns as determined by School in School's sole discretion.** School shall not be responsible for paying Vendor for the prohibited services described herein.

SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to **billing@monarchriver.org**. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt.

- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.
- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

SECTION 5. TAXES. Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.

SECTION 6. BENEFITS. Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents.

SECTION 7. MATERIALS. Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility. **If the Vendor performs the criminal background check per Education Code section 45125.1, Vendor shall immediately provide any subsequent arrest and conviction information it receives to School pursuant to the subsequent arrest service.**
- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement safety policies and procedures related to emergency response and accident reporting reasonable for the Services.
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission. Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, harassment, or sexual harassment at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.
- f. Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.
- g. COVID-19: Vendor certifies they will remain in compliance with local, county, and state laws and regulations concerning health safety and reducing the spread of COVID-19. Vendor will

implement and visibly post the 5 strategies that reduce the spread of COVID-19 at their service facility to include staying at home when appropriate, practicing good hand hygiene and respiratory etiquette, using masks when feasible, having adequate supplies (includes soap, water, hand sanitizer, paper towels, disinfectant wipes and sprays, masks, and no-touch trash cans), and posting signs and safety messaging in highly visible locations.

SECTION 9. INDEMNIFICATION AND INSURANCE.

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
 - i. \$1,000,000 per occurrence
 - ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

SECTION 10. CONFIDENTIALITY.

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses, and other information concerning actual and potential students or vendors and/or any other information

Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent contact information) to market any products or services to School parents or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT. This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION.

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

SECTION 14. NO WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT. No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT. Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Vendor:

(Please fill in with your information)

Business:

Name:

Title:

Address:

Email:

Phone:

If to School:

SECTION 20. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

Monarch River Academy

By:

Name:

Title:

Date:

VENDOR

By:

Name:

Title:

Date:

EXHIBIT A

Detailed List of Vendor Services and Prices

*Anything not listed will not be approved

Services Offered:

Title	Description	Grade Level	Price	Duration

Cover Sheet

Proposed Virtual Educational Services Addendum

Section:	IV. Operations
Item:	D. Proposed Virtual Education Services Addendum
Purpose:	Discussion & Potential Action - Vote
Related Material:	Virtual Educational Services Addendum - MR

BACKGROUND:

- New addendum that will be used either in conjunction with the school's service vendor agreement for service vendors that provide online, virtual, limited interaction services or with a product vendor's agreement that provide online, virtual, limited interaction services with students, and who do not complete a CA Department of Justice background check, but instead, use another credible agency.

RECOMMENDATION:

- Consider approval of the Virtual Educational Services Addendum.

VIRTUAL EDUCATIONAL SERVICES ADDENDUM

This Virtual Educational Services Addendum (“**Addendum**”) is made between **[INSERT CHARTER SCHOOL]** (“**School**”), a California nonprofit public corporation that operates a public charter school and **[INSERT VENDOR NAME]** (“**Vendor**”).

RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the business of providing educational online, limited-contact, virtual educational services to schools to bolster their education programs; and

WHEREAS, School entered into a Vendor Agreement with Vendor to provide virtual educational services for this school year (“**Vendor Agreement**”); and

WHEREAS, the parties desire to enter into this Addendum to the Vendor Agreement to address specific terms and requirements related to the provision of virtual educational services for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

Section 1. BACKGROUND CHECK

Vendor shall ensure its employees, agents, and contractors working who interact with School students without supervision of parent/guardian or School staff (as determined by the School) complete a criminal background check through the Department of Justice (“DOJ”) in accordance with Education Code section 45125.1. If the Vendor performs the criminal background check through DOJ per Education Code section 45125.1, Vendor shall immediately provide any subsequent arrest and conviction information it receives to School pursuant to the subsequent arrest service.

If Vendor is not required to complete a background check per Education Code section 45125.1 (e.g., due to parent/guardian supervision of educational services), Vendor will conduct a background check using a reputable third-party service or provider.

Regardless of background check process used, Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor’s responsibility.

Section 2. PARENT/GUARDIAN OR SCHOOL STAFF SUPERVISION.

If Vendor does not conduct background checks through DOJ for virtual educational services, Vendor agrees that Vendor employees, contractors, and agents can only provide virtual educational Services to School students with parent/guardian supervision. School may terminate Vendor Agreement for

parent/guardian or Vendor failure to adhere to this term.

Section 3. ENTIRE AGREEMENT. Except as specifically modified by this Addendum, all of the terms, covenants, conditions, and provisions of the Vendor Agreement are hereby continued, approved, and ratified and, as amended hereby, shall remain in full force and effect. Unless otherwise specifically defined in this Addendum, terms with initial capital letters in this Addendum shall have the same meaning as such terms have in the Vendor Agreement.

This Addendum constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes any and all other written or oral negotiations, understandings or agreements among the parties with respect to the rights and obligations assumed herein and contains all of the covenants and agreements among the parties with respect to such rights and obligations.

To the extent, if any, that the terms, covenants, or conditions of this Addendum conflict with the terms, covenants, or conditions of the Vendor Agreement (or any of its executed amendments thereto), the terms, covenants, and conditions of this Addendum shall control.

This Addendum may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. This Addendum shall be governed by and interpreted under the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have entered into and duly executed this Addendum as of the Effective Date.

SCHOOL:

[INSERT SCHOOL NAME]

By: _____

Name: _____

Title: _____

VENDOR:

[INSERT VENDOR NAME]

By: _____

Name: _____

Title: _____

Cover Sheet

Proposed Revisions to the Field Trip Policy

Section:	IV. Operations
Item:	E. Proposed Revisions to the Field Trip Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Field Trip Policy - Monarch River - Revised Draft

BACKGROUND:

- Revisions were made to the following sections:
 - Section 2: Supervision
 - Section 4: Student & Parent Responsibilities
- Four new sections were added:
 - Section 6: Cancellation Policy
 - Section 7: Waitlisting Process
 - Section 8: Pre-Release Priority Booking Process
 - Section 9: Required Homeschool Teacher Approval for Field Trips and Events

RECOMMENDATION:

- Consider approval of the revised Field Trip Policy.



Field Trip Policy

The Governing Board of Monarch River Academy (the School) recognizes that school-sponsored trips are an important component of a student's development. These types of trips supplement and enrich the homeschooling and classroom learning experience. In addition, field trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. School-sponsored field trips may be conducted in connection with the Monarch River Academy's course of study or school-related social, educational, cultural, athletic, school band activities or other extracurricular or co curricular activities.

The purpose of the Monarch River Academy Governing Board approving this Field Trip Policy is to accomplish the following:

1. Outline the Requirements for a Field Trip
2. Explain Supervision, Chaperone and Guest Policies
3. Explain Accommodation Options for Special Education Students
4. Identify Student and Family Responsibility While Attending Field Trips
5. Identify Transportation Options for Field Trip Attendance
6. Explain the Cancellation Policy
7. Explain the Waitlisting Process
8. Explain the Pre-Release Priority Booking Process
9. Explain the Required Homeschool Teacher Approval for Field Trips and Events

- 1. Requirements for a Field Trip:** No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.

School-sponsored trips are those that are single-day, community based or those that are specifically approved by the Governing Board of Monarch River Academy (such as multi-day trips, or those costing the Monarch River Academy in excess of \$100 per pupil). The Executive Director of Monarch River Academy shall establish a process for approving a staff member's request to conduct a school-sponsored trip that fall outside the limitations of this section. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, school and student expense, and transportation and supervision requirements. Executive Directors may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any field trip is limited by the amount of planning amounts available for that student. The teacher of records is responsible for mapping out a child's field trip plan for the year to enhance the child's educational plan and providing approvals for FTE orders in the Ordering System.

2. **Field Trip Supervision:** Given the need for adequate supervision of the students attending school-sponsored trips and given the nature of the educational program offered by Monarch River Academy, if applicable, Monarch River Academy has approved the use of student planning amounts to~~will~~ pay for the costs of admission for one chaperone per enrolled student, with a maximum of two chaperones per ~~for each~~ four (4) children in a family who are ~~and~~ enrolled in Monarch River Academy. If applicable, Monarch River Academy will approve the use of student planning amounts to ~~will~~ pay for the costs of admission for an additional chaperone for additional children in a family and who are enrolled in Monarch River Academy in excess of four (up to eight). Children in a family means children living, part- or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be instructional funds available to each family. Student planning amounts cannot be used for non-enrolled siblings or guests.

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone using enrichment funds when available. Monarch River Academy will not provide the cost of admission for any chaperones for vendor trips and independent enrichment trips.

It is the responsibility of parents/guardians to ensure proper supervision over their children enrolled in Monarch River Academy at all times during a school-sponsored trip. In some instances, ~~c~~Chaperones may take their own non-enrolled children (two years and older) as guests on appropriate school-sponsored trips, provided they make arrangements with the venue directly for the purchase of admittance and they assume full responsibility for their behavior and safety ~~and~~, with approval of the Executive Director. Guest tickets are no longer purchasable from the School directly and all transactions for non-enrolled students must be between the vendor and the parent/guardian directly.

The staff chaperone ~~organizing teacher~~ shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students afterhours, if applicable. Staff chaperones ~~Organizing teachers~~ shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the School's staff chaperone ~~organizing teacher~~ shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the School's staff chaperone ~~organizing teacher~~.

3. **Accommodations:** If a family requires special accommodation due to a child's special education needs identified in the child's Individual Education Plan (IEP) or Section 504 plan, the family may request accommodation from the Executive Director.
4. **Student and Family Responsibilities:** All persons making the field trip or excursion shall be deemed to have waived all claims against the Monarch River Academy and ~~or~~ the State of California for injury, accident, illness or death occurring during or by reason of the ~~field trip~~

or excursion. All adults, parents, and guardians taking any field trip or excursion shall sign a statement waiving all claims [when placing their orders in the Field Trip and Events system](#).

All students on a school-sponsored trip are under the jurisdiction of Monarch River Academy and shall be subject to school disciplinary rules and regulations.

Before a student can participate in a school-sponsored trip, the [School's staff chaperoneorganizing teacher](#) shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities.

- 5. Transportation:** Parent(s)/guardian(s) are solely responsible for transporting their children to the location where the field trip starts. The [staff chaperoneorganizing teacher](#) will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

The School's staff

~~organizing teacher~~ chaperone shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. [School staff chaperones](#) ~~Organizing teachers~~ shall always have an emergency contact phone number for the [Executive DirectorPrincipal](#). If a serious discipline [or safety](#) incident occurs during a field trip, the [School's staff chaperoneorganizing teacher](#) shall notify the [Executive DirectorPrincipal](#) immediately. No student shall be sent home or separated from the [School](#) group without prior approval of the [School's staff chaperoneorganizing teacher](#).

- 6. Cancellation Policy:** [Parents may cancel prior to the booking close for a full refund. After booking closes, if a waitlisted participant registers and fills the desired cancelled spot\(s\), the same number of tickets may be canceled for a full refund. After booking closes, if the ticket cannot be transferred to a waitlisted student or chaperone there is no refund.](#)
- 7. Waitlisting:** [The School will offer priority booking for the next trip that is the same as the missed trip for waitlisted families. For example, if Family A is waitlisted on Zoo Trip A they will get a priority invite to book for Zoo Trip B when booking opens for that trip.](#)
- 8. Pre-Release Priority Booking:** [When the School pre-releases a new trip to a waitlisted group, families will have one \(1\) week priority to book their tickets. After one \(1\) week, the trip will be released to all students. A family who has received the pre-release invite will be removed from the waitlist whether they booked a ticket or not.](#)
- 9. Homeschool Teacher (HST) Approval:** [Field Trip and Event orders require the approval of HSTs before they are processed. HSTs will consider chaperone guidelines and number of allowable tickets when reviewing a field trip request. Approved field trips will show HST Approved Status in the Ordering System.](#)

Cover Sheet

Virtual Activities Waivers

Section:	IV. Operations
Item:	F. Virtual Activities Waivers
Purpose:	Discussion & Potential Action - Vote
Related Material:	Virtual Activities Waiver - MR Spanish Virtual Activity Waiver - MR

BACKGROUND:

- These waivers only apply to a small number of online, virtual service vendors who are based out of state. For example, Outschool, eDynamic Learning, BYU, ASU Prep Digital, etc.
- This could impact families who place orders for limited interaction, virtual online services, from vendors who are based out of state and are unable to comply with performing California Department of Justice (DOJ) background checks as required by new legislation.
- These vendors will still be required to perform background checks from a credible agency, but because the new law requires vendors, even those with limited interaction with students, to have a CA DOJ background checks, the school must advise parents they will need to be present in the room with their student(s) during instruction/enrichment from these vendors.
- The school's in-person service vendors are already in compliance with the new law and do perform CA DOJ background checks.
- Families will continue to sign the current waivers which do not require them to be present during the services. This change will only affect a limited set of vendors, families, and orders.

RECOMMENDATION:

- Consider approval of the Virtual Activities Waivers.

{School Name} **VIRTUAL** ACTIVITIES WAIVER FORM
PARENTAL AUTHORIZATION & WAIVER/RELEASE OF LIABILITY
SCHOOL ENRICHMENT ACTIVITIES

I, TEST PARENT SIGNATURE, parent/legal guardian of DEMO STUDENT (Student), a minor child, actively enrolled at {School Name}, certify that my child is physically, mentally, and emotionally able to participate in the Activity(ies), and hereby give permission for my child to participate in the Activity(ies) specified below.

ENRICHMENT SERVICE(S)

ACTIVITY 1: [TEST SERVICE ITEM]

ASSUMPTION OF RISK/RELEASE OF LIABILITY: In consideration of permission to participate in the Activity(ies), I, as a parent/guardian of the Student listed above, assume all risks and release, waive, discharge, and hold harmless the School, authorizing school district, board members, its affiliates, directors, officers, employees, volunteers, chaperones, and agents (collectively, "Releasees"), from any and all claims arising from or relation to Activity(ies), including claims that may arise out of School's negligence, and for any other act or omission that causes, or is related to, illness, injury, death, or damages to Student from their participation in the Activity(ies) by Student.

I agree to indemnify and hold harmless the Releasees from any and all claims, including defense costs (including attorneys' fees) of bodily injury, property damage, or wrongful death by third parties that may have been caused by Student, whether negligent or not, due to their participation in the Activity(ies). I agree to this Agreement on behalf of me and my heirs, executors, administrators, and assigns. This waiver and release do not extend to claims for gross negligence, intentional or reckless misconduct, or any other liabilities that California law does not permit to be released by agreement.

COVID-19 RISKS: I understand it is my responsibility to ensure the business providing the enrichment service(s) identified above is following all local, state and federal health guidelines required in order for the business to provide said services. I understand that Student's participation with in-person services during a global pandemic may result in my child contracting COVID-19, which may be spread to me and my family (and others), which may result in severe illness, hospitalization and/or death.

PARENT/GUARDIAN SUPERVISION REQUIREMENT: •I understand that I must supervise Student while they access the educational Activity(ies). The vendor may not provide virtual services to a Student without Parent/Guardian supervision. If I fail to comply with this requirement, I understand School may terminate Student's participation in the vendor's educational Activity(ies).

By signing below: (1) I understand I am giving up substantial actual or potential rights in order to allow the Student to voluntarily participate in the Activity(ies); (2) I have signed this Agreement with full appreciation and understanding the Activity(ies) involve numerous risks, dangers, and hazards, both known and unknown, where serious accidents can occur, participants can sustain physical injuries, damage to their property, or even death; (3) I acknowledge, regardless of whether a particular Activity(ies) involves physical activities or not, Activity(ies) may have inherent risks of injury which are inseparable from the activity and cannot be entirely eliminated regardless of the care taken by School, teachers, students, volunteers, vendors, other faculty, or other staff; (4) If Student, Parent(s), and/or Guardian(s) believe that an unsafe condition or circumstance exists with respect to the Activity(ies), Student must discontinue participation and immediately notify School staff. Student shall not further participate until the unsafe circumstance is remedied; (5) I, as parent or guardian, have the right to bind myself, the Student and any other family member, representative, assign, heir, trustee or guardian to the terms of this Agreement; and (6) I have explained this Agreement to the Student, who understands their obligations hereunder.

IN SIGNING THIS AGREEMENT, I ACKNOWLEDGE AND REPRESENT THAT I HAVE READ

THIS AGREEMENT IN FULL AND SIGN IT VOLUNTARILY ON BEHALF OF MYSELF AND MY CHILD. I also understand this Parental/Guardian Authorization and Waiver/Release of Liability is valid for the duration of time that my Student participates in the current school year.

Student Full Name:

Grade:

Parent or Guardian Full Name:

Date:

**{Nombre De La Escuela} VIRTUAL FORMULARIO DE EXENCION DE
ACTIVIDADES AUTORIZACIÓN DE LOS PADRES Y RENUNCIA /
LIBERACIÓN DE RESPONSABILIDAD
ACTIVIDADES DE ENRIQUECIMIENTO**

Yo, FIRMA DEL PADRE DE PRUEBA, padre / tutor legal de DEMO

ESTUDIANTE(Estudiante), un menor de edad, inscrito activamente en {Nombre de la escuela}, certifica que mi hijo está físicamente, mental y emocionalmente capaz de participar en la (s) Actividad(es), y por la presente doy permiso para que mi hijo participe en las actividad (es) que se especifican a continuación.

SERVICIO (S) DE ENRIQUECIMIENTO

ACTIVIDAD 1: [ELEMENTO DE SERVICIO DE PRUEBA]

ASUNCIÓN DE RIESGO / LIBERACIÓN DE RESPONSABILIDAD: En consideración al permiso para participar en la (s) Actividad (es), yo, como padre/ tutor del estudiante mencionado anteriormente, asumo todos los riesgos y libero, renuncio, despido y eximo de responsabilidad a la Escuela, autorizando al distrito escolar, y a los miembros de la junta directiva, sus afiliados, directores, funcionarios, empleados, voluntarios, acompañantes y agentes (colectivamente, "Liberados"), de todas y cada una de las reclamaciones que surjan de o relacionadas con la (s) Actividad (es), incluidas las reclamaciones que puedan surgir fuera de la negligencia de la escuela, y por cualquier otro acto u omisión que cause, o esté relacionado con, enfermedad, lesión, muerte o daños al estudiante por su participación en la (s) actividad (es) por parte del estudiante.

Acepto indemnizar y eximir de responsabilidad a los liberados de todas y cada una de las reclamaciones, incluidos los costos de defensa (incluidos los honorarios de los abogados) de lesiones corporales, daños a la propiedad o muerte por negligencia por parte de terceros que puedan haber causado por el estudiante, ya sea por negligencia o no, debido a su participación en las actividad (es). Acepto este acuerdo en mi nombre y en el de mis herederos, albaceas, administradores y cesionarios. Esta renuncia y liberación no se extiende a reclamos por negligencia grave, mala conducta intencional o imprudente, o cualquier otra responsabilidad que la ley de California no permita que se libere por acuerdo.

RIESGOS DE COVID-19: Entiendo que es mi responsabilidad asegurar que la empresa proporcione los servicios de enriquecimiento identificados anteriormente siguiendo todas las pautas de salud locales, estatales y federales requeridas para que la empresa proporcione dichos servicios. Entiendo que la participación de mi hijo en los servicios en persona durante una pandemia de salud puede resultar en que mi hijo contraiga COVID-19, que puede contagiarse a mí y a mi familia, lo que puede resultar en una enfermedad grave, hospitalización y / o muerte.

REQUISITO DE SUPERVISIÓN DEL PADRE / TUTOR: • Entiendo que debo supervisar al Estudiante mientras acceden a la (s) Actividad (es) educativa (s). El proveedor no puede proporcionar servicios virtuales a un estudiante sin la supervisión de un padre / tutor. Si no cumplo con este requisito, entiendo que la Escuela puede cancelar la participación del Estudiante en las Actividades educativas del proveedor.

Al Firmar A Continuación: (1) Entiendo que estoy renunciando a derechos sustanciales reales o potenciales para permitir que el estudiante participe voluntariamente en la (s) actividad(es); (2) He firmado este acuerdo con total apreciación y la comprensión de la(s) actividad (es) implican numerosos riesgos, peligros, y ambos conocidos y de desconocido, donde pueden ocurrir accidentes graves, los participantes pueden sufrir lesiones físicas, daños a sus propiedad, o incluso la muerte; (3) Reconozco, independientemente de si una actividad en particular involucra actividad (es) física(s) o no, la (s) actividad (es) pueden tener riesgos inherentes de lesiones que son inseparables de la actividad y no se puede eliminar por completo independientemente del cuidado que tomen la escuela, los maestro, los estudiantes, voluntarios, proveedores, otros profesores u otro personal; (4)

Si el estudiante, padre (s) y / o tutor (es) creen que existe una condición o circunstancia insegura con respecto a la (s) actividad (es), el estudiante debe discontinuar la participación y notificar inmediatamente al personal de la escuela. El estudiante no participara más hasta que la seguridad del estudiante sea remedia la circunstancia;

(5) Yo, como padre o tutor, tengo derecho a comprometerme a mí mismo, y al estudiante y a cualquier otro miembro de la familia, representante, cesionario, heredero, fideicomisario o tutor de los términos de este

acuerdo; y (6) Le he explicado este Acuerdo al Estudiante, que comprende sus obligaciones continuación.

AL FIRMAR EST ACUERO, RECONOZCO Y REPRESENTO QUE HE LEIDO ESTE ACUERDO COMPLETO Y FIRMARLO VOLUNTARIAMENTE EN NOMBRE DE MI MISMO Y DE MI ESTUDIANTE. También entiendo que esta autorización de los padres / tutores y la renuncia / liberación de responsabilidad es válida para la duración del tiempo que mi estudiante participa en el año escolar actual.

Nombre Completo Del Estudiante:

Grado:

Nombre Complete Del Padre o Tutor:

Fecha:

Cover Sheet

Classified Contracts for 2022-2023

Section:	IV. Operations
Item:	G. Classified Contracts for 2022-2023
Purpose:	Discussion & Potential Action - Vote
Related Material:	22-23 Classified-Hourly Contract Template - Monarch River

BACKGROUND:

- Revisions include COVID-19 Vaccination/Testing in Section B.2. of the contract.

RECOMMENDATION:

- Consider approval of the Classified employee contract for 2022-2023.



**FIXED TERM EMPLOYMENT AGREEMENT BETWEEN
MONARCH RIVER ACADEMY & <EMPLOYEE NAME>, <JOB TITLE>>**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Governing Board (“Board”) of Monarch River Academy. The Board desires to hire employees who will assist Monarch River Academy in achieving its goals and meeting the requirements of the school. The parties recognize that Monarch River Academy is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Monarch River Academy in implementing its purposes, policies, and procedures.

This contract is being entered into pending the completion of the onboarding process which includes a clear TB risk assessment or, if necessary, TB test and fingerprint clearance from the DOJ. If the candidate does not complete the onboarding process within 10 days of (Date Offered) the contract it will be considered void unless the Executive Director or Designee provides a written extension.

WHEREAS, Monarch River Academy and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. Monarch River Academy has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Monarch River Academy has been duly approved by the Alta Vista Elementary School District (“District”), according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Monarch River Academy has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Monarch River Academy is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Monarch River Academy, and the Employee signing below expressly recognizes that Employee is being employed by Monarch River Academy and not the District.
3. Pursuant to Education Code section 47610, Monarch River Academy must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Monarch River Academy shall be deemed the exclusive public school employer of the employees at Monarch River Academy for purposes of Government Code section 3540.1.



B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will perform such duties as Monarch River Academy may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time.

2. Covid -19 Vaccination or Weekly Testing

Monarch River Academy Charter School would like all its employees to be safe and continue to strive. Monarch River Academy Charter School requires that all its employees be vaccinated or have a negative Covid -19 test at the time of hire. The employee also agrees to participate in a weekly Covid -19 test if they are not vaccinated.

3. Term and Work Schedule

Subject to Section C, "Termination of Agreement" herein, Monarch River Academy hereby employs Employee for the term of the school year, commencing on or after **July 1, 2022** and ending **June 30, 2023**. Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position.

Monarch River Academy shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Monarch River Academy.

4. Compensation

Employee will receive their hourly rate no later than June 15th of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary pay scale approved by the Board of Directors of the Charter.) The Board may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment; any salary increase is contingent on enrollment and positive performance. The pay scale is based on what the Board will deem to be reasonable targets. Pay scale changes will only be permitted at the end of 1st three fiscal quarters – namely September 30th, December 31st, and March 30th.

5. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by Monarch River Academy (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Monarch River Academy in its sole discretion.

6. Performance Evaluation

Employee shall receive periodic performance reviews conducted by Employee's supervisor in accordance with Monarch River Academy's evaluation policy.

The employee will have a 30-day performance evaluation from their date of hire. The evaluation is based on Attendance, Productivity and Communication and to see if the employee needs help.

The employee will receive a 90-day performance review from their hire date. This evaluation is based on Attendance, Productivity and Communication and to see if the employee meets the expectation of Monarch River Academy.

Failure to evaluate Employee shall not prevent Monarch River Academy from disciplining or dismissing Employee in accordance with this Agreement.

7. Employee Rights

Employment rights and benefits for employment at Monarch River Academy shall only be as specified in this Employment Agreement, the Charter Schools Act and Monarch River Academy's Personnel Handbook, which from time to time may be amended and modified by Monarch River Academy, in Monarch River Academy's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Monarch River Academy.

8. Licensure

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

9. Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges Employee is a child care custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. Fingerprinting/TB Clearance

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service.

This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory, this job offer is withdrawn.

11. Conflicts of Interest

Employee understands that, while employed by Monarch River Academy, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Monarch River Academy. Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest. Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Monarch River Academy approved vendor to which the Employee has a familial or marital connection.

Employee also specifically agrees that Employee will not recommend that Monarch River Academy enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection

12. Outside Professional Activities

Any outside professional activities (including consulting, speaking, and writing not on behalf of Monarch River Academy) shall not occur from 8:00 a.m. – 4:30 p.m. Monday through Friday, except holidays. Hourly employees are expected to complete their Monarch River Academy Charter School employment duties from 8:00 a.m. – 4:30 p.m. Monarch River Academy shall in no way be responsible for any expense's attendant to the performance of such outside activities performed outside of employment with Monarch River Academy.

13. School Intellectual Property and Non-Competition

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:

a. disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment;

b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;

- c. without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C. TERMINATION OF AGREEMENT

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.
2. **Revocation/Nonrenewal of Charter:** In the event that Monarch River Academy is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the early termination process outlined above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

CI. NON-RENEWAL/EXPIRATION OF TERM

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

CII. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.



2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. **ACCEPTANCE OF EMPLOYMENT**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Monarch River Academy on the terms specified herein.
2. All information I have provided to Monarch River Academy related to my employment is true and accurate.
3. This is the entire agreement between Monarch River Academy and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

Employee Approval:

Employee Signature

Date

Monarch River Academy Approval:

Executive Director Signature

Date

Cover Sheet

Public Employee Performance Evaluation

Section:	V. Closed Session
Item:	A. Public Employee Performance Evaluation: Executive Director & Co-Director/Principal
Purpose:	Conduct Closed Session for Part of the Performance Evaluation Process
Related Material:	N/A

BACKGROUND:

- Per the Administrator Evaluation Process and Timeline, the Board will meet in closed session to agree on the summative evaluation tool and what items should be included in the Director report.

Cover Sheet

Meeting Format

Section:	VI. Governance
Item:	A. Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)
- If a state of emergency as declared by the governor continues to remain active, legislative bodies must “re-up” their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:
 - The board has reconsidered the circumstances of the state of emergency.
 - Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.
- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in February virtually and include this discussion and potential action item on future board meetings until the state of emergency has been lifted.

Cover Sheet

Board Member Vacancy

Section:	VI. Governance
Item:	B. Board Member Vacancy
Purpose:	Discussion
Related Material:	

BACKGROUND:

- The prospective Board member that had been considered for the current vacancy notified the school that they would not be able to join the Board.

RECOMMENDATION:

- Provide feedback/direction to the school leadership regarding the current Board Member vacancy and the search for new candidates.

Cover Sheet

Brown Act Board Training

Section:	VI. Governance
Item:	C. Brown Act Board Training
Purpose:	Discussion & Completion of Training Modules
Related Material:	

BACKGROUND:

- The board members that have not yet completed the annual Brown Act Training will schedule to work on the modules.