

Monarch River Academy

Regular Board Meeting



February 28, 2022 at 6:00 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		6:00 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. 1-5)	Dr. Sam Nofziger	1m
E. Public Comment	Dr. Sam Nofziger	5 m
F. Discussion and Potential Action to Approve the January 25, 2022 Board Meeting Minutes (p. 6-13)	Dr. Sam Nofziger	1 m

II. Academic Excellence - Part 1		6:40 PM
A. SEL & Transition Program Student Presentation (p. 14)	Yolanda Vazquez & Student Presenter	10 m
III. Finance		6:50 PM
A. Discussion & Potential Action on the January 2022 Financials (p. 15-42)	Jim Surmeian	10 m
B. Discussion & Potential Action on the Second Interim Report (p. 43-54)	Jim Surmeian	5 m
C. Discussion & Potential Action on the 2020-2021 Annual Audit Report (p. 55-57 + Separate Audit PDF File)	Dr. Laurie Goodman	5 m
D. Discussion on the 2022-2023 Budget Considerations (p. 58-59)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Revised Compensation Policy (p. 60-113)	Dr. Laurie Goodman	5 m
IV. Academic Excellence - Part 2		7:20 PM
A. Virtual Academy Program Update/Presentation (p. 114)	Maria Thoeni	5 m
B. High School Program Update/Presentation (p. 115)	Denise Voth	5 m
C. Discussion & Potential Action on the High School Virtual Academy for 2022-2023 (p. 116-126)	Denise Voth	10 m
D. Discussion & Potential Action on the Supplemental Local Control and Accountability Plan (LCAP) (p. 127-133)	Dr. Laurie Goodman	10 m
E. Discussion on the A-G Grant Plan (p. 134)	Dr. Laurie Goodman	5 m

V. Operations		7:55 PM
A. Presentation & Potential Discussion of the COVID-19 School Report (p. 135-141)	Dr. Laurie Goodman	5 m
B. Presentation & Potential Discussion of the School's Enrollment Report (p. 142-143)	Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the Updated Comprehensive Safety Plan (p. 144-206)	Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the 2022-2023 School Calendar (p. 207-208)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Independent Study Teacher Job Description (p. 209-213)	Dr. Laurie Goodman	5 m
F. Discussion & Potential Action on the Virtual Independent Study Teacher Job Description (p. 214-218)	Dr. Laurie Goodman	5 m
G. Discussion & Potential Action on the Salaried Virtual Only Employee Contract (p. 219-226)	Dr. Laurie Goodman	5 m
H. Discussion & Potential Action on the Summer School Teacher Job Description (p. 227-229)	Dr. Laurie Goodman	5 m
VI. Administrator Evaluations		8:35 PM
A. Potential Discussion of the Administrator Report - Part 2 of Evaluation Process (p. 230-234)	Dr. Laurie Goodman & Steph Johnson	5 m
B. Discussion & Potential Action on the Next Steps in the Administrator Evaluation Process (p. 235)	Dr. Sam Nofziger	5 m
VII. Governance		8:45 PM

A. Discussion on the Annual Form 700 (p. 236)	Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the March Board Meeting Format (p. 237)	Dr. Sam Nofziger	5 m
C. Discussion & Direction on the Board Member Vacancy (p. 238)	Dr. Laurie Goodman	5 m
D. Brown Act Board Training (p. 239)	Dr. Laurie Goodman	2 m
VIII. Closing Items		9:02 PM
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting Regular: March 22, 2022 at 4:30 PM	Dr. Sam Nofziger	1 m
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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January 25, 2022 at 4:30 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

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

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Monarch River Mission Statement

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Directors Present

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

Directors Absent

Monique Ouwinga

Guests Present

Dr. Rob Hudson, Dr. Laurie Goodman, Stephanie Johnson, Yolanda Vazquez, Mariah Jordan, Denise Voth, Maria Thoeni, Jenny Plumb, Amy Friesen, Dr. Steven James, Lorraine Sewell, Elisabeth Lakey, Victoria Pope, A. Pittman (all remote)

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, January 25, 2022 at 4:32 PM.
1.C. Flag Salute
Dr. Sam Nofziger led the Flag Salute.
1.D. Approval of the Agenda
Dr. Craig Wheaton made a motion to approve the agenda with the amendment to move item 3A the SEL & Transition Program Student Presentations and 4B the School's Enrolment Report & 2022-2023 Enrollment Proposal above the financials. Sarah Sanchez seconded the motion. The board VOTED unanimously to approve the motion.
1.E. Public Comment
No public comments were made.
1.F. Review & Approval of Minutes
Dr. Craig Wheaton made a motion to approve the minutes from the Board Meeting on December 7, 2021. Sarah Sanchez seconded the motion. The board VOTED unanimously to approve the motion.
4.B. Enrollment Report & 2022-2023 Enrollment Proposal
<ul style="list-style-type: none"> Stephanie Johnson shared the enrollment report for 2021-2022 School Year as well as the recommended growth rate for the 2022-2023 school year.
3.A. SEL & Transition Program Student Presentations - moved to the top of the agenda
<ul style="list-style-type: none"> Elisabeth Lakey introduced the student who attends the SEL and Transition workshops. Student A. Pittman shared how the Transition program has helped him make connections/friends. He has received help creating a resume and getting a job as well and has had continued progress for the last 2-3 years.
2. Finance
2.A. November & December 2021 Financials

- Jim Surmeian from Charter Impact shared the school's financial report covering both November and December.
- Jim Surmeian provided the board with an update on the school's 2020-2021 annual audit, which is almost completed.

Sarah Sanchez made a motion to approve the November & December Financials.
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

2.B. Addition of the Utility Stipend to the Compensation Policy

- Stephanie Johnson explained the revision of the phone internet stipend to the Utility stipend.

Sarah Sanchez made a motion to approve the Utility Stipend to the Compensation Policy
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

2.C. Addition of the Substitute Teacher Compensation to the Compensation Policy

- Stephanie Johnson explained the need for substitutes.
- Dr. Craig Wheaton would be okay with approving this but would like a clear policy to be brought back outlining details such as a maximum number of sub hours to not interfere with regular contracted work.

Dr. Craig Wheaton made a motion to approve the November & December Financials.
^Sarah Sanchez seconded the motion.
The board VOTED unanimously to approve the motion.

2.D. California State Teachers' Retirement System (STRS) - Projected Costs Report

- Steph Johnson explained that the projected costs are not available yet but shared the progress of collecting the data.

2.E. STRS Audit Summary Report

- Steph Johnson shared the information from the audit finding report from 2019-2020.

Sarah Sanchez made a motion to approve the Audit Summary Report.
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

3. Academic Excellence

3.A. SEL & Transition Program Student Presentations

- Moved to earlier in the agenda

3.B. School Accountability Report Card (SARC)

- Stephanie Johnson reviewed the SARC to the board and explained dual enrollment vs concurrent enrollment. Stephanie shared that the school is looking to expand into dual enrollment opportunities.

Dr. Craig Wheaton made a motion to approve the SARC.

Sarah Sanchez seconded the motion.

The board VOTED unanimously to approve the motion.

3.C. High School A-G Grant

- Steph Johnson and Denise Voth shared what A-G is and how the grant would be beneficial to the school.
- Dr. Sam Nofziger added that this is about access, equity, and information.

Sarah Sanchez made a motion to approve pursuing the A-G Grant funding.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

4. Operations

4.A. COVID-19 School Report - January

- Steph Johnson discussed the COVID-19 School Report.

4.B. Enrollment Report & 2022-2023 Enrollment Proposal

- Moved to earlier in the agenda

4.C. Proposed Revisions to the Vendor Agreement

- Steph Johnson introduced Victoria Pope who presented the revisions to the vendor Agreement.

Sarah Sanchez made a motion to approve the Proposed Revisions to the Vendor Agreement.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.
4.D. Proposed Virtual Educational Services Addendum
<ul style="list-style-type: none"> Victoria Pope explained the Proposed Virtual Educational Services Addendum <p>Sarah Sanchez made a motion to approve the Proposed Virtual Educational Services Addendum. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.</p>
4.E. Proposed Revisions to the Field Trip Policy
<ul style="list-style-type: none"> Stephanie Johnson explained the red-lined items to the Field Trip Policy. <p>Dr. Craig Wheaton made a motion to approve the Proposed Revisions to the Field Trip Policy. Sarah Sanchez seconded the motion. The board VOTED unanimously to approve the motion.</p>
4.F. Virtual Activities Waivers
<ul style="list-style-type: none"> Victoria Pope presented the Virtual Activities Waivers. <p>Sarah Sanchez made a motion to approve the Virtual Activities Waivers. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.</p>
4.G. Classified Contracts for 2022-2023
<ul style="list-style-type: none"> Stephanie Johnson reviewed the updates to the Classified Contracts for 2022-2023. Sarah Sanchez asked if this revision needed to be added to the contract due to the Governor's mandate. <p>Dr. Craig Wheaton made a motion to approve the Classified Contracts for 2022-2023. Sarah Sanchez seconded the motion. The board VOTED unanimously to approve the motion.</p>
5. Closed Session
5.A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director /Principal
Sarah Sanchez made a motion to enter into Closed Session at 5:42 pm.

Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

Sarah Sanchez made a motion to end Closed Session and return to the Open meeting at 6:11 pm.

Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

5.B. Report Out of Any Action Taken During Closed Session

- The board members exited out of closed session at 6:13 PM.
- The board finalized the 3 parts of the Admin Evaluation and Kimmi Buzzard will send the form to Dr. Laurie Goodman and Stephanie Johnson.
- Self-evaluation and Administration reports are due to the board by February 15th.

6. Governance

6.A. February Meeting Format

Dr. Craig Wheaton made a motion to meet in a virtual format for the next board meeting and discuss this item again in February.
Sarah Sanchez seconded the motion.
The board VOTED to approve the motion.

6.B. Board Member Vacancy

- Steph Johnson shared that the potential member is no longer available and asked the Board if they have any direction they would like the school to go in.
- Dr. Sam Nofziger would like us to do our best to have a homeschool parent fill the vacancy.
- Sarah Sanchez concurred.

6.C. 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 February.

- A-G Grant Plan - Bring to the Board

6.B. Announcement of the Next Scheduled Board Meetings

Regular: February 22, 2022 at 4:30 PM

6.C. Adjourn Meeting

Dr. Craig Wheaton made a motion to adjourn the Board Meeting at 6:25 PM.

Sarah Sanchez 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

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

Section:	II. Academic Excellence - Part I
Item:	A. SEL & Transition Program Student Presentation
Purpose:	Informational
Related Material:	N/A

BACKGROUND:

- Monthly programmatic update from the SPED Transition & SEL Team

Cover Sheet

January 2022 Financials

Section:	III. Finance
Item:	A. January 2022 Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	January 2022 Financial Report - MR

BACKGROUND:

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

RECOMMENDATION:

- Consider approval of the January 2022 Financial report.

Monarch River Academy

January 2022

Financial Presentation

MONARCH RIVER - Highlights

- Revenue projections down by \$3.5M compared to budget.
- Expenses projections down by \$2.4M compared to budget.
- Year-end surplus projected at \$891.4K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

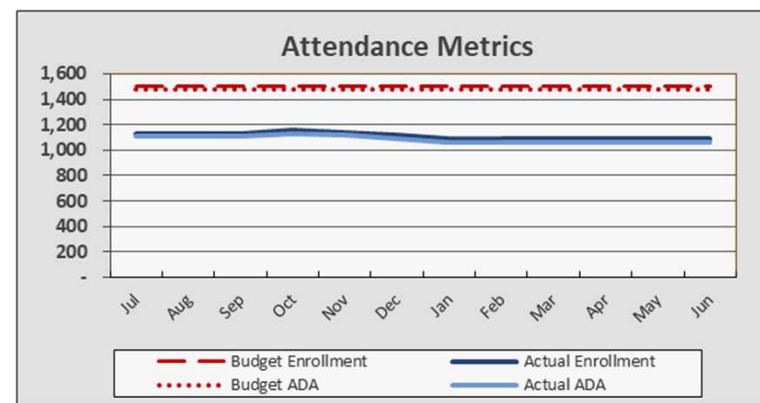
Cert.	Instr.
44.4%	84.7%
563,554	595,032

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
20.75 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	1122	1505
ADA	n/a	1100	1475
Attendance Rate	n/a	98.0%	98.0%
Unduplicated %	42.9%	42.2%	42.9%
Revenue per ADA		\$11,534	\$11,003
Expenses per ADA		\$10,723	\$9,658



MONARCH RIVER - Revenue

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

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 3,958,087	\$ 3,976,014
Federal Revenue	296,763	707,802
Other State Revenue	426,779	397,626
Other Local Revenue	8,223	-
Total Revenue	\$ 4,689,852	\$ 5,081,442

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 10,532,336	\$ 14,090,469	\$ (3,558,132)
986,772	836,809	149,963
1,157,853	1,302,634	(144,780)
8,223	-	8,223
\$ 12,685,185	\$ 16,229,911	\$ (3,544,727)

MONARCH RIVER - Expenses

- Positive variances consistent with reimbursement of Instructional Costs from other schools as well as lower spending on non-instructional costs.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 2,722,418	\$ 3,022,135	\$ 299,718	\$ 4,696,352	\$ 5,275,459	\$ 579,107
Classified Salaries	61,371	1	(61,371)	112,317	1	(112,316)
Benefits	805,001	897,296	92,295	1,384,517	1,557,959	173,442
Books and Supplies	780,321	1,221,470	441,149	2,315,373	2,446,473	131,100
Subagreement Services	1,055,547	1,933,370	877,823	2,348,955	3,514,406	1,165,451
Operations	71,840	99,283	27,444	121,220	170,200	48,980
Facilities	-	-	-	-	-	-
Professional Services	355,490	469,641	114,152	764,191	1,082,364	318,173
Depreciation	26,415	-	(26,415)	26,415	-	(26,415)
Interest	24,368	137,009	112,641	24,368	198,819	174,451
Total Expenses	\$ 5,902,770	\$ 7,780,206	\$ 1,877,436	\$ 11,793,708	\$ 14,245,681	\$ 2,451,973

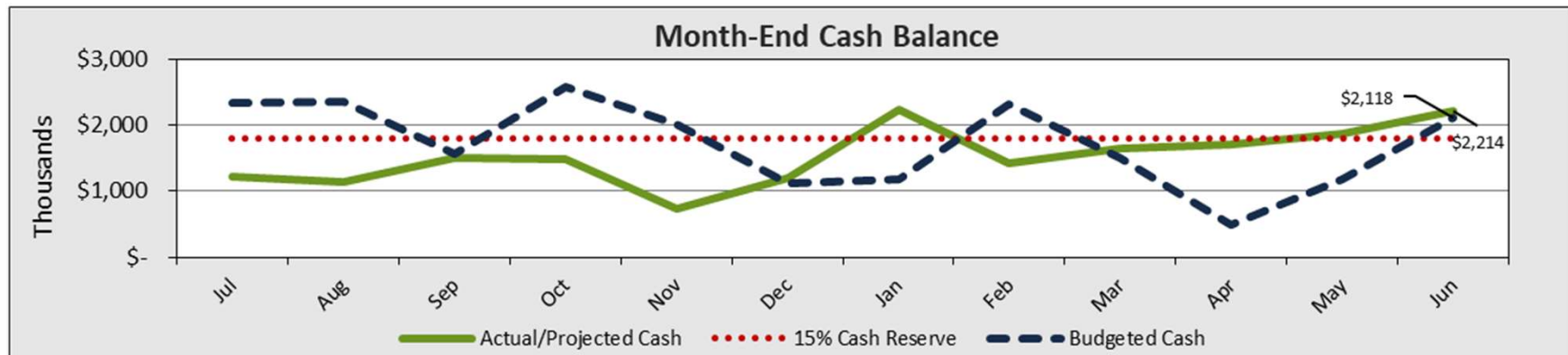
MONARCH RIVER - Fund Balance

- Year-end surplus represents about 7.5% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,212,918)	\$ (2,698,764)	\$ 1,485,846	\$ 891,477	\$ 1,984,230	\$ (1,092,754)
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>\$ 860,748</u>	<u>\$ (625,098)</u>		<u>\$ 2,965,142</u>	<u>\$ 4,057,896</u>	
<i>As a % of Annual Expenses</i>	7.3%	-4.4%		25.1%	28.5%	

MONARCH RIVER - Cash Balance

- No further factoring required
- Year-end cash balance projected at \$1.06MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2019/20). 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/
DATA	Feb-11	CALPADS - Fall 1 Amendment extended deadline - The deadline was extended by two weeks due to system performance and data validation issues. This is the final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
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 schedule 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	Set by Authorizer (by Mar 15)	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application - The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
DATA	Mar-11	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Mar-11	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
FINANCE	Mar-18	El Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	http://charterseelpa.org/fiscal/
FINANCE	Mar-25	E-Rate FCC Form 471 Due date (FY2022) - To apply for program discounts, applicants file an FCC Form 471 in EPC to provide USAC with information about the services they are requesting and the discount(s) for which they are eligible. The FCC Form 471 must be certified by March 25, 2021.	Client	No	No	https://www.usac.org/si/tools/forms/
FINANCE	Jun-30	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

MONARCH RIVER - Appendix

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

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 2/09/2022

ADA = 1099.81

Subagreement Services

5102	Special Education
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
-	6,803	37,660	5,665	(62,387)	140,014	29,803	49,283	49,283	49,283	49,283	49,283	-
4,477	31,828	123,186	28,476	96,462	17,859	(220,116)	76,174	92,782	174,293	101,615	47,151	-
141,075	141,075	141,075	141,075	141,075	(42,716)	153,159	110,995	110,995	110,995	110,995	110,995	-
145,552	179,705	301,921	175,216	175,150	115,156	(37,154)	236,453	253,061	334,572	261,894	207,429	-

Annual Forecast
403,975
574,186
1,370,795
2,348,955

Original Budget Total	Favorable / (Unfav.)
534,200	130,225
1,276,065	701,879
1,704,141	333,346
3,514,406	1,165,451

Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5516	Miscellaneous Expense
5900	Communications
5901	Postage and Shipping

-	-	-	155	549	1,674	186	575	575	575	575	575	-
-	-	1,870	-	-	-	153	192	192	192	192	192	-
6,418	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	-
-	-	-	5,500	-	-	158	400	400	400	400	400	-
-	-	-	216	192	-	7,144	900	900	900	900	900	-
-	-	597	1,198	197	100	225	258	258	258	258	258	-
6,418	7,551	10,018	14,620	8,490	9,325	15,418	9,876	9,876	9,876	9,876	9,876	-

5,440
2,981
89,479
7,658
12,053
3,609
121,220

17,700	12,260
3,200	219
122,500	33,021
9,200	1,542
13,400	1,347
4,200	591
170,200	48,980

Professional/Consulting Services

5801	IT	-	-	-	-	4,000	-	-	175	175	175	175	-
5802	Audit & Taxes	-	-	4,354	-	-	949	-	-	-	-	-	-
5803	Legal	15,000	6,114	13,209	-	(7,154)	7,275	1,650	2,100	2,100	2,100	2,100	-
5804	Professional Development	30	845	5,769	-	2,500	-	19,200	2,458	2,458	2,458	2,458	-
5805	General Consulting	-	-	250	250	250	250	-	75	75	75	75	-
5806	Special Activities/Field Trips	-	312	436	204	268	671	119	1,406	1,712	3,216	1,875	-
5807	Bank Charges	570	637	705	501	633	713	639	758	758	758	758	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	473	301	203	54	-	95	800	800	800	800	-
5810	Payroll Service Fee	276	1,067	1,570	598	1,531	721	1,516	1,342	1,342	1,342	1,342	-
5811	Management Fee	23,537	47,449	23,762	23,417	16,003	15,928	(2,397)	18,499	18,499	18,499	18,499	-
5812	District Oversight Fee	-	12,308	12,775	24,311	22,925	22,540	23,881	22,501	35,351	37,231	34,896	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	5,190	8,035	8,035	8,035	-
5815	Public Relations/Recruitment	-	500	(1,000)	-	-	-	-	-	-	-	-	-

-	-	-	-	4,000	-	-	175	175	175	175	175	-
-	-	4,354	-	-	949	-	-	-	-	-	-	-
15,000	6,114	13,209	-	(7,154)	7,275	1,650	2,100	2,100	2,100	2,100	2,100	-
30	845	5,769	-	2,500	-	19,200	2,458	2,458	2,458	2,458	2,458	-
-	-	250	250	250	250	-	75	75	75	75	75	-
-	312	436	204	268	671	119	1,406	1,712	3,216	1,875	870	-
570	637	705	501	633	713	639	758	758	758	758	758	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	473	301	203	54	-	95	800	800	800	800	800	-
276	1,067	1,570	598	1,531	721	1,516	1,342	1,342	1,342	1,342	1,342	-
23,537	47,449	23,762	23,417	16,003	15,928	(2,397)	18,499	18,499	18,499	18,499	18,499	-
-	12,308	12,775	24,311	22,925	22,540	23,881	22,501	35,351	37,231	34,896	34,896	32,355
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	5,190	8,035	8,035	8,035	8,035	34,024
-	500	(1,000)	-	-	-	-	-	-	-	-	-	-
39,413	69,704	62,130	49,484	41,010	49,046	44,703	55,304	71,306	74,689	71,014	70,009	66,380

4,875
5,302
46,594
40,636
1,375
11,087
8,189
-
5,126
13,986
240,195
315,970
-
71,355
(500)
764,191

2,900	(1,975)
14,200	8,898
35,700	(10,894)
39,100	(1,536)
2,000	625
150,642	139,555
11,500	3,311
100	100
11,700	6,574
18,200	4,214
284,023	43,828
422,714	106,744
36	36
86,848	15,493
2,700	3,200
1,082,364	318,173

Depreciation

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

26,415
26,415

-	(26,415)
-	(26,415)

Interest

7438	Interest Expense
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-	-	10,758	-	-	13,610	-	-	-	-	-	-	-
-	-	10,758	-	-	13,610	-	-	-	-	-	-	-

24,368
24,368

198,819	174,451
198,819	174,451

Total Expenses

701,211	910,162	1,105,895	877,231	813,257	836,968	658,046	1,065,786	1,145,467	1,474,980	1,179,138	959,187	66,380
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11,793,708

14,245,681	2,451,973
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Monthly Surplus (Deficit)

(670,576)	(450,805)	(473,705)	14,370	27,125	(5,394)	346,068	(134,470)	133,341	372,094	124,497	304,448	1,304,484
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891,477

1,984,231	(1,092,754)
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Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 2/09/2022

ADA = 1099.81



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)	346,068	(134,470)	133,341	372,094	124,497	304,448	1,304,484
Cash flows from operating activities													
Depreciation/Amortization	3,774	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)	(699,616)	-	-	-	-	-	(1,370,864)
Grants and Contributions Rec.	554,056	142,573	-	54,316	(148,621)	(57,591)	(488,264)	158,674	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(29,391)	(285)	813	1,269	(8,627)	1,041	6,247	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(343,011)	(38,019)	218,759	(78,756)	(67,022)	(94,577)	190,050	-	-	-	-	-	66,380
Accrued Expenses	(7,484)	(41,523)	(297,797)	(5,630)	47,903	75,884	70,396	-	-	-	-	-	-
Other Liabilities	-	30,247	13,081	(216)	-	-	(6,159)	-	-	-	-	-	-
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)	-	-	(909,000)	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(395,347)	(68,809)	351,259	(10,874)	(83,639)	186,612	(577,505)	24,204	(775,659)	372,094	124,497	304,448	
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	1,011,612	1,035,816	260,158	632,251	756,749	
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>1,011,612</u>	<u>1,035,816</u>	<u>260,158</u>	<u>632,251</u>	<u>756,749</u>	<u>1,061,197</u>	

8%

891,477

26,415

870,083

215,143

-

(28,933)

-

(146,196)

(158,251)

36,953

(55,208)

-

1,536,700

(3,736,900)

-

Original Budget Total	Favorable / (Unfav.)
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Cert.	Instr.
44.4%	84.7%
562,658	593,337

Pupil:Teacher Ratio
20.75

For the period ended January 31, 2022

	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	\$ 1,246	\$ 3,774,502	\$ 3,768,137	\$ 6,366	\$ 13,595,060
Education Protection Account	44,694	73,750	(29,056)	89,389	147,500	(58,111)	295,000
State Aid - Prior Year	-	-	-	15,641	-	15,641	-
In Lieu of Property Taxes	12,842	9,660	3,182	78,555	60,377	18,178	200,408
Total State Aid - Revenue Limit	796,026	820,654	(24,628)	3,958,087	3,976,014	(17,926)	14,090,469
Federal Revenue							
Special Education - Entitlement	-	9,678	(9,678)	-	49,468	(49,468)	178,475
Title I, Part A - Basic Low Income	-	-	-	-	95,533	(95,533)	95,533
Other Federal Revenue	75,531	562,801	(487,270)	245,023	562,801	(317,778)	562,801
Prior Year Federal Revenue	-	-	-	51,740	-	51,740	-
Total Federal Revenue	75,531	572,479	(496,948)	296,763	707,802	(411,039)	836,809
Other State Revenue							
State Special Education	55,143	49,192	5,951	336,985	251,427	85,558	907,125
Mandated Cost	-	-	-	17,825	17,443	382	17,443
State Lottery	66,070	44,215	21,855	66,070	44,215	21,855	293,525
Prior Year Revenue	11,343	-	11,343	5,899	-	5,899	-
Other State Revenue	-	84,541	(84,541)	-	84,541	(84,541)	84,541
Total Other State Revenue	132,556	177,949	(45,392)	426,779	397,626	29,152	1,302,634
Other Local Revenue							
Interest Revenue	-	-	-	948	-	948	-
Other Fees and Contracts	-	-	-	7,275	-	7,275	-
Total Other Local Revenue	-	-	-	8,223	-	8,223	-
Total Revenues	\$ 1,004,114	\$ 1,571,083	\$ (566,969)	\$ 4,689,852	\$ 5,081,442	\$ (391,590)	\$ 16,229,911
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 288,230	\$ 324,799	\$ 36,569	\$ 1,881,500	\$ 2,273,594	\$ 392,094	\$ 3,897,590
Teachers' Extra Duty/Stipends	58,947	66,259	7,312	399,221	331,295	(67,926)	662,590
Administrators' Salaries	51,983	52,849	866	384,984	369,945	(15,039)	634,191
Other Certificated Salaries	7,268	6,757	(510)	56,713	47,301	(9,411)	81,088
Total Certificated Salaries	406,427	450,665	44,237	2,722,418	3,022,135	299,718	5,275,459
Classified Salaries							
Instructional Salaries	-	0	0	3,700	1	(3,699)	1
Support Salaries	4,156	-	(4,156)	30,450	-	(30,450)	-
Clerical and Office Staff Salaries	2,185	-	(2,185)	9,331	-	(9,331)	-
Other Classified Salaries	3,954	-	(3,954)	17,890	-	(17,890)	-
Total Classified Salaries	10,294	0	(10,294)	61,371	1	(61,371)	1
Benefits							
State Teachers' Retirement System, certificated posi	67,239	72,196	4,958	439,554	484,146	44,592	845,129
OASDI/Medicare/Alternative, certificated positions	636	0	(636)	3,791	0	(3,791)	0
Medicare/Alternative, certificated positions	5,757	6,535	778	38,683	43,821	5,138	76,494
Health and Welfare Benefits, certificated positions	39,775	44,138	4,362	284,767	308,963	24,195	529,650
State Unemployment Insurance, certificated positions	9,167	8,208	(960)	22,415	18,057	(4,359)	32,830
Workers' Compensation Insurance, certificated positio	2,117	6,309	4,192	15,790	42,310	26,520	73,856
Total Benefits	124,691	137,385	12,695	805,001	897,296	92,295	1,557,959
Books & Supplies							
School Supplies	71,471	129,051	57,579	632,774	1,070,733	437,959	2,176,817
Software	16,080	15,275	(805)	83,474	106,925	23,451	183,300
Office Expense	2,342	1,217	(1,125)	11,361	8,517	(2,845)	14,600
Noncapitalized Equipment	-	4,254	4,254	52,711	35,295	(17,416)	71,756
Total Books & Supplies	89,893	149,796	59,903	780,321	1,221,470	441,149	2,446,473

Monarch River Academy

Budget vs Actual

For the period ended January 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	29,803	44,517	14,713	157,558	311,617	154,059	534,200
Other Educational Consultants	(220,116)	75,650	295,766	82,171	627,671	545,500	1,276,065
Instructional Services	153,159	142,012	(11,147)	815,818	994,082	178,264	1,704,141
Total Subagreement Services	(37,154)	262,179	299,332	1,055,547	1,933,370	877,823	3,514,406
Operations & Housekeeping							
Auto and Travel	186	1,475	1,289	2,565	10,325	7,760	17,700
Dues & Memberships	153	267	114	2,023	1,867	(156)	3,200
Insurance	7,551	10,208	2,657	51,724	71,458	19,734	122,500
Miscellaneous Expense	158	767	608	5,658	5,367	(292)	9,200
Communications	7,144	1,117	(6,028)	7,553	7,817	264	13,400
Postage and Shipping	225	350	125	2,317	2,450	133	4,200
Total Operations & Housekeeping	15,418	14,183	(1,234)	71,840	99,283	27,444	170,200
Professional/Consulting Services							
IT	-	242	242	4,000	1,692	(2,308)	2,900
Audit & Taxes	-	-	-	5,302	14,200	8,898	14,200
Legal	1,650	2,975	1,325	36,094	20,825	(15,269)	35,700
Professional Development	19,200	3,258	(15,942)	28,344	22,808	(5,536)	39,100
General Consulting	-	167	167	1,000	1,167	167	2,000
Special Activities/Field Trips	119	8,931	8,812	2,009	74,098	72,089	150,642
Bank Charges	639	958	319	4,397	6,708	2,311	11,500
Printing	-	8	8	-	58	58	100
Other Taxes and Fees	95	975	880	1,126	6,825	5,699	11,700
Payroll Service Fee	1,516	1,517	1	7,278	10,617	3,339	18,200
Management Fee	(2,397)	23,669	26,066	147,699	165,680	17,982	284,023
District Oversight Fee	23,881	24,620	739	118,740	119,280	540	422,714
County Fees	-	-	-	-	36	36	36
SPED Encroachment	-	4,710	4,710	-	24,072	24,072	86,848
Public Relations/Recruitment	-	225	225	(500)	1,575	2,075	2,700
Total Professional/Consulting Services	44,703	72,254	27,551	355,490	469,641	114,152	1,082,364
Depreciation							
Depreciation Expense	3,774	-	(3,774)	26,415	-	(26,415)	-
Total Depreciation	3,774	-	(3,774)	26,415	-	(26,415)	-
Interest							
Interest Expense	-	-	-	24,368	137,009	112,641	198,819
Total Interest	-	-	-	24,368	137,009	112,641	198,819
Total Expenses	\$ 658,046	\$ 1,086,462	\$ 428,416	\$ 5,902,770	\$ 7,780,206	\$ 1,877,436	\$ 14,245,681
Change in Net Assets	346,068	484,620	(138,552)	(1,212,918)	(2,698,764)	1,485,846	1,984,231
Net Assets, Beginning of Period	514,680			2,073,666			
Net Assets, End of Period	\$ 860,748			\$ 860,748			

Monarch River Academy

Statement of Financial Position

January 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 688,855	\$ 1,609,915	\$ (921,060)	-57%
Restricted Cash	322,757	-	322,757	0%
Total Cash & Cash Equivalents	1,011,612	1,609,915	(598,303)	-57%
Public Funding Receivables	978,776	3,219,723	(2,240,947)	-70%
Grants & Contributions Receivable	694,476	750,946	(56,469)	-8%
Factored Receivable	(909,000)	(2,200,200)	1,291,200	-59%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	84,569	55,635	28,933	52%
Total Current Assets	1,860,183	3,435,769	(1,575,586)	-46%
Long-Term Assets				
Property & Equipment, Net	199,996	226,410	(26,415)	-12%
Total Long Term Assets	199,996	226,410	(26,415)	-12%
Total Assets	\$ 2,060,179	\$ 3,662,179	\$ (1,602,000)	-44%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 186,737	\$ 399,313	\$ (212,576)	-53%
Accrued Liabilities	557,646	715,897	(158,251)	-22%
Deferred Revenue	322,757	285,804	36,953	13%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	1,129,639	1,463,514	(333,874)	-23%
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	1,199,431	1,588,513	(389,083)	-24%
Total Net Assets	860,748	2,073,666	(1,212,918)	-58%
Total Liabilities and Net Assets	\$ 2,060,179	\$ 3,662,179	\$ (1,602,000)	-44%

Monarch River Academy

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13101	America's Kids Inc.	1/6/2022	\$ 422.00
13102	Bonnie Haskell	1/6/2022	390.00
13103	California Dental Network inc	1/6/2022	228.15
13104	Charter Impact, Inc.	1/6/2022	16,420.75
13105	CLM Farms	1/6/2022	155.00
13106	Deborah Cardoza	1/6/2022	324.80
13107	Don Johnston Incorporated	1/6/2022	64.80
13108	Dr Steven James	1/6/2022	524.16
13109	Growing Healthy Children Therapy Services, Inc.	1/6/2022	1,949.85
13110	Jacquelyn Anderson	1/6/2022	70.00
13111	Randy Stumpfhauser	1/6/2022	73.45
13112	Rojeski Student Support	1/6/2022	140.00
13113	Teacher Synergy, LLC	1/6/2022	70.00
13114	The Axia Group	1/6/2022	117,372.00
13115	Verizon Wireless	1/6/2022	160.04
13116	Yosemite Valley Charter School	1/6/2022	45,538.09
13117	Academy of Creative Education	1/11/2022	200.00
13118	Andy Carmona	1/11/2022	360.00
13119	Art of Problem Solving	1/11/2022	157.24
13120	Bakersfield Swim Academy	1/11/2022	556.00
13121	Bitsbox	1/11/2022	107.70
13122	Braille Abilities, LLC	1/11/2022	1,103.84
13123	Brenda Myers	1/11/2022	100.00
13124	Brian Hammons Piano	1/11/2022	580.00
13125	Bright Thinker	1/11/2022	746.94
13126	Christine Echeverri	1/11/2022	159.85
13127	CLM Farms	1/11/2022	195.00
13128	Drivers Ed Direct	1/11/2022	39.00
13129	E-Therapy, LLC	1/11/2022	935.25
13130	eDynamic Learning	1/11/2022	1,050.00
13131	Erilynn Christiansen	1/11/2022	400.00
13132	Fresno Music Academy & Arts	1/11/2022	499.00
13133	Generation Genius, Inc	1/11/2022	175.00
13134	Gymnastics Beat	1/11/2022	896.00
13135	History Unboxed LLC	1/11/2022	297.62
13136	Hola Amigo	1/11/2022	228.87
13137	Home Science Tools	1/11/2022	64.41
13138	Institute for Excellence in Writing	1/11/2022	109.04
13139	Kathleen Atchley Tutor	1/11/2022	520.00
13140	Kids Edition	1/11/2022	435.00
13141	KiwiCo, Inc	1/11/2022	1,283.97
13142	Lakeshore	1/11/2022	49.89
13143	Learn and Create Inc.	1/11/2022	Void
13144	Lee's United Gymnastics Academy	1/11/2022	343.00
13145	Lighthouse Therapy LLC	1/11/2022	5,594.43
13146	Little Passports	1/11/2022	335.54
13147	Math-U-See Inc.	1/11/2022	119.00
13148	Moving Beyond the Page	1/11/2022	260.93
13149	MoxieBox Art	1/11/2022	589.88
13150	Neil Boyer	1/11/2022	310.00
13151	Nicole Jimenez	1/11/2022	1,323.00
13152	Pacific Martial Arts	1/11/2022	250.00
13153	Playground Training Academy, LLC	1/11/2022	1,070.00
13154	PRN Nursing Consultants LLC	1/11/2022	225.00
13155	Project Learn LLC	1/11/2022	6,900.00

Monarch River Academy

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13156	Rainbow Resource Center	1/11/2022	1,254.72
13157	Rhonda J Cemo	1/11/2022	50.00
13158	Robert Melendez	1/11/2022	405.00
13159	Rojeski Student Support	1/11/2022	150.00
13160	Shirley Winters Ballet	1/11/2022	772.00
13161	Starfall Education Foundation	1/11/2022	70.00
13162	Studio on the Hill	1/11/2022	110.00
13163	Teacher Synergy, LLC	1/11/2022	113.48
13164	Teaching Textbooks	1/11/2022	98.16
13165	The Dance Company	1/11/2022	348.00
13166	The Owl Initiative	1/11/2022	350.00
13167	United Conservatory of Music	1/11/2022	1,050.00
13168	Unity Farms, Inc.	1/11/2022	1,080.00
13169	Yosemite Valley Charter School	1/11/2022	1,304.73
13170	Association of California School Administrators	1/12/2022	112.50
13171	VOYA Financial FBO CalSTRS Pension2	1/12/2022	3,953.00
13172	America's Kids Inc.	1/19/2022	1,319.75
13173	Andy Carmona	1/19/2022	480.00
13174	Braille Abilities, LLC	1/19/2022	1,105.50
13175	Brian Hammons Piano	1/19/2022	1,385.00
13176	Brittany Guirell	1/19/2022	650.00
13177	Bungalow Lane ALC	1/19/2022	1,389.00
13178	C'est La Vie Arts	1/19/2022	180.00
13179	Center for Vision Development Optometry Inc	1/19/2022	350.00
13180	Charter Impact, Inc.	1/19/2022	490.50
13181	CharterSafe	1/19/2022	9,667.00
13182	Department of Justice	1/19/2022	64.00
13183	eDynamic Learning	1/19/2022	795.00
13184	Effectual Educational Consulting Services	1/19/2022	2,880.00
13185	Ereflect Pty Ltd	1/19/2022	67.00
13186	Evan-Moor	1/19/2022	82.50
13187	Fresno Chamber of Commerce	1/19/2022	152.50
13188	Fresno Music Academy & Arts	1/19/2022	452.00
13189	GL Kenpo	1/19/2022	1,340.00
13190	Grace Note Music Studio	1/19/2022	1,840.00
13191	Guido's Martial Arts Academy	1/19/2022	826.00
13192	InnovEd Inc.	1/19/2022	1,020.00
13193	Jacquelyn Anderson	1/19/2022	75.95
13194	Jenna Hulsey	1/19/2022	200.00
13195	Jessica Knutson	1/19/2022	1,325.00
13196	Kids Edition	1/19/2022	305.00
13197	Lakeshore	1/19/2022	154.55
13198	Learn and Create Inc.	1/19/2022	4,875.00
13199	Little Passports	1/19/2022	167.77
13200	Melanie Sweet	1/19/2022	160.00
13201	Melissa Bogle	1/19/2022	450.00
13202	Molly C. Oliver	1/19/2022	90.00
13203	Nayoung Ryoo	1/19/2022	240.00
13204	Olga Shabanov	1/19/2022	80.00
13205	Playground Training Academy, LLC	1/19/2022	1,287.00
13206	PRN Nursing Consultants LLC	1/19/2022	675.00
13207	Progression Gymnastics LLC	1/19/2022	1,020.00
13208	Rebecca Balakian	1/19/2022	975.00
13209	Sandra Torosian	1/19/2022	75.00
13210	Sheryl Reimer	1/19/2022	73.98
13211	Shirley Winters Ballet	1/19/2022	517.00

Monarch River Academy

Check Register

For the period ended January 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13212	Steinway Piano Gallery Of Fresno	1/19/2022	700.00
13213	T-Mobile	1/19/2022	55.32
13214	The Advantage Group	1/19/2022	3,377.82
13215	The Talk Team	1/19/2022	3,108.75
13216	The Village	1/19/2022	130.00
13217	Thinkwell Corporation	1/19/2022	125.00
13218	Transamerica	1/19/2022	194.58
13219	WM Music Lessons	1/19/2022	180.00
13220	Yosemite Valley Charter School	1/19/2022	504.98
13221	VOYA Financial FBO CalSTRS Pension2	1/25/2022	3,953.00
13222	American Kids Sports Center	1/26/2022	250.50
13223	Aspire Speech & Learning Center	1/26/2022	912.50
13224	BookShark	1/26/2022	480.88
13225	Charter Impact, Inc.	1/26/2022	599.88
13226	Clarksville Charter School	1/26/2022	15,586.86
13227	Cornerstone Educational Solutions	1/26/2022	1,700.00
13228	eat2explore	1/26/2022	85.85
13229	Effectual Educational Consulting Services	1/26/2022	385.00
13230	Feather River Charter School	1/26/2022	24,906.88
13231	Growing Healthy Children Therapy Services, Inc.	1/26/2022	2,115.75
13232	Jennifer McQuarrie	1/26/2022	264.00
13233	Kristi Garcia	1/26/2022	170.01
13234	Lake View Charter School	1/26/2022	6,016.42
13235	Melissa Ens	1/26/2022	54.32
13236	Procopio, Cory, Hargreaves & Savitch LLP	1/26/2022	1,386.00
13237	Rainbow Resource Center	1/26/2022	298.98
13238	Randy Stumpfhauser	1/26/2022	73.45
13239	Reliant Investments, Inc	1/26/2022	6,162.50
13240	Robert Melendez	1/26/2022	540.00
13241	Teacher Synergy, LLC	1/26/2022	79.99
13242	The Owl Initiative	1/26/2022	350.00
13243	Ventura County Office of Education	1/26/2022	19,200.00
13244	Yosemite Valley Charter School	1/26/2022	27,836.29
13245	America's Kids Inc.	1/27/2022	1,774.25
Total Disbursements in January			<u>386,536.84</u>

Monarch River Academy

Statement of Cash Flows

For the period ended January 31, 2022

	Month Ended 01/31/22	YTD Ended 01/31/22
Cash Flows from Operating Activities		
Changes in Net Assets	\$ 346,068	\$ (1,212,918)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	26,415
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	(699,616)	2,240,947
Grants, Contributions & Pledges Receivable	(488,264)	(1,234,731)
Prepaid Expenses	6,247	(28,933)
Accounts Payable	190,050	(212,576)
Accrued Expenses	70,396	(158,251)
Deferred Revenue	(6,159)	36,953
Total Cash Flows from Operating Activities	(577,505)	(543,095)
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	(577,505)	(598,303)
Cash & Cash Equivalents, Beginning of Period	1,589,117	1,609,915
Cash and Cash Equivalents, End of Period	\$ 1,011,612	\$ 1,011,612

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2022

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
Activities for Learning Inc.	384817	1/6/2022	2/5/2022	\$ 262	\$ -	\$ -	\$ -	\$ -	\$ 262
Activities for Learning Inc.	384824	1/10/2022	2/9/2022	107	-	-	-	-	107
America's Kids Inc.	21-230176-01	1/11/2022	2/10/2022	105	-	-	-	-	105
America's Kids Inc.	21-230177-01	1/11/2022	2/10/2022	76	-	-	-	-	76
American Kids Sports Center	21-218217-01	1/10/2022	2/9/2022	225	-	-	-	-	225
American Kids Sports Center	21-223855-01	1/10/2022	2/9/2022	107	-	-	-	-	107
American Kids Sports Center	21-224504-01	1/10/2022	2/9/2022	86	-	-	-	-	86
American Kids Sports Center	21-226071-01	1/10/2022	2/9/2022	107	-	-	-	-	107
American Kids Sports Center	21-226413-01	1/10/2022	2/9/2022	107	-	-	-	-	107
American Kids Sports Center	21-227526-01	1/10/2022	2/9/2022	86	-	-	-	-	86
American Kids Sports Center	21-227526-02	1/10/2022	2/9/2022	107	-	-	-	-	107
American Kids Sports Center	21-228670-01	1/10/2022	2/9/2022	107	-	-	-	-	107
American Kids Sports Center	21-229314-01	1/10/2022	2/9/2022	21	-	-	-	-	21
Andy Carmona	22-000486-01	1/12/2022	2/11/2022	60	-	-	-	-	60
Andy Carmona	22-000487-01	1/12/2022	2/11/2022	60	-	-	-	-	60
Art of Problem Solving	223832	1/12/2022	2/11/2022	157	-	-	-	-	157
Art of Problem Solving	223985	1/17/2022	2/16/2022	48	-	-	-	-	48
Art of Problem Solving	223986	1/17/2022	2/16/2022	96	-	-	-	-	96
Art of Problem Solving	223987	1/17/2022	2/16/2022	96	-	-	-	-	96
Bitsbox	4343	1/13/2022	2/12/2022	129	-	-	-	-	129
Bonnie Haskell	21-220245-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Bonnie Haskell	21-220246-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Bonnie Haskell	21-220248-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Bonnie Haskell	21-220250-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Bonnie Haskell	21-220949-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Bonnie Haskell	21-220964-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Bonnie Haskell	21-228250-01	1/18/2022	2/17/2022	85	-	-	-	-	85
Bonnie Haskell	21-228251-01	1/18/2022	2/17/2022	85	-	-	-	-	85
Brenda Myers	21-223626-02	1/10/2022	2/9/2022	125	-	-	-	-	125
Brenda Myers	21-230117-01	1/10/2022	2/9/2022	100	-	-	-	-	100
Brenda Myers	22-001275-01	1/11/2022	2/10/2022	100	-	-	-	-	100
Brenda Myers	22-001276-01	1/11/2022	2/10/2022	100	-	-	-	-	100
Brenda Myers	22-001582-01	1/16/2022	2/15/2022	150	-	-	-	-	150
Brenda Myers	22-001952-01	1/19/2022	2/18/2022	100	-	-	-	-	100
Bright Thinker	SINV4116	1/6/2022	2/5/2022	124	-	-	-	-	124

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2022

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
Bright Thinker	SINV4134	1/6/2022	2/5/2022	357	-	-	-	-	357
Cen Cal Dance Academy	21-222785-01	1/18/2022	2/17/2022	60	-	-	-	-	60
Cen Cal Dance Academy	21-223451-01	1/18/2022	2/17/2022	120	-	-	-	-	120
Cen Cal Dance Academy	21-230305-01	1/18/2022	2/17/2022	240	-	-	-	-	240
Cen Cal Dance Academy	22-000604-01	1/18/2022	2/17/2022	60	-	-	-	-	60
CenCal Youth Sports	21-229711-01	1/10/2022	2/9/2022	200	-	-	-	-	200
CenCal Youth Sports	21-229712-01	1/10/2022	2/9/2022	175	-	-	-	-	175
CenCal Youth Sports	21-229714-01	1/10/2022	2/9/2022	175	-	-	-	-	175
CenCal Youth Sports	21-229715-01	1/10/2022	2/9/2022	150	-	-	-	-	150
CenCal Youth Sports	21-229716-01	1/10/2022	2/9/2022	150	-	-	-	-	150
Charter Impact, Inc.	12139	12/31/2021	1/30/2022	-	5,212	-	-	-	5,212
Charter Impact, Inc.	W2s2021	1/25/2022	1/25/2022	-	426	-	-	-	426
Clovis Crossfire	21-226774-01	1/18/2022	2/17/2022	178	-	-	-	-	178
Clovis Crossfire	21-226774-02	1/18/2022	2/17/2022	178	-	-	-	-	178
Discount School Supply	P41025320101	1/8/2022	2/7/2022	114	-	-	-	-	114
E-Therapy, LLC	23993	1/15/2022	2/14/2022	810	-	-	-	-	810
eDynamic Learning	22-02-0048	1/15/2022	2/14/2022	85	-	-	-	-	85
eDynamic Learning	22-02-0049	1/15/2022	2/14/2022	265	-	-	-	-	265
eDynamic Learning	22-02-0050	1/15/2022	2/14/2022	265	-	-	-	-	265
eDynamic Learning	22-02-0051	1/15/2022	2/14/2022	265	-	-	-	-	265
eDynamic Learning	22-02-0071	1/15/2022	2/14/2022	85	-	-	-	-	85
eDynamic Learning	22-02-0072	1/15/2022	2/14/2022	85	-	-	-	-	85
Fresno Jr Hockey Club	22-001382-01	1/13/2022	2/12/2022	160	-	-	-	-	160
Generation Genius, Inc	GG115397-R1	1/7/2022	2/6/2022	175	-	-	-	-	175
Goodfellow Occupational Therapy, Inc.	2189	1/5/2022	2/11/2022	1,568	-	-	-	-	1,568
Guido's Martial Arts Academy	21-226098-01	1/11/2022	2/10/2022	229	-	-	-	-	229
High Voltage Sporthorses LLC	21-228130-01	1/10/2022	2/9/2022	225	-	-	-	-	225
Home Science Tools	000384765	1/12/2022	2/11/2022	42	-	-	-	-	42
Institute for Excellence in Writing	871910	1/13/2022	2/13/2022	325	-	-	-	-	325
Jessica Knutson	22-000210-01	1/20/2022	2/19/2022	75	-	-	-	-	75
Jessica Knutson	22-000211-01	1/20/2022	2/19/2022	75	-	-	-	-	75
Jessica Knutson	22-001458-01	1/20/2022	2/19/2022	100	-	-	-	-	100
Just Dance	21-204381-01	1/11/2022	2/10/2022	55	-	-	-	-	55
Just Dance	21-219052-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	21-227907-01	1/11/2022	2/10/2022	105	-	-	-	-	105
Just Dance	22-001985-01	1/13/2022	2/12/2022	125	-	-	-	-	125
Kathleen Atchley Tutor	22-001374-01	1/19/2022	2/18/2022	480	-	-	-	36 of 239	480

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2022

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
Kids Edition	22-001280-01	1/12/2022	2/11/2022	50	-	-	-	-	50
Kids Edition	22-001281-01	1/12/2022	2/11/2022	50	-	-	-	-	50
Kids Edition	22-001542-01	1/18/2022	2/17/2022	50	-	-	-	-	50
Kimberly Schapansky	21-229718-01	1/11/2022	2/10/2022	175	-	-	-	-	175
Kimberly Schapansky	21-229719-01	1/11/2022	2/10/2022	175	-	-	-	-	175
Kimberly Schapansky	21-229721-01	1/19/2022	2/18/2022	175	-	-	-	-	175
Kimberly Schapansky	21-229723-01	1/11/2022	2/10/2022	175	-	-	-	-	175
KiwiCo, Inc	DEC-21-MRA-2	12/31/2021	1/30/2022	-	613	-	-	-	613
Kumon Math and Reading Center of Fre	22-001503-01	1/13/2022	2/12/2022	260	-	-	-	-	260
Kumon Math and Reading Center of Fre	22-001505-01	1/13/2022	2/12/2022	260	-	-	-	-	260
Lakeshore	281478011122	1/11/2022	2/10/2022	81	-	-	-	-	81
LEGO Education	1190493185	1/13/2022	3/14/2022	306	-	-	-	-	306
Lighthouse Therapy LLC	550	12/2/2021	1/16/2022	-	42,740	-	-	-	42,740
Lighthouse Therapy LLC	579	1/4/2022	2/18/2022	3,064	-	-	-	-	3,064
Lori Pope	21-224913-02	1/19/2022	2/18/2022	100	-	-	-	-	100
Lori Pope	21-224914-02	1/19/2022	2/18/2022	100	-	-	-	-	100
Lori Pope	21-224915-02	1/19/2022	2/18/2022	100	-	-	-	-	100
MEL Science U.S. LLC	OB2022011107	1/11/2022	2/10/2022	227	-	-	-	-	227
Michele Lafferre	22-000225-01	1/18/2022	2/17/2022	300	-	-	-	-	300
Michele Lafferre	22-000227-01	1/18/2022	2/17/2022	300	-	-	-	-	300
Michelle Buchanan	21-226258-02	1/19/2022	2/18/2022	180	-	-	-	-	180
Michelle Buchanan	21-226342-02	1/19/2022	2/18/2022	180	-	-	-	-	180
Michelle Buchanan	21-226345-02	1/19/2022	2/18/2022	180	-	-	-	-	180
Michelle Buchanan	21-230209-01	1/19/2022	2/18/2022	180	-	-	-	-	180
Michelle Buchanan	22-001046-01	1/19/2022	2/18/2022	360	-	-	-	-	360
Moving Beyond the Page	263503	12/16/2021	1/15/2022	-	(1,120)	-	-	-	(1,120)
Moving Beyond the Page	264026	1/14/2022	2/13/2022	625	-	-	-	-	625
Nayoung Ryoo	22-000417-01	1/12/2022	2/11/2022	120	-	-	-	-	120
Nessy Learning LLC	NESUS4394	1/18/2022	2/17/2022	155	-	-	-	-	155
Nessy Learning LLC	NESUS4395	1/18/2022	2/17/2022	140	-	-	-	-	140
Nessy Learning LLC	NESUS4396	1/18/2022	2/17/2022	140	-	-	-	-	140
Nicole Medeiros	79	12/31/2021	1/30/2022	-	2,450	-	-	-	2,450
Pacific Martial Arts	21-226190-02	1/12/2022	2/11/2022	125	-	-	-	-	125
Pacific Martial Arts	21-226193-02	1/12/2022	2/11/2022	125	-	-	-	-	125
PRN Nursing Consultants LLC	211910	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211911	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	211932	1/13/2022	2/12/2022	225	-	-	-	37 of 239	225

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2022

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
PRN Nursing Consultants LLC	211934	1/13/2022	2/12/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220029	1/15/2022	2/14/2022	135	-	-	-	-	135
PRN Nursing Consultants LLC	220071	1/13/2022	2/12/2022	225	-	-	-	-	225
Project Learn LLC	21-218574-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-218575-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-223029-01	1/14/2022	2/13/2022	150	-	-	-	-	150
Project Learn LLC	21-226048-01	1/14/2022	2/13/2022	150	-	-	-	-	150
Project Learn LLC	21-226624-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-226626-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-226628-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-227540-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-227541-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-227710-01	1/14/2022	2/13/2022	150	-	-	-	-	150
Project Learn LLC	21-227741-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-227742-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-227903-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228084-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228085-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228113-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228153-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228154-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228173-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228328-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228329-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228339-01	1/14/2022	2/13/2022	150	-	-	-	-	150
Project Learn LLC	21-228357-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228360-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228361-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228363-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228384-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228386-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228621-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228622-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228628-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228634-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228635-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228651-01	1/14/2022	2/13/2022	300	-	-	-	38 of 239	300

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2022

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
Project Learn LLC	21-228655-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228657-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228659-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228826-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228850-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228852-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228897-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-228938-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229046-01	1/14/2022	2/13/2022	150	-	-	-	-	150
Project Learn LLC	21-229124-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229125-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229126-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229162-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229188-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229189-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229963-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-229965-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230380-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230385-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230404-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230437-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230467-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230468-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230506-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230507-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	21-230508-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000010-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000019-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000020-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000034-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000035-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000036-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000037-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000044-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000048-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000049-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000088-01	1/14/2022	2/13/2022	300	-	-	-	39 of 239	300

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2022

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
Project Learn LLC	22-000090-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000091-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000098-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000223-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000224-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000236-01	1/19/2022	2/18/2022	300	-	-	-	-	300
Project Learn LLC	22-000421-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000422-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000560-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000599-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000703-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000704-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000717-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-000795-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-001019-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-001020-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-001022-01	1/14/2022	2/13/2022	300	-	-	-	-	300
Project Learn LLC	22-001750-01	1/18/2022	2/17/2022	300	-	-	-	-	300
Project Learn LLC	22-002368-01	1/20/2022	2/19/2022	300	-	-	-	-	300
Rainbow Resource Center	3652397	1/10/2022	2/9/2022	29	-	-	-	-	29
Rainbow Resource Center	3652398	1/10/2022	2/9/2022	44	-	-	-	-	44
Rainbow Resource Center	3652413	1/10/2022	2/9/2022	200	-	-	-	-	200
Rainbow Resource Center	3652428	1/10/2022	2/9/2022	45	-	-	-	-	45
Rainbow Resource Center	3652429	1/10/2022	2/9/2022	54	-	-	-	-	54
Rainbow Resource Center	3658519	1/17/2022	2/16/2022	78	-	-	-	-	78
School Pathways, LLC	140-INV2869	1/10/2022	2/9/2022	2,993	-	-	-	-	2,993
School Pathways, LLC	140-INV2950	1/13/2022	2/12/2022	6,159	-	-	-	-	6,159
ShillerLearning	295382	11/18/2021	12/18/2021	-	-	385	-	-	385
Shirley Winters Ballet	22-001405-01	1/18/2022	2/17/2022	195	-	-	-	-	195
Singapore Math, Inc.	451426	1/11/2022	2/10/2022	29	-	-	-	-	29
Starfall Education Foundation	3199-4494-2528	1/7/2022	2/6/2022	56	-	-	-	-	56
Stevi Daniels	21-228362-01	1/11/2022	2/10/2022	125	-	-	-	-	125
Stevi Daniels	21-229882-01	1/11/2022	2/10/2022	125	-	-	-	-	125
Stevi Daniels	21-229884-01	1/11/2022	2/10/2022	125	-	-	-	-	125
Stevi Daniels	21-230369-01	1/11/2022	2/10/2022	125	-	-	-	-	125
Stevi Daniels	21-230528-01	1/11/2022	2/10/2022	125	-	-	-	-	125
Studies Weekly	427349	1/14/2022	2/11/2022	32	-	-	-	40 of 239	32

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2022

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
Studies Weekly	427350	1/14/2022	2/11/2022	64	-	-	-	-	64
Studies Weekly	427351	1/14/2022	2/11/2022	32	-	-	-	-	32
Studies Weekly	427352	1/14/2022	2/11/2022	32	-	-	-	-	32
Studies Weekly	427353	1/14/2022	2/11/2022	33	-	-	-	-	33
Studies Weekly	427354	1/14/2022	2/11/2022	65	-	-	-	-	65
Studies Weekly	427355	1/14/2022	2/11/2022	65	-	-	-	-	65
Sylvan Learning	21-229621-01	1/11/2022	2/10/2022	640	-	-	-	-	640
Sylvan Learning	21-229809-01	1/11/2022	2/10/2022	640	-	-	-	-	640
Talkbox.Mom, Inc.	565339	1/6/2022	2/5/2022	356	-	-	-	-	356
Talkbox.Mom, Inc.	567478	1/6/2022	2/5/2022	32	-	-	-	-	32
Teacher Synergy, LLC	179122117	1/10/2022	1/31/2022	43	-	-	-	-	43
Teacher Synergy, LLC	179613834	1/13/2022	2/3/2022	5	-	-	-	-	5
Teacher Synergy, LLC	179620902	1/13/2022	2/3/2022	25	-	-	-	-	25
Teacher Synergy, LLC	179641214	1/14/2022	2/4/2022	12	-	-	-	-	12
Teaching Textbooks	41677	1/10/2022	2/9/2022	99	-	-	-	-	99
Teaching Textbooks	41688	1/11/2022	2/10/2022	99	-	-	-	-	99
United Conservatory of Music	21-225774-02	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-225777-02	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229005-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229342-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229343-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229946-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229948-01	1/12/2022	2/11/2022	150	-	-	-	-	150
United Conservatory of Music	21-229950-01	1/12/2022	2/11/2022	150	-	-	-	-	150
Wendy DeRaud	21-228151-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Wendy DeRaud	21-229142-01	1/21/2022	2/20/2022	30	-	-	-	-	30
Wendy DeRaud	22-000718-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-000719-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001068-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001070-01	1/21/2022	2/20/2022	90	-	-	-	-	90
Wendy DeRaud	22-001193-01	1/21/2022	2/20/2022	60	-	-	-	-	60
Yosemite Valley Charter School	HQT1221YVC	1/14/2022	1/14/2022	-	4,470	-	-	-	4,470
Yosemite Valley Charter School	SO012MRA	1/13/2022	1/13/2022	-	69,763	-	-	-	69,763
Total Outstanding Payables in January				\$ 61,798	\$ 124,554	\$ 385	\$ -	\$ -	\$ 186,737

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2019/20). 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/
DATA	Feb-11	CALPADS - Fall 1 Amendment extended deadline - The deadline was extended by two weeks due to system performance and data validation issues. This is the final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
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 schedule 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	Set by Authorizer (by Mar 15)	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
DATA	Mar-11	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services.	Charter Impact submits with data provided by Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Mar-11	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
FINANCE	Mar-18	El Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Mar-25	E-Rate FCC Form 471 Due date (FY2022) - To apply for program discounts, applicants file an FCC Form 471 in EPC to provide USAC with information about the services they are requesting and the discount(s) for which they are eligible. The FCC Form 471 must be certified by March 25, 2021.	Client	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Jun-30	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/anreporhelp.asp

Cover Sheet

Second Interim Report

Section:	III. Finance
Item:	B. Second Interim Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	22.01 MR 2nd Interim; 22.01 MR Month Forecast

BACKGROUND:

- Charter Impact has prepared the school's Second Interim Report and will present along with the 12th Month Forecast.
- The second interim report is due March 17 for the period ending January 31.
- County superintendents are to report to the Superintendent of Public Instruction and the State Controller the certification for all districts in their county within 75 days after the close of the reporting period.
- The interim reports must include a certification of whether or not the school is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative.
 - A positive certification is assigned when the school will meet its financial obligations for the current and two subsequent fiscal years.
 - A qualified certification is assigned when the school may not meet its financial obligations for the current or two subsequent fiscal years.
 - A negative certification is assigned when a school will be unable to meet its financial obligations for the remainder of the current year or for the subsequent fiscal year.

RECOMMENDATION:

- Consider approval of the Second Interim Report

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Monarch River Academy
(continued)
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description		Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Revenue Sources											
State Aid - Current Year	8011		10,199,215.00	-	10,199,215.00	3,774,502.00	-	3,774,502.00	10,118,017.00	-	10,118,017.00
Education Protection Account State Aid - Current Year	8012		225,988.00	-	225,988.00	89,389.00	-	89,389.00	219,962.00	-	219,962.00
State Aid - Prior Years	8019		15,641.00	-	15,641.00	15,641.00	-	15,641.00	15,641.00	-	15,641.00
Transfer to Charter Schools In Lieu of Property Taxes	8096		183,615.00	-	183,615.00	78,555.00	-	78,555.00	178,718.00	-	178,718.00
Other LCFF Transfers	8091, 8097		-	-	-	-	-	-	-	-	-
Total, LCFF Sources			10,624,459.00	-	10,624,459.00	3,958,087.00	-	3,958,087.00	10,532,338.00	-	10,532,338.00
2. Federal Revenues											
Every Student Succeeds Act (Title I-V)	8290		-	95,533.00	95,533.00	-	-	-	-	95,533.00	95,533.00
Special Education - Federal	8181, 8182		-	136,723.00	136,723.00	-	-	-	-	133,076.00	133,076.00
Child Nutrition - Federal	8220		-	-	-	-	-	-	-	-	-
Donated Food Commodities	8221		-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299		-	732,293.00	732,293.00	-	296,763.00	296,763.00	-	758,163.00	758,163.00
Total, Federal Revenues			-	964,549.00	964,549.00	-	296,763.00	296,763.00	-	986,772.00	986,772.00
3. Other State Revenues											
Special Education - State	StateRevSE		-	779,659.00	779,659.00	-	336,985.00	336,985.00	-	758,865.00	758,865.00
All Other State Revenues	StateRevAO		197,329.00	129,513.00	326,842.00	88,048.08	1,745.92	89,794.00	197,068.84	201,921.16	398,990.00
Total, Other State Revenues			197,329.00	909,172.00	1,106,501.00	88,048.08	338,730.92	426,779.00	197,068.84	960,786.16	1,157,855.00
4. Other Local Revenues											
All Other Local Revenues	LocalRevAO		308.00	-	308.00	8,223.00	-	8,223.00	8,223.00	-	8,223.00
Total, Local Revenues			308.00	-	308.00	8,223.00	-	8,223.00	8,223.00	-	8,223.00
5. TOTAL REVENUES											
			10,822,096.00	1,873,721.00	12,695,817.00	4,054,358.08	635,493.92	4,689,852.00	10,737,629.84	1,947,558.16	12,685,188.00
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries	1100		2,787,267.00	1,033,086.00	3,820,353.00	1,648,025.75	632,695.25	2,280,721.00	3,012,715.80	946,486.20	3,959,202.00
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300		481,950.00	158,100.00	640,050.00	291,259.00	93,725.00	384,984.00	551,425.00	93,725.00	645,150.00
Other Certificated Salaries	1900		6,601.00	84,688.00	91,289.00	4,665.70	52,047.30	56,713.00	39,951.70	52,047.30	91,999.00
Total, Certificated Salaries			3,275,818.00	1,275,874.00	4,551,692.00	1,943,950.45	778,467.55	2,722,418.00	3,604,092.50	1,092,258.50	4,696,351.00
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries	2100		2,401.00	-	2,401.00	3,700.00	-	3,700.00	3,700.00	-	3,700.00
Non-certificated Support Salaries	2200		53,549.00	-	53,549.00	-	30,450.00	30,450.00	22,485.64	30,450.36	52,936.00
Non-certificated Supervisors' and Administrators' Sal.	2300		-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400		20,584.00	-	20,584.00	9,331.00	-	9,331.00	19,331.00	-	19,331.00
Other Non-certificated Salaries	2900		36,051.00	-	36,051.00	17,890.00	-	17,890.00	36,350.00	-	36,350.00
Total, Non-certificated Salaries			112,585.00	-	112,585.00	30,921.00	30,450.00	61,371.00	81,866.64	30,450.36	112,317.00
3. Employee Benefits											
STRS	3101-3102		526,519.00	204,395.00	730,914.00	311,267.67	128,287.33	439,555.00	598,872.40	152,013.60	750,886.00
PERS	3201-3202		-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302		54,968.00	18,500.00	73,468.00	29,347.74	13,126.26	42,474.00	61,532.29	13,357.71	74,890.00
Health and Welfare Benefits	3401-3402		336,683.00	145,001.00	481,684.00	284,767.00	-	284,767.00	407,385.89	75,277.11	482,663.00
Unemployment Insurance	3501-3502		20,438.00	8,826.00	29,264.00	16,042.42	6,372.58	22,415.00	29,048.51	7,258.49	36,307.00
Workers' Compensation Insurance	3601-3602		31,349.00	15,309.00	46,658.00	15,790.00	-	15,790.00	33,568.17	6,202.83	39,771.00
OPEB, Allocated	3701-3702		-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752		-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902		-	-	-	-	-	-	-	-	-
Total, Employee Benefits			969,957.00	392,031.00	1,361,988.00	657,214.83	147,786.17	805,001.00	1,130,407.26	254,109.74	1,384,517.00
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials	4100		-	-	-	-	-	-	-	-	-
Books and Other Reference Materials	4200		-	-	-	-	-	-	-	-	-
Materials and Supplies	4300		1,723,423.00	581,193.00	2,304,616.00	521,949.73	205,660.27	727,610.00	1,563,464.61	659,660.39	2,223,125.00
Noncapitalized Equipment	4400		-	93,824.00	93,824.00	590.89	52,120.11	52,711.00	-	92,248.00	92,248.00
Food	4700		-	-	-	-	-	-	-	-	-
Total, Books and Supplies			1,723,423.00	675,017.00	2,398,440.00	522,540.62	257,780.38	780,321.00	1,563,464.61	751,908.39	2,315,373.00
5. Services and Other Operating Expenditures											
Subagreements for Services	5100		1,886,892.00	659,238.00	2,546,130.00	715,648.38	339,897.62	1,055,546.00	1,762,513.76	586,442.24	2,348,956.00
Travel and Conferences	5200		9,022.00	-	9,022.00	2,565.00	-	2,565.00	5,440.00	-	5,440.00
Dues and Memberships	5300		3,470.00	-	3,470.00	2,023.00	-	2,023.00	2,981.00	-	2,981.00
Insurance	5400		89,479.00	-	89,479.00	51,724.00	-	51,724.00	89,479.00	-	89,479.00
Operations and Housekeeping Services	5500		8,767.00	-	8,767.00	5,658.00	-	5,658.00	7,658.00	-	7,658.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600		-	-	-	-	-	-	-	-	-
Transfers of Direct Costs	5700-5799		1,156,050.00	(1,156,050.00)	-	943,411.73	(943,411.73)	-	813,170.63	(813,170.63)	-
Professional/Consulting Services and Operating Expend.	5800		768,123.00	26,843.00	794,966.00	331,890.00	23,600.00	355,490.00	719,555.37	44,635.63	764,191.00
Communications	5900		10,776.00	768.00	11,544.00	8,946.07	923.93	9,870.00	14,738.07	923.93	15,662.00
Total, Services and Other Operating Expenditures			3,932,579.00	(469,201.00)	3,463,378.00	2,061,866.18	(578,990.18)	1,482,876.00	3,415,535.83	(181,168.83)	3,234,367.00

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Monarch River Academy
(continued)
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	15,094.00	-	15,094.00	26,415.00	-	26,415.00	26,415.00	-	26,415.00
Total, Capital Outlay		15,094.00	-	15,094.00	26,415.00	-	26,415.00	26,415.00	-	26,415.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	56,558.00	-	56,558.00	24,368.00	-	24,368.00	24,368.00	-	24,368.00
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		56,558.00	-	56,558.00	24,368.00	-	24,368.00	24,368.00	-	24,368.00
8. TOTAL EXPENDITURES		10,086,014.00	1,873,721.00	11,959,735.00	5,267,276.08	635,493.92	5,902,770.00	9,846,149.84	1,947,558.16	11,793,708.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		736,082.00	-	736,082.00	(1,212,918.00)	(0.00)	(1,212,918.00)	891,480.00	(0.00)	891,480.00
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		736,082.00	-	736,082.00	(1,212,918.00)	(0.00)	(1,212,918.00)	891,480.00	(0.00)	891,480.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	2,062,730.85	-	2,062,730.85	2,062,730.85	-	2,062,730.85	2,062,730.85	-	2,062,730.85
b. Adjustments to Beginning Balance	9793, 9795	10,934.83	-	10,934.83	10,934.83	-	10,934.83	10,934.83	-	10,934.83
c. Adjusted Beginning Balance		2,073,665.68	-	2,073,665.68	2,073,665.68	-	2,073,665.68	2,073,665.68	-	2,073,665.68
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,809,747.68	-	2,809,747.68	860,747.68	(0.00)	860,747.68	2,965,145.68	(0.00)	2,965,145.68
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	358,792.05	-	358,792.05	353,811.24	-	353,811.24	353,811.24	-	353,811.24
Unassigned/Unappropriated Amount	9790	2,450,955.63	-	2,450,955.63	506,936.44	(0.00)	506,936.44	2,611,334.44	(0.00)	2,611,334.44

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Monarch River Academy
(continued)
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	10,199,215.00	3,774,502.00	10,118,017.00	(81,198.00)	-0.80%
Education Protection Account State Aid - Current Year	8012	225,988.00	89,389.00	219,962.00	(6,026.00)	-2.67%
State Aid - Prior Years	8019	15,641.00	15,641.00	15,641.00	-	0.00%
Transfer of Charter Schools In Lieu of Property Taxes	8096	183,615.00	78,555.00	178,718.00	(4,897.00)	-2.67%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		10,624,459.00	3,958,087.00	10,532,338.00	(92,121.00)	-0.87%
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	95,533.00	-	95,533.00	-	0.00%
Special Education - Federal	8181, 8182	136,723.00	-	133,076.00	(3,647.00)	-2.67%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	732,293.00	296,763.00	758,163.00	25,870.00	3.53%
Total, Federal Revenues		964,549.00	296,763.00	986,772.00	22,223.00	2.30%
3. Other State Revenues						
Special Education - State	StateRevSE	779,659.00	336,985.00	758,865.00	(20,794.00)	-2.67%
All Other State Revenues	StateRevAO	326,842.00	89,794.00	398,990.00	72,148.00	22.07%
Total, Other State Revenues		1,106,501.00	426,779.00	1,157,855.00	51,354.00	4.64%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	308.00	8,223.00	8,223.00	7,915.00	2569.81%
Total, Local Revenues		308.00	8,223.00	8,223.00	7,915.00	2569.81%
5. TOTAL REVENUES		12,695,817.00	4,689,852.00	12,685,188.00	(10,629.00)	-0.08%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,820,353.00	2,280,721.00	3,959,202.00	138,849.00	3.63%
Certificated Pupil Support Salaries	1200	-	-	-	-	
Certificated Supervisors' and Administrators' Salaries	1300	640,050.00	384,984.00	645,150.00	5,100.00	0.80%
Other Certificated Salaries	1900	91,289.00	56,713.00	91,999.00	710.00	0.78%
Total, Certificated Salaries		4,551,692.00	2,722,418.00	4,696,351.00	144,659.00	3.18%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	2,401.00	3,700.00	3,700.00	1,299.00	54.10%
Non-certificated Support Salaries	2200	53,549.00	30,450.00	52,936.00	(613.00)	-1.14%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	
Clerical and Office Salaries	2400	20,584.00	9,331.00	19,331.00	(1,253.00)	-6.09%
Other Non-certificated Salaries	2900	36,051.00	17,890.00	36,350.00	299.00	0.83%
Total, Non-certificated Salaries		112,585.00	61,371.00	112,317.00	(268.00)	-0.24%
3. Employee Benefits						
STRS	3101-3102	730,914.00	439,555.00	750,886.00	19,972.00	2.73%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	73,468.00	42,474.00	74,890.00	1,422.00	1.94%
Health and Welfare Benefits	3401-3402	481,684.00	284,767.00	482,663.00	979.00	0.20%
Unemployment Insurance	3501-3502	29,264.00	22,415.00	36,307.00	7,043.00	24.07%
Workers' Compensation Insurance	3601-3602	46,658.00	15,790.00	39,771.00	(6,887.00)	-14.76%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		1,361,988.00	805,001.00	1,384,517.00	22,529.00	1.65%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Monarch River Academy
(continued)
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	
Books and Other Reference Materials	4200	-	-	-	-	
Materials and Supplies	4300	2,304,616.00	727,610.00	2,223,125.00	(81,491.00)	-3.54%
Noncapitalized Equipment	4400	93,824.00	52,711.00	92,248.00	(1,576.00)	-1.68%
Food	4700	-	-	-	-	
Total, Books and Supplies		2,398,440.00	780,321.00	2,315,373.00	(83,067.00)	-3.46%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	2,546,130.00	1,055,546.00	2,348,956.00	(197,174.00)	-7.74%
Travel and Conferences	5200	9,022.00	2,565.00	5,440.00	(3,582.00)	-39.70%
Dues and Memberships	5300	3,470.00	2,023.00	2,981.00	(489.00)	-14.09%
Insurance	5400	89,479.00	51,724.00	89,479.00	-	0.00%
Operations and Housekeeping Services	5500	8,767.00	5,658.00	7,658.00	(1,109.00)	-12.65%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	-	-	-	-	
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	794,966.00	355,490.00	764,191.00	(30,775.00)	-3.87%
Communications	5900	11,544.00	9,870.00	15,662.00	4,118.00	35.67%
Total, Services and Other Operating Expenditures		3,463,378.00	1,482,876.00	3,234,367.00	(229,011.00)	-6.61%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	15,094.00	26,415.00	26,415.00	11,321.00	75.00%
Total, Capital Outlay		15,094.00	26,415.00	26,415.00	11,321.00	75.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	56,558.00	24,368.00	24,368.00	(32,190.00)	-56.92%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		56,558.00	24,368.00	24,368.00	(32,190.00)	-56.92%
8. TOTAL EXPENDITURES		11,959,735.00	5,902,770.00	11,793,708.00	(166,027.00)	-1.39%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		736,082.00	(1,212,918.00)	891,480.00	155,398.00	21.11%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		736,082.00	(1,212,918.00)	891,480.00	155,398.00	21.11%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,062,730.85	2,062,730.85	2,062,730.85	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	10,934.83	10,934.83	10,934.83	-	0.00%
c. Adjusted Beginning Balance		2,073,665.68	2,073,665.68	2,073,665.68		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,809,747.68	860,747.68	2,965,145.68		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	358,792.05	353,811.24	353,811.24	(4,980.81)	-1.39%
Unassigned/Unappropriated Amount	9790	2,450,955.63	506,936.44	2,611,334.44	160,378.81	6.54%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School Dis
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	10,118,017.00	0.00	10,118,017.00	10,047,522.00	10,341,040.00
Education Protection Account State Aid - Current Year	8012	219,962.00	0.00	219,962.00	212,856.00	212,856.00
State Aid - Prior Years	8019	15,641.00	0.00	15,641.00	0.00	0.00
Transfers of Charter Schools In Lieu of Property Taxes	8096	178,718.00	0.00	178,718.00	172,946.00	172,946.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		10,532,338.00	0.00	10,532,338.00	10,433,324.00	10,726,842.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	95,533.00	95,533.00	92,447.00	92,447.00
Special Education - Federal	8181, 8182	0.00	133,076.00	133,076.00	128,778.00	128,778.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	758,163.00	758,163.00	50,069.00	50,069.00
Total, Federal Revenues		0.00	986,772.00	986,772.00	271,294.00	271,294.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	758,865.00	758,865.00	734,353.00	734,353.00
All Other State Revenues	StateRevAO	197,068.84	201,921.16	398,990.00	240,112.00	239,414.00
Total, Other State Revenues		197,068.84	960,786.16	1,157,855.00	974,465.00	973,767.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	8,223.00	0.00	8,223.00	7,957.00	7,957.00
Total, Local Revenues		8,223.00	0.00	8,223.00	7,957.00	7,957.00
5. TOTAL REVENUES		10,737,629.84	1,947,558.16	12,685,188.00	11,687,040.00	11,979,860.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,012,715.80	946,486.20	3,959,202.00	3,992,888.00	4,072,747.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	-	0.00
Certificated Supervisors' and Administrators' Salaries	1300	551,425.00	93,725.00	645,150.00	636,888.00	649,626.00
Other Certificated Salaries	1900	39,951.70	52,047.30	91,999.00	86,382.00	88,109.00
Total, Certificated Salaries		3,604,092.50	1,092,258.50	4,696,351.00	4,716,158.00	4,810,482.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	3,700.00	0.00	3,700.00	0.00	0.00
Non-certificated Support Salaries	2200	22,485.64	30,450.36	52,936.00	55,045.00	56,145.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	19,331.00	0.00	19,331.00	24,480.00	24,970.00
Other Non-certificated Salaries	2900	36,350.00	0.00	36,350.00	45,190.00	46,094.00
Total, Non-certificated Salaries		81,866.64	30,450.36	112,317.00	124,715.00	127,209.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School Dis
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	598,872.40	152,013.60	750,886.00	853,625.00	870,697.00
PERS	3201-3202	0.00	0.00	0.00	-	0.00
OASDI / Medicare / Alternative	3301-3302	61,532.29	13,357.71	74,890.00	77,925.00	79,484.00
Health and Welfare Benefits	3401-3402	407,385.89	75,277.11	482,663.00	484,449.00	494,138.00
Unemployment Insurance	3501-3502	29,048.51	7,258.49	36,307.00	30,870.00	30,870.00
Workers' Compensation Insurance	3601-3602	33,568.17	6,202.83	39,771.00	58,090.00	59,252.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,130,407.26	254,109.74	1,384,517.00	1,504,959.00	1,534,441.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	1,563,464.61	659,660.39	2,223,125.00	2,194,342.00	2,238,230.00
Noncapitalized Equipment	4400	0.00	92,248.00	92,248.00	91,053.00	92,874.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		1,563,464.61	751,908.39	2,315,373.00	2,285,395.00	2,331,104.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	1,762,513.76	586,442.24	2,348,956.00	2,382,626.00	2,430,275.00
Travel and Conferences	5200	5,440.00	0.00	5,440.00	5,369.00	5,477.00
Dues and Memberships	5300	2,981.00	0.00	2,981.00	2,942.00	3,001.00
Insurance	5400	89,479.00	0.00	89,479.00	88,321.00	90,087.00
Operations and Housekeeping Services	5500	7,658.00	0.00	7,658.00	7,811.00	7,968.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	0.00	0.00	0.00	0.00	0.00
Transfers of Direct Costs	5700-5799	813,170.63	(813,170.63)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	719,555.37	44,635.63	764,191.00	755,730.00	772,009.00
Communications	5900	14,738.07	923.93	15,662.00	15,459.00	15,768.00
Total, Services and Other Operating Expenditures		3,415,535.83	(181,168.83)	3,234,367.00	3,258,258.00	3,324,585.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	26,415.00	0.00	26,415.00	26,943.00	27,482.00
Total, Capital Outlay		26,415.00	0.00	26,415.00	26,943.00	27,482.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	24,368.00	0.00	24,368.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		24,368.00	0.00	24,368.00	0.00	0.00
8. TOTAL EXPENDITURES		9,846,149.84	1,947,558.16	11,793,708.00	11,916,428.00	12,155,303.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		891,480.00	(0.00)	891,480.00	(229,388.00)	(175,443.00)

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54-71811-0139477
Charter Approving Entity: Alta Vista Elementary School Dis
County: Tulare
Charter #: 2057
Fiscal Year: 2021/22

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
					0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		891,480.00	(0.00)	891,480.00	(229,388.00)	(175,443.00)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,062,730.85	0.00	2,062,730.85	2,965,145.68	2,735,757.68
b. Adjustments to Beginning Balance	9793, 9795	10,934.83	0.00	10,934.83	0.00	0.00
c. Adjusted Beginning Balance		2,073,665.68	0.00	2,073,665.68	2,965,145.68	2,735,757.68
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,965,145.68	(0.00)	2,965,145.68	2,735,757.68	2,560,314.68
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	353,811.24	0.00	353,811.24	357,492.84	364,659.09
Unassigned/Unappropriated Amount	9790	2,611,334.44	(0.00)	2,611,334.44	2,378,264.84	2,195,655.59

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 2/15/2022

ADA = 1099.81

LCFF State Aid

New School/New Grade Apportionment

In Lieu of Property Taxes

New School In Lieu of Property Taxes

Special Education

Revenues

State Aid - Revenue Limit

8011 LCFF State Aid
8012 Education Protection Account
8019 State Aid - Prior Year
8096 In Lieu of Property Taxes

Federal Revenue

8181 Special Education - Entitlement
8290 Title I, Part A - Basic Low Income
8296 Other Federal Revenue
8299 Prior Year Federal Revenue

Other State Revenue

8311 State Special Education
8550 Mandated Cost
8560 State Lottery
8598 Prior Year Revenue
8599 Other State Revenue

Other Local Revenue

8660 Interest Revenue
8689 Other Fees and Contracts

Total Revenue

Expenses

Certificated Salaries

1100 Teachers' Salaries
1175 Teachers' Extra Duty/Stipends
1300 Administrators' Salaries
1900 Other Certificated Salaries

Classified Salaries

2100 Instructional Salaries
2200 Support Salaries
2400 Clerical and Office Staff Salaries
2900 Other Classified Salaries

Benefits

3101 STRS
3301 OASDI
3311 Medicare
3401 Health and Welfare
3501 State Unemployment
3601 Workers' Compensation
3901 Other Benefits

Books and Supplies

4302 School Supplies
4305 Software
4310 Office Expense
4311 Business Meals
4400 Noncapitalized Equipment

	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.)
LCFF State Aid	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment	0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes	0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues																
State Aid - Revenue Limit															ADA = 1475.00	
8011 LCFF State Aid	-	410,272	410,272	738,490	738,490	738,490	738,490	738,490	1,148,021	1,148,021	1,148,021	1,148,021	1,012,941	10,118,016	13,595,060	(3,477,045)
8012 Education Protection Account	-	-	-	44,695	-	-	44,694	-	-	77,824	-	-	52,749	219,961	295,000	(75,039)
8019 State Aid - Prior Year	-	15,641	(0)	-	-	-	-	-	-	-	-	-	-	15,641	-	15,641
8096 In Lieu of Property Taxes	-	-	-	27,187	25,684	12,842	12,842	11,554	30,346	15,173	15,173	15,173	12,744	178,718	200,408	(21,690)
	-	425,913	410,272	810,372	764,174	751,332	796,026	750,044	1,178,367	1,241,017	1,163,194	1,163,194	1,078,434	10,532,336	14,090,469	(3,558,132)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	9,678	25,041	25,041	25,041	25,041	23,233	133,076	178,475	(45,399)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	95,533	95,533	-	-
8296 Other Federal Revenue	-	2,500	166,775	216	-	-	75,531	-	-	461,400	-	-	-	706,423	562,801	143,622
8299 Prior Year Federal Revenue	-	-	-	25,870	25,870	-	-	-	-	-	-	-	-	51,740	-	51,740
	-	2,500	166,775	26,086	25,870	-	75,531	9,678	25,041	486,441	25,041	25,041	118,766	986,772	836,809	149,963
Other State Revenue																
8311 State Special Education	30,635	30,635	55,143	55,143	55,143	55,143	55,143	55,191	75,400	75,400	75,400	75,400	65,088	758,865	907,125	(148,260)
8550 Mandated Cost	-	-	-	-	-	17,825	-	-	-	-	-	-	-	17,825	17,443	382
8560 State Lottery	-	-	-	-	-	-	66,070	-	-	44,215	-	-	108,576	218,861	293,525	(74,664)
8598 Prior Year Revenue	-	-	-	-	(5,445)	-	11,343	-	-	-	-	-	-	5,899	-	5,899
8599 Other State Revenue	-	-	-	-	-	-	-	116,403	-	-	40,000	-	-	156,403	84,541	71,862
	30,635	30,635	55,143	55,143	49,698	72,968	132,556	171,594	75,400	119,616	115,400	75,400	173,664	1,157,853	1,302,634	(144,780)
Other Local Revenue																
8660 Interest Revenue	-	308	-	-	639	-	-	-	-	-	-	-	-	948	-	948
8689 Other Fees and Contracts	-	-	-	-	-	7,275	-	-	-	-	-	-	-	7,275	-	7,275
	-	308	-	-	639	7,275	-	-	-	-	-	-	-	8,223	-	8,223
Total Revenue	30,635	459,357	632,190	891,601	840,381	831,575	1,004,114	931,317	1,278,808	1,847,074	1,303,635	1,263,635	1,370,864	12,685,185	16,229,911	(3,544,727)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	251,818	260,131	267,997	266,291	271,001	276,033	288,230	278,817	278,817	278,817	278,817	278,817	-	3,275,587	3,897,590	622,002
1175 Teachers' Extra Duty/Stipends	16,026	33,623	67,230	67,933	76,666	78,797	58,947	56,879	56,879	56,879	56,879	56,879	-	683,615	662,590	(21,024)
1300 Administrators' Salaries	61,975	59,042	51,983	51,983	51,983	56,033	51,983	52,033	52,033	52,033	52,033	52,033	-	645,150	634,191	(10,960)
1900 Other Certificated Salaries	7,057	7,057	13,658	7,057	7,057	7,557	7,268	7,057	7,057	7,057	7,057	7,057	-	91,999	81,088	(10,911)
	336,876	359,854	400,868	393,265	406,707	418,421	406,427	394,787	394,787	394,787	394,787	394,787	-	4,696,352	5,275,459	579,107
Classified Salaries																
2100 Instructional Salaries	-	-	-	2,400	1,210	90	-	-	-	-	-	-	-	3,700	1	(3,699)
2200 Support Salaries	4,418	4,339	4,342	4,473	4,200	4,523	4,156	4,497	4,497	4,497	4,497	4,497	-	52,936	-	(52,936)
2400 Clerical and Office Staff Salaries	-	-	-	2,584	2,136	2,426	2,185	2,000	2,000	2,000	2,000	2,000	-	19,331	-	(19,331)
2900 Other Classified Salaries	-	-	2,737	3,778	3,574	3,847	3,954	3,692	3,692	3,692	3,692	3,692	-	36,350	-	(36,350)
	4,418	4,339	7,079	13,234	11,120	10,886	10,294	10,189	10,189	10,189	10,189	10,189	-	112,317	1	(112,316)
Benefits																
3101 STRS	55,921	60,212	66,770	65,221	56,942	67,250	67,239	62,266	62,266	62,266	62,266	62,266	-	750,886	845,129	94,243
3301 OASDI	272	267	437	819	687	673	636	688	688	688	688	688	-	7,229	0	(7,229)
3311 Medicare	4,772	5,109	5,723	5,608	5,777	5,938	5,757	5,796	5,796	5,796	5,796	5,796	-	67,661	76,494	8,833
3401 Health and Welfare	44,139	50,012	34,699	36,201	42,169	37,772	39,775	39,579	39,579	39,579	39,579	39,579	-	482,663	529,650	46,987
3501 State Unemployment	2,393	821	938	1,110	82	7,905	9,167	6,174	3,087	1,544	1,544	1,544	-	36,307	32,830	(3,477)
3601 Workers' Compensation	1,799	2,117	3,405	2,117	2,117	2,117	2,117	4,796	4,796	4,796	4,796	4,796	-	39,771	73,856	34,085
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	109,295	118,538	111,971	111,075	107,775	121,655	124,691	119,299	116,212	114,669	114,669	114,669	-	1,384,517	1,557,959	173,442
Books and Supplies																
4302 School Supplies	26,530	127,506	160,200	98,904	55,827	92,335	71,471	223,924	272,747	512,360	298,711	138,606	-	2,079,123	2,176,817	97,694
4305 Software	28,914	6,966	14,067	14,131	1,550	1,765	16,080	8,900	8,900	8,900	8,900	8,900	-	127,974	183,300	55,326
4310 Office Expense	20	628	2,121	3,401	1,855	994	2,342	933	933	933	933	933	-	16,028	14,600	(1,428)
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	31,596	20,989	126	-	-	-	6,121	7,456	14,005	8,165	3,789	-	92,248	71,756	(20,492)
	55,464	166,696	197,378	116,563	59,232	95,095	89,893	239,879	290,036	536,198	316,710	152,228	-	2,315,373	2,446,473	131,100

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 2/15/2022

ADA = 1099.81



Subagreement Services

5102	Special Education	-	6,803	37,660	5,665	(62,387)	140,014	29,803	49,283	49,283	49,283	49,283	49,283	-
5106	Other Educational Consultants	4,477	31,828	123,186	28,476	96,462	17,859	(220,116)	76,174	92,782	174,293	101,615	47,151	-
5107	Instructional Services	141,075	141,075	141,075	141,075	141,075	(42,716)	153,159	110,995	110,995	110,995	110,995	110,995	-

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
-	6,803	37,660	5,665	(62,387)	140,014	29,803	49,283	49,283	49,283	49,283	49,283	-
4,477	31,828	123,186	28,476	96,462	17,859	(220,116)	76,174	92,782	174,293	101,615	47,151	-
141,075	141,075	141,075	141,075	141,075	(42,716)	153,159	110,995	110,995	110,995	110,995	110,995	-
145,552	179,705	301,921	175,216	175,150	115,156	(37,154)	236,453	253,061	334,572	261,894	207,429	-

Annual Forecast
403,975
574,186
1,370,795
2,348,955

Original Budget Total	Favorable / (Unfav.)
534,200	130,225
1,276,065	701,879
1,704,141	333,346
3,514,406	1,165,451

Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5516	Miscellaneous Expense
5900	Communications
5901	Postage and Shipping

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
-	-	-	155	549	1,674	186	575	575	575	575	575	-
-	-	1,870	-	-	-	153	192	192	192	192	192	-
6,418	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	-
-	-	-	5,500	-	-	158	400	400	400	400	400	-
-	-	-	216	192	-	7,144	900	900	900	900	900	-
-	-	597	1,198	197	100	225	258	258	258	258	258	-
6,418	7,551	10,018	14,620	8,490	9,325	15,418	9,876	9,876	9,876	9,876	9,876	-

Annual Forecast
5,440
2,981
89,479
7,658
12,053
3,609
121,220

Original Budget Total	Favorable / (Unfav.)
17,700	12,260
3,200	219
122,500	33,021
9,200	1,542
13,400	1,347
4,200	591
170,200	48,980

Professional/Consulting Services

5801	IT	-	-	-	-	4,000	-	-	175	175	175	175	-
5802	Audit & Taxes	-	-	4,354	-	-	949	-	-	-	-	-	-
5803	Legal	15,000	6,114	13,209	-	(7,154)	7,275	1,650	2,100	2,100	2,100	2,100	-
5804	Professional Development	30	845	5,769	-	2,500	-	19,200	2,458	2,458	2,458	2,458	-
5805	General Consulting	-	-	250	250	250	250	-	75	75	75	75	-
5806	Special Activities/Field Trips	-	312	436	204	268	671	119	1,406	1,712	3,216	1,875	-
5807	Bank Charges	570	637	705	501	633	713	639	758	758	758	758	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	473	301	203	54	-	95	800	800	800	800	-
5810	Payroll Service Fee	276	1,067	1,570	598	1,531	721	1,516	1,342	1,342	1,342	1,342	-
5811	Management Fee	23,537	47,449	23,762	23,417	16,003	15,928	(2,397)	18,499	18,499	18,499	18,499	-
5812	District Oversight Fee	-	12,308	12,775	24,311	22,925	22,540	23,881	22,501	35,351	37,231	34,896	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	5,190	8,035	8,035	8,035	-
5815	Public Relations/Recruitment	-	500	(1,000)	-	-	-	-	-	-	-	-	-

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
-	-	-	-	4,000	-	-	175	175	175	175	175	-
-	-	4,354	-	-	949	-	-	-	-	-	-	-
15,000	6,114	13,209	-	(7,154)	7,275	1,650	2,100	2,100	2,100	2,100	2,100	-
30	845	5,769	-	2,500	-	19,200	2,458	2,458	2,458	2,458	2,458	-
-	-	250	250	250	250	-	75	75	75	75	75	-
-	312	436	204	268	671	119	1,406	1,712	3,216	1,875	870	-
570	637	705	501	633	713	639	758	758	758	758	758	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	473	301	203	54	-	95	800	800	800	800	800	-
276	1,067	1,570	598	1,531	721	1,516	1,342	1,342	1,342	1,342	1,342	-
23,537	47,449	23,762	23,417	16,003	15,928	(2,397)	18,499	18,499	18,499	18,499	18,499	-
-	12,308	12,775	24,311	22,925	22,540	23,881	22,501	35,351	37,231	34,896	34,896	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	5,190	8,035	8,035	8,035	8,035	-
-	500	(1,000)	-	-	-	-	-	-	-	-	-	-
39,413	69,704	62,130	49,484	41,010	49,046	44,703	55,304	71,306	74,689	71,014	70,009	-

Annual Forecast
4,875
5,302
46,594
40,636
1,375
11,087
8,189
-
5,126
13,986
240,195
315,970
-
71,355
(500)
764,191

Original Budget Total	Favorable / (Unfav.)
2,900	(1,975)
14,200	8,898
35,700	(10,894)
39,100	(1,536)
2,000	625
150,642	139,555
11,500	3,311
100	100
11,700	6,574
18,200	4,214
284,023	43,828
422,714	106,744
36	36
86,848	15,493
2,700	3,200
1,082,364	318,173

Depreciation

6900	Depreciation Expense	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-
3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-

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
3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-
3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-	-	-	-	-

Annual Forecast
26,415
26,415

Original Budget Total	Favorable / (Unfav.)
-	(26,415)
-	(26,415)

Interest

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

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
-	-	10,758	-	-	13,610	-	-	-	-	-	-	-
-	-	10,758	-	-	13,610	-	-	-	-	-	-	-

Annual Forecast
24,368
24,368

Original Budget Total	Favorable / (Unfav.)
198,819	174,451
198,819	174,451

Total Expenses

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
701,211	910,162	1,105,895	877,231	813,257	836,968	658,046	1,065,786	1,145,467	1,474,980	1,179,138	959,187	66,380

Annual Forecast
11,793,708

Original Budget Total	Favorable / (Unfav.)
14,245,681	2,451,973

Monthly Surplus (Deficit)

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
(670,576)	(450,805)	(473,705)	14,370	27,125	(5,394)	346,068	(134,470)	133,341	372,094	124,497	304,448	1,304,484

Annual Forecast
891,477

Original Budget Total	Favorable / (Unfav.)
1,984,231	(1,092,754)

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 2/15/2022

ADA = 1099.81



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)	346,068	(134,470)	133,341	372,094	124,497	304,448	1,304,484
Cash flows from operating activities													
Depreciation/Amortization	3,774	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)	(699,616)	-	-	-	-	-	(1,370,864)
Grants and Contributions Rec.	554,056	142,573	-	54,316	(148,621)	(57,591)	(488,264)	158,674	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(29,391)	(285)	813	1,269	(8,627)	1,041	6,247	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(343,011)	(38,019)	218,759	(78,756)	(67,022)	(94,577)	190,050	-	-	-	-	-	66,380
Accrued Expenses	(7,484)	(41,523)	(297,797)	(5,630)	47,903	75,884	70,396	-	-	-	-	-	-
Other Liabilities	-	30,247	13,081	(216)	-	-	(6,159)	-	-	-	-	-	-
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)	-	-	(909,000)	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(395,347)	(68,809)	351,259	(10,874)	(83,639)	186,612	(577,505)	24,204	(775,659)	372,094	124,497	304,448	
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	1,011,612	1,035,816	260,158	632,251	756,749	
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>1,011,612</u>	<u>1,035,816</u>	<u>260,158</u>	<u>632,251</u>	<u>756,749</u>	<u>1,061,197</u>	

Annual Forecast
8%
891,477
26,415
870,083
215,143
-
(28,933)
-
(146,196)
(158,251)
36,953
(55,208)
-
1,536,700
(3,736,900)
-

Original Budget Total	Favorable / (Unfav.)
--------------------------	-------------------------

Cert.	Instr.
44.4%	84.7%
562,658	593,337

Pupil:Teacher Ratio
20.75

Cover Sheet

2020-2021 Annual Audit Report

Section:	III. Finance
Item:	C. 2020-2021 Annual Audit Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	Monarch River Academy SAS; MonarchRiverAcademyFINALRpt21

BACKGROUND:

- Christy White's auditing firm has prepared and submitted the school's 2020-2021 audit.
- The requirements specified in Education Code section 41020 are applicable to all schools, charter schools. As a result, audits shall be conducted in accordance with auditing standards generally accepted in the United States of America, the standards set forth in Government Auditing Standards issued by the Comptroller General of the United States, and the provisions of California Code of Regulations (CCR), Title 5, Education, Section 19810, et seq.
- The report shall be presented as prescribed in the Guide for Annual Auditor of K-12 Local Education Agencies and State Compliance Reporting published by the Education Audit Appeals Panel (EAAP) at www.eaap.ca.gov.

RECOMMENDATION:

- Consider acceptance of the 2020-2021 audit report.

January 21, 2022

To the Board of Directors of
Monarch River Academy
Fresno, California

We have audited the financial statements of Monarch River Academy for the year ended June 30, 2021, and we will issue our report thereon dated January 21, 2022. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 23, 2020. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Monarch River Academy are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2020-21 fiscal year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no particularly sensitive estimates affecting the financial statements for the 2020-21 fiscal year.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

The disclosure on multi-employer defined benefit plan participation in Note 11 to the financial statements. The estimated withdrawal liability is based on prior year data from actuarial studies on the retirement plans and is disclosed for information purposes only. As a nonprofit entity, there is no required recording of a net pension liability as other local educational entities (LEAs), such as school districts, would have to record under governmental accounting (GASB).

The disclosure on related party transactions with partner schools in Note 12 to the financial statements. There was a significant amount of interschool borrowings that occurred and remained receivable to some organizations and payable to other organizations at year end.

The disclosure on subsequent events in Note 13 to the financial statements. The charter petition was extended to June 30, 2026, under Assembly Bill 130 (AB 130). Additionally, the Charter received proceeds over \$700,000 for factoring agreements to aid in operational cash flow needs.

The financial statement disclosures are neutral, consistent, and clear.

Significant Audit Matters (continued)

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The following material misstatements detected as a result of audit procedures were corrected by management:

Recording of State on-behalf contributions to the CalSTRS retirement plan in the amount of \$286,699. Because the entry is a non-cash transaction with no impact on ending net assets, the Organization does not typically record this entry and relies on the audit adjustment.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated January 21, 2022.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of Monarch River Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

A handwritten signature in blue ink that reads "Christy White, Inc." in a cursive script.

Christy White, Inc.
San Diego, California

Cover Sheet

2022-2023 Budget Considerations

Section:	III. Finance
Item:	D. 2022-2023 Budget Considerations
Purpose:	Discussion
Related Material:	Budget Considerations 2022-2023 - MR

BACKGROUND:

- School leadership has created a staffing plan that coincides with projected enrollment for the 2022-2023 school year.

**BUDGET CONSIDERATIONS
2022-2023**

Projected Staffing Plan

Position Type	Projected #
Number of Projected New Certificated GE Positions	15
Number of Projected New Certificated SPED Positions	2
Number of Projected New Administrative/Leadership Positions	2
Number of Projected New Classified Positions	1

Cover Sheet

Compensation Policy

Section:	III. Finance
Item:	E. Revised Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - YV

BACKGROUND:

- The school has revised the Compensation Policy with the following:
 - Removed specific school year
 - Updated terminology from Homeschool Teacher (HST) to Teacher
 - Updated salary tables with current, board approved salary tables

RECOMMENDATION:

- Consider approval of the revised 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

Rev. 2-28-2022

- 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.

- ~~The 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:

Rev. 2-28-2022

- 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

Rev. 2-28-2022

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 teacher 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 teacher 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 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	105	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	Provided to Certificated Teacher who serve as an instructional specialist in an assigned	\$15,000	15-20	Eligibility starts at the beginning of the school year	Paid throughout the year

Academy (MSVA stipend) Grades 6-8	Middle School virtual teaching position.			or whenever job duties 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 teacher 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	Assigned Position: Provided to credentialed	\$10,000	35	Eligibility starts at the	Paid biweekly over 12 months; July - June.

Stipend	teachers who meet with students to determine if they are meeting academic decathlon course requirements			beginning of the school year and once the coaching begins.	Will be prorated based on period of service during the school year.
Coordinator of Professional Development and Teacher Training	The Coordinator of Professional Development and Teacher Training assists with creating PD's, trains and supports incoming teaching staff as well as support veteran staff.	\$15,000		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
Utility Stipend	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.	\$75/month Specialty Position: \$100/month	N/A	Eligibility starts at the beginning of the school year.	Paid throughout the year
Substitute Teacher	Teachers that take on an extra duty assignment as a temporary substitute teacher earn daily substitute teacher compensation up to \$156.25 per day.	\$156.25/day	N/A	Eligibility is earned after service has been completed from start date to end date.	Paid as earned throughout the year

Stipend Information and Job Descriptions

SST Coordinator

Job Summary:

The SST Coordinator provides support as a GE ~~teacher HST~~ and serves as a specialist for the school by coordinating and leading SST meetings. The coordinator works with the ~~teacher 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 ~~teacher 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 ~~teacher's 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 ~~teacher HST~~ and serves as a specialist for the school by coordinating and leading 504 meetings. The coordinator works with the ~~teacher 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 ~~teacher 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 ~~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 ~~teacher 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 ~~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 ~~teacher's HST's~~ 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 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 ~~10-15~~ and be compensated with a stipend of \$20,000. Regional Coordinators can earn an additional stipend per student with a maximum roster of ~~17-28~~. 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 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.

Rev. 2-28-2022

- Provide support and feedback to **teacher's HST's** 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 **teacher's 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 **teacher's 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 **Teacher 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.

Rev. 2-28-2022

- 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.

Rev. 2-28-2022

- 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

Rev. 2-28-2022

- 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

Rev. 2-28-2022

students enrolled in the schools. The Speech and Language serves as a member of the 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 students. As an employee of the schools, employee will follow the responsibilities and procedures as delineated in the 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 staff and families
- Provide presentations and professional development to 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

Rev. 2-28-2022

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

- ~~Teacher HST~~ duties reduced or no 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 ~~Teacher 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 ~~teachers~~ **HST**s, 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

Teacher Homeschool 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 **teacher HST** will be placed on the **teacher 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

Rev. 2-28-2022

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

IV. Professional Development

- a. Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.
- b. Plans in-service programs in conjunction with designated administrator on an ongoing basis to ensure compliance with state and federal regulations pertaining to eligible students.

Rev. 2-28-2022

c. Plans in-service programs in conjunction with designated administrator to ensure staff has appropriate expertise to meet Special Education students' unique needs and conducts an evaluation of each Inservice activity.

V. Other duties as assigned.

School Psychologist

GENERAL FUNCTIONS

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

ESSENTIAL RESPONSIBILITIES:

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

Virtual Job Placement Specialist/Job Coach

Summary:

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

ESSENTIAL RESPONSIBILITIES:

- Provides job exploration counseling.
- Provides workplace readiness training.
- Coordinates and conducts work based learning experience site logistics meetings with
- business partners, Job Placement Specialists, and students.

Rev. 2-28-2022

- 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

Rev. 2-28-2022

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 **teacher HST** and individual students. With administrative

Rev. 2-28-2022

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.

Teacher ~~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 ~~teachers HST~~ 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 ~~teachers HST~~ and families regarding the course and curriculum selection for middle and high school.
- Effectively utilize data and analytic tools to help ~~teachers HST~~ make educational decisions
- Assists ~~teachers HST~~ 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 ~~teachers HST~~ 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 **teachers 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 **teachers HST**, 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 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
(continued) H (+ 98 points)	\$80,340	\$82,915	\$85,490	\$88,065

H15	H20	H25	H30
\$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.

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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

Virtual Academy Program Update/Presentation

Section:	IV. Academic Excellence - Part 2
Item:	A. Virtual Academy Program Update/Presentation
Purpose:	Presentation & Potential Discussion
Related Material:	None

BACKGROUND:

- Maria Thoeni will share the Virtual Academies' programmatic highlights and successes so far this year.

Cover Sheet

High School Program Update/Presentation (Board Metrics Chart Item)

Section:	IV. Academic Excellence
Item:	B. High School Program Update/Presentation
Purpose:	Presentation & Potential Discussion
Related Material:	None

BACKGROUND:

- Denise Voth will share the High School's' programmatic highlights and successes so far this year.

Cover Sheet

High School Virtual Academy for 2022-2023

Section:	IV. Academic Excellence
Item:	C. High School Virtual Academy for 2022-2023
Purpose:	Discussion & Potential Action - Vote
Related Material:	New HSVA Plan

BACKGROUND:

- Denise Voth will share the vision and plan for the school's High School Virtual Academy program for the 2022-2023 school year.


RECOMMENDATION:

- Consider approval of the High School Virtual Academy Plan.



New HSVA Plan

2022-2023



What is HSVA?

AG Courses taught synchronously or asynchronously by Single Subject Teachers.

Synchronous courses are taught twice a week live.

25-30 students in a course.

Use McGraw Hill Online textbooks or Edmentum curriculum

Courses are \$250 per semester

Who will oversee HSVA?

- Currently the North & Central schools paid \$10,000 each to the HSVA Coordinator
 - Built the HSVA website (policies, teacher contacts, course offers, course schedules, etc)
 - Runs reports to figure out how many sections of each course will to be offered
 - Held monthly meetings with HQT's
 - Worked with the Director of Curriculum to place students in Schoology
 - Pulled progress monitoring reports weekly for HST's
 - Mitigated parent/student/teacher concerns
 - Compliancy
 - Creates HSVA calendar with deadlines for work samples & add/drop dates
- Our Plan:
 - The new website is already built
 - AD and Director will oversee the program until a leader rises up from our new group of HQT's.

Role of Highly Qualified Teacher (HQT) Teacher

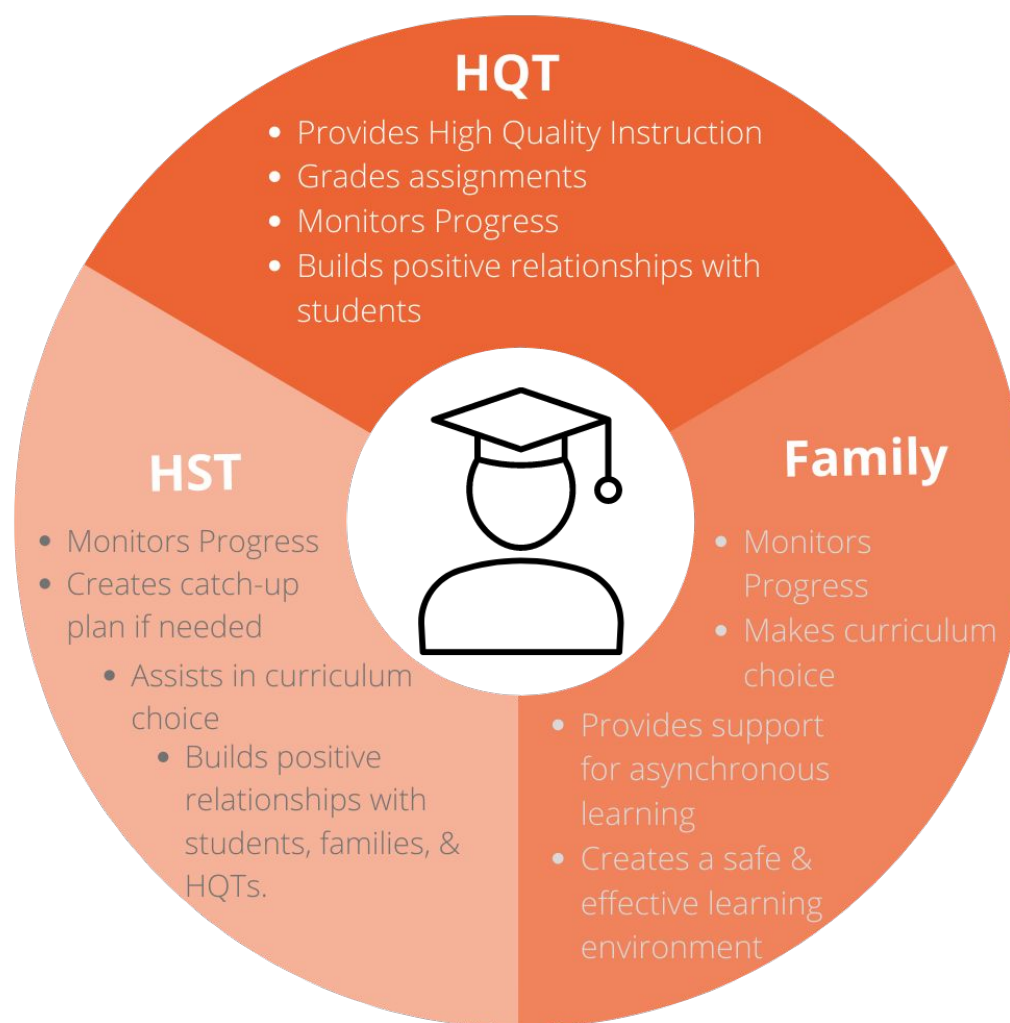
- HQT holds a Single Subject Credential
- Create and deliver a-g standards
- Review and grade assignments
- Provide content-related support
- Holds weekly office hours (or as needed)
- Communicate with HST and family
- Enter Progress Report & Report Card grades in Pathways
- Provide accommodations for students with IEPs and 504s
- Provides work samples for HST's
- Paid on a different salary schedule to recruit and retain them

Role of Homeschool Teacher (HST)

- Register students for HSVA classes
- Cancel classes if student decides to drop
- Monitor progress to ensure that student is submitting work
- Communicate with HSVA teacher regarding any changes to student learning environment
- Invite HSVA teacher to IEP and 504 meetings, as necessary

Role of Parent

- Ensure that student has all necessary technology to be successful in HSVA classes (computer, microphone, webcam)
- Check in on student progress and grades
- Communicate with HSVA teacher with any changes to student learning environment



Benefits of our own HSVA

- More control of curriculum choices
- Be able to plan with SpEd push-in teacher
- No conflicts with working in two school calendars
- Consistent school policies
- Control of course offerings
- Utilize our own single subject staff to teach additional AG courses.

Plan

Course	Course	Edgenuity/ Edmentum		HSVA Live!	TOTAL	Possibility #1
Math	Algebra I A	27	Algebra 1	45	72	Brent Brandow
Math	Algebra II A	11	Algebra 2	11	22	Ellen Davison
Math	Geometry A	15	Geometry	37	52	Ellen Davison
Math	Pre-Algebra A	7	Pre-Algebra	30	37	Brent Brandow
English	English Language Arts 9 A	27	English 9	45	72	Shiloh Hellman
English	English Language Arts 10 A	18	English 10	35	53	Shiloh Hellman
English	English Language Arts 11 A	19	English 11	20	39	NEED
English	English Language Arts 12 A	9	English 12	11	20	NEED
Science	Biology A	29	Biology	33	62	NEED
Science	Chemistry	14		0	14	NEED
Social Studies	World History A	16	World History	39	55	Marcela Marquez
Social Studies	United States History A	17	US History	22	39	Marcela Marquez
Social Studies	U.S. Government	12	Government	16	28	Part-time
Social Studies	Economics	7	Econ	11	18	Part-time
Spanish	Spanish I A	15	Spanish 1A	36	51	NEED
Spanish	Spanish II A	12	Spanish 2A	22	34	NEED
VAPA	Visual Arts A	6	Visual Arts I	24	30	Part-time
		261		437	698	125 of 239

Pass Rates and Success Stories

Over the last two semesters, pass rates are 94%-95%.

The courses are rigorous and students are very successful in them.

One of our students who has been in HSVA courses his whole HS career and is a senior just scored a 1490 on the SAT's. (99th percentile nationally)

Cover Sheet

Supplemental Local Control & Accountability Plan (LCAP)

Section:	IV. Academic Excellence
Item:	D. Supplemental LCAP
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022 Supplement to Annual Update for 2021-22 LCAP - Yosemite Valley

BACKGROUND:

- The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This page provides resources to support the planning, implementation and evaluation of an LCAP.
- California's 2021 Budget Act, along with other historic state and federal acts, have provided schools with significant increases in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students.
- Section 124(e) of Assembly Bill 130 requires LEAs to present an update to the schools governing board.
- The intent of this update is to provide the governing board and the school's educational partners with a point-in-time report related to funding received through the 2021 Budget Act, which includes federal Elementary and Secondary School Emergency Relief (ESSER) III funds, as well as the implementation of the LCAP to date.

RECOMMENDATION:

Consider approval of the 2022 Supplement to the Annual Update for 2021-22 LCAP.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monarch River Academy	Dr. Laurie Goodman, Ed.D, Executive Director Stephanie Johnson, Co-Director	laurie.goodman@monarchriveracademy.org, (559) 258-1201 steph.johnson@monarchriveracademy.org, (559) 289-7069

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Monarch River Academy (MRA) holds meetings with their educational partners three times a year to present and engage them in the use of funds under the Budget Act of 2021. Educational partners are also in attendance at all board meetings to engage in the process of understanding funding and plans. Parents meetings are held once a month to provide information and feedback to the LEA. Surveys are also administered twice (December and March) a year for feedback regarding our funds and programs. MRA also holds meetings with authorizing districts every month to provide updates regarding funding and services.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Monarch River (MRA) does not receive concentrated funds or concentrated add-on funds because our unduplicated percentage is less than 50%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Monarch River Academy (MRA) has a long-established foundational principle of meaningful educational partner engagement. Surveys were administered in March and November of 2021. Student data was collected and analyzed in January, May, and September of 2021. Monthly meetings were held and attended with our authorizer and county office during the 2020-21 school year as well as the 2021-22 school year to date.

These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as MRA sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan (<https://monarchriveracademy.org/about/accountability-sarc>)
- Expanded Learning Opportunities Grant Plan (<https://monarchriveracademy.org/about/accountability-sarc>)
- Local Control and Accountability Plan (<https://monarchriveracademy.org/about/accountability-sarc>)
- ESSER III Expenditure Plan (<https://monarchriveracademy.org/about/accountability-sarc>)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Monarch River Academy (MRA) has designed and implemented the following three main programs to address learning loss using the Elementary and Secondary School Emergency Relief (ESSER). These programs are an addition to existing programs and are offered in an extended day format. The programs include: 1. An intervention system that is personalized and targeted per student with teachers providing instruction in Math and English Language Arts 2. A virtual academy system using synchronous and asynchronous instruction for students in grades 3-12 focused on Math and English Language Arts 3. An extensive social-emotional learning support and counseling system have been implemented with surveys and needs assessments to serve students, families, and staff. The success of each of these programs is monitored through assessment data, attendance, grade, and course completion, as well as anecdotal notations during the extended learning sessions and SEL workshops. The challenges include consistent attendance and work completion due to recurring infection rates from Omicron/COVID-19.

Health and safety of students, educators, and other staff:

Successes: MRA implemented all of the required COVID-19 protocols which included daily screenings and temperature checks as well as immediately cleaning and sanitizing all surfaces. There have been no reportable COVID-19 work-related infections to date.

Challenges: Maintaining the high level of COVID-19 protocols when with all visitors has been a challenge, but it has been done.

Continuity of Services:

Successes: MRA is a non-classroom-based program and because of our format, we have not had any loss or reduction in services with the majority of our students and staff.

Challenges: MRA has a high level of special education students and some of our students have been challenged to attend in-person services due to COVID-19 infections.

Implementation of the ESSER III Expenditure Plan:

Successes: MRA has expanded and increased all intervention programs, social-emotional learning programs, monitoring of achievement, and best practices from professional development related to teaching and learning.

Challenges: MRA has been challenged with making sure that all students who need additional support are receiving the needed support. All students have access to the expanded programs and new programs connected with the ESSR plan, but not all students are taking part in the additional opportunities.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Monarch River Academy (MRA) meets on a weekly basis with the core leadership team to review the alignment of all plans and the success of the programs which have been implemented according to the plans. Through the use of data analysis which includes a fiscal analysis of expenditures, course corrections, and plan effectiveness is determined.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. 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.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Cover Sheet

High School A-G Grant

Section:	IV. Academic Excellence
Item:	E. High School A-G Grant
Purpose:	Update (Informational Only)
Related Material:	None

BACKGROUND:

- This is a grant for the High School program.
- There is no new information for the Board on the grant at this time.

Cover Sheet

COVID-19 School Report

(Monthly Board Metrics Chart Item)

Section:	V. Operations
Item:	A. COVID-19 School Report
Purpose:	Presentation & Potential Discussion
Related Material:	COVID-19 Report - MR

BACKGROUND:

- This is one of the recurring topics the Board has requested to be briefed on as part of the Board Metrics Chart.
- This month's report includes a memo for the school's insurance company, CharterSAFE, and a Guidance from the California Department of Health regarding face coverings.

RECOMMENDATION:

- Provide Board feedback to the school leadership.

February COVID-19 Report – Human Resources Report

Staff Numbers	Current Numbers	Notes
Verified Vaccinated Staff Members	32	
Staff Exemptions Received	13	<ul style="list-style-type: none"> 10 Religious Exemption
Positive Cases Reported	6	<ul style="list-style-type: none"> No testing needed until the month of March
Staff Needing to Administer a COVID Test at Home	9	
Unresponsive	0	

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	6	2
	January	12	2
	February		
	March		
	April		
	May		
	June		
Total Cost/ Reimbursements from July 2021 through January 2022	New Total: \$445.38 Thru January		

Thus far, 4 Teachers have submitted reimbursements for testing/testing kits.

Test costs were all about \$13/test.

November figures have been update to reflect delayed reimbursement submissions from one staff member (2 tests were added to the monthly total).



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Charter Safe - Risk Management Memo

State mandates should be followed as well as City/County. It is up to the board and authorizer to determine what the school will follow. Employees must follow the school orders set in place by the board and authorizing district.

Testing for unvaccinated employees is no longer needed weekly but is needed when an employee is onsite and **before** meeting in-person with students, families, and staff. As of now, booster status has not been defined as fully vaccinated.

If an employee chooses not to test at a designated testing facility site the employee cannot test by themselves. The test and results must be proctored. The school should have a designated proctor such as a supervisor, admin, or HR representative on Zoom to observe the testing process and wait for the results then report out.

If an employee chooses not to comply the school can engage in an accommodation process. The school can offer a substitute but if a substitute cannot be obtained or creates and certain accommodations have been met (ie. multiple testing options and accommodations) the employee can be put on a leave of absence. The employee can be put on an unpaid leave of absence every 30 days.

Generally speaking, you will have lesser liability when health-directed mandates are followed. Charter Safe provides \$100,000 for defense costs if needed. However, if the school did not comply it would result in higher rates and most likely lawsuits. Following the complete guidelines is needed for a better defense and is much more defensible.

For example, Los Angeles Unified School District requires all staff to be vaccinated and all of the charters under them must comply as well. It is highly recommended that the school follow the same guidelines as their authorizer.

Cal OSHA fined the CA Department of Public Health for not complying. Violations can be anywhere from \$500-\$700,000 per violation and require a 15 day response or payment due. If the school decides not to follow proper protocols it should be determined how many of these violations it can afford.



State of California—Health and Human
Services Agency
**California Department of
Public Health**



February 7, 2022

TO: All Californians

SUBJECT: Guidance for the Use of Face Masks

Related Materials: [Face Coverings Q&A](#) | [Face Coverings Fact Sheet \(PDF\)](#) | [Face Mask Tips and Resources](#) | [Face Shields Q&A \(PDF\)](#) | [Safe Schools for All Hub](#) | [More Home & Community Guidance](#) | [All Guidance](#) | [More Languages](#)

Changes Taking Effect February 16, 2022:

- Universal masking shall remain required in only specified settings.
- Only unvaccinated persons are required to mask in all Indoor Public Settings. Fully vaccinated individuals are recommended to continue indoor masking when the risk may be high.

Guidance For the Use of Masks

Background

COVID-19 cases and hospitalization are declining across the state. This is due in large part to the collective efforts of Californians to get vaccinated, get boosted, and wear masks.

A universal indoor masking requirement was reinstated on December 15, 2021, to add a layer of mitigation as the Omicron variant, a Variant of Concern as labeled by the World Health Organization, increased in prevalence across California, the United States, and the world and spread much more easily than the original SARS-CoV-2 virus and the Delta variant. Implementing the universal masking requirement in all indoor public settings during the winter season was an important tool to decrease community transmission during the highly infectious Omicron surge.

The current hospital census is still over capacity, but the dramatic surge in cases and hospitalizations due to the highly infectious Omicron variant over the last two months has declined significantly. Californians are also increasingly knowledgeable about how to protect themselves and their loved ones with effective masks when there may be risk of COVID-19 exposure. Accordingly, it is now appropriate for the universal indoor masking requirement to expire on February 15, 2022 as scheduled.

The COVID-19 vaccines remain effective in preventing serious disease, hospitalization, and death from the SARS-CoV-2 virus. Unvaccinated individuals are much more likely to become infected when compared to vaccinated and boosted individuals. Vaccination continues to remain the ultimate exit strategy out of the COVID-19 pandemic. While the percentage of Californians fully vaccinated and boosted continues to increase, we continue to have areas of the state where vaccine coverage is low, putting individuals and communities at greater risk for COVID-19.

A series of cross-sectional surveys in the U.S. suggested that a 10% increase in self-reported mask wearing tripled the likelihood of slowing community transmission.[1] Our recently published case-control study conducted in California from February 18 to December 1, 2021 demonstrated that consistently wearing a face mask or respirator in indoor public settings reduces the risk of acquiring SARS-CoV-2 infection. [2]

The masking requirement in California schools has allowed us to keep schools open when compared to other parts of the country. California accounts for roughly 12% of all U.S. students, but accounted for only 1% of COVID-19 related school closures during the Omicron surge. Nationally during the Delta surge in July and August 2021, jurisdictions without mask requirements in schools experienced larger increases in pediatric case rates, and school outbreaks were 3.5 times more likely in areas without school mask requirements.[3], [4].

Maintaining the masking requirements in other specified, high-risk settings continues to be consistent with CDC recommendations and allows us to protect our most vulnerable populations and the workforce that delivers critical services in these settings.

In workplaces, employers are subject to the Cal/OSHA COVID-19 Emergency Temporary Standards (ETS) or in some workplaces the Cal/OSHA Aerosol Transmissible Diseases (ATD) (PDF) Standard and should consult those regulations for additional applicable requirements.

Masking Requirements

Masks are **required for all individuals** in the following indoor settings, regardless of vaccination status. Surgical masks or higher-level respirators (e.g., N95s, KN95s, KF94s) with good fit are highly recommended.

- On public transit[5] (examples: airplanes, ships, ferries, trains, subways, buses, taxis, and ride-shares) and in transportation hubs (examples: airport, bus terminal, marina, train station, seaport or other port, subway station, or any other area that provides transportation)
- **Indoors** in K-12 schools[6], childcare[7]
- Emergency[8] shelters and cooling and heating centers[9]
- Healthcare settings[10]
- State and local correctional facilities and detention centers[11]
- Homeless shelters[12]
- Long Term Care Settings & Adult and Senior Care Facilities[13]

Additionally, masks **are required* for unvaccinated individuals** in indoor public settings and businesses (examples: retail, restaurants, theaters, family entertainment centers, meetings, state and local government offices serving the public). Fully vaccinated individuals are recommended to continue indoor masking when the risk may be high. Surgical masks or higher-level respirators (e.g., N95s, KN95s, KF94s) with good fit are highly recommended.

See State Health Officer Order, issued on July 26, 2021, for a full list of high-risk congregate and other healthcare settings where surgical masks are required for unvaccinated workers, and recommendations for respirator use for unvaccinated workers in healthcare and long-term care facilities in situations or settings not covered by Cal OSHA ETS or ATD.

For additional information on types of masks, the most effective masks, and ensuring a well-fitted mask, individuals should refer to CDPH Get the Most out of Masking and see CDPH Masking Guidance Frequently Asked Questions for more information.

*Guidance for Businesses, Venue Operators or Hosts

In settings where masks are required only for unvaccinated individuals, businesses, venue operators or hosts may choose to:

- Provide information to all patrons, guests and attendees regarding vaccination requirements and allow vaccinated individuals to self-attest that they are in compliance prior to entry.
- Implement vaccine verification to determine whether individuals are required to wear a mask.
- Require all patrons to wear masks.

No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a business.

Exemptions to masks requirements

The following **individuals** are exempt from wearing masks at all times:

- Persons younger than two years old. Very young children must not wear a mask because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask. This includes persons with a medical condition for whom wearing a mask could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a mask without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a mask would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

[1] Rader B, White LF, Burns MR, et al. Mask-wearing and control of SARS-CoV-2 transmission in the USA: a cross-sectional study. *The Lancet Digital Health*. 2021;3(3):e148–e157.

[2] Andrejko KL, Pry JM, Myers JF, et al. Effectiveness of Face Mask or Respirator Use in Indoor Public Settings for Prevention of SARS-CoV-2 Infection — California, February–December 2021. *MMWR Morb Mortal Wkly Rep*. ePub: 4 February 2022

[3] Jehn M, McCullough JM, Dale AP, Gue M, Eller B, Cullen T, Scott SE. Association between K–12 school mask policies and school-associated COVID-19 outbreaks — Maricopa and Pima Counties, Arizona, July–August 2021. *MMWR Morb Mortal Wkly Rep*. 2021; 70(39):1372–1373.

[4] Budzyn SE, Panaggio MJ, Parks SE, Papazian M, Magid J, Eng M, Barrios LC. Pediatric COVID-19 cases in counties with and without school mask requirements — United States, July 1–September 4, 2021. *MMWR Morb Mortal Wkly Rep*. 2021; 70(39):1377–1378.

[5] CDC Requirement for Face Masks on Public Transportation Conveyances and at Transportation Hubs

[6] CDC Guidance for COVID-19 Prevention in K-12 Schools

[7] CDC COVID-19 Guidance for Operating Early Care and Education/Child Care Programs

[8] CDC's Interim Guidance for General Population Disaster Shelters During the COVID-19 Pandemic

[9] CDC COVID-19 and Cooling Centers

[10] CDC Interim Infection Prevention and Control Recommendations for Healthcare Personnel During the Coronavirus Disease 2019 (COVID-19) Pandemic

[11] CDC Interim Guidance on Management of Coronavirus Disease 2019 (COVID-19) in Correctional and Detention Facilities

[12] CDC Interim Guidance for Homeless Service Providers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)

[13] CDC Nursing Homes and Long-Term Care Facilities

California Department of Public Health
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377
Department Website (cdph.ca.gov)



Cover Sheet

Enrollment Report

(Monthly Board Metrics Chart Item)

Section:	V. Operations
Item:	B. Enrollment Report
Purpose:	Presentation & Potential Discussion
Related Material:	Enrollment Report - MR

BACKGROUND:

- Enrollment Report with current student enrollment by grade and withdrawal data.

ENROLLMENT REPORT

Current Enrollment (As of February 18, 2022)

- 1056 currently enrolled students
- 61 withdrawals processed since January 1st, 1 pending (Non-SPED)
- Of the 61 withdrawals, 5 were students in Special Education
- Grade level break down:

Grade	Totals
TK	38
KN	123
1	145
2	105
3	106
4	102
5	99
6	89
7	69
8	50
9	50
10	27
11	27
12	26
Totals	1,056

Cover Sheet

Updated Comprehensive Safety Plan

Section:	V. Operations
Item:	C. Updated Comprehensive Safety Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	Comprehensive School Safety Plan - Monarch River

BACKGROUND:

- Per California Education Code sections 32280–32289.5
- On September 27, 2018, Governor Brown signed into law Assembly Bill 1747 School Safety Plans.
- Key provisions of California Education Code (EC) include requiring schools and the California Department of Education (CDE) to include and post requirements for new content and procedures in the Comprehensive School Safety Plans (CSSPs), which have been implemented.

RECOMMENDATION:

- Consider approval of Comprehensive School Safety Plan

Comprehensive School Safety Plan

**2022-2023
School Year**

School: Monarch River Academy

CDS Code: 54718110139477

District: Monarch River Academy

Address: 3610 E. Ashlan Ave
Fresno, CA 93726

Date of Adoption:

Date of Update: 02/18/2022

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Laurie Goodman	Executive Director		
Stephanie Johnson	Co-Director		

Table of Contents

Comprehensive School Safety Plan Purpose	4
Safety Plan Vision	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	5
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	5
(E) Sexual Harassment Policies (EC 212.6 [b])	5
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	5
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	5
(K) Hate Crime Reporting Procedures and Policies	5
(J) Procedures to Prepare for Active Shooters	6
Procedures for Preventing Acts of Bullying and Cyber-bullying	6
Safety Plan Review, Evaluation and Amendment Procedures	7
Safety Plan Appendices	8
Emergency Contact Numbers	9
Emergency Response Guidelines	10
Step One: Identify the Type of Emergency	10
Step Two: Identify the Level of Emergency	10
Step Three: Determine the Immediate Response Action	10
Step Four: Communicate the Appropriate Response Action	10
Armed Assault on Campus	10
Biological or Chemical Release	10
Bomb Threat/ Threat Of violence	10
Earthquake	10
Explosion or Risk Of Explosion	10
Fire in Surrounding Area	10
Fire on School Grounds	10
Flooding	10
Pandemic	10

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

<https://monarchriveracademy.org/about/school-board>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Monarch River Academy is committed to ensuring that all enrolled students and all employees are safe and secure. Monarch River Academy believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. Monarch River Academy intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval no later than March 1 of each year.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse reporting law (Penal Code Section 11164, et seq.) requires that any Monarch River Academy employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities. At Monarch River Academy, protecting children from child abuse is a major priority. Each year staff must complete a mandatory training within the first six weeks of employment or first six weeks of the school year. Employees of Monarch River Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency. All staff is aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it. The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**Disaster Plan (See Appendix C-F)**

Monarch River Academy will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents. The Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) and the National Incident Management System (NIMS) will be utilized during all emergencies. Please refer to our Emergency Procedures Guide attached for further information.

Public Agency Use of School Buildings for Emergency Shelters**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Please see the School's Suspension and Expulsion Policies attached.

(E) Sexual Harassment Policies (EC 212.6 [b])

Employees must take the Sexual Harassment: Policy and Prevention (California AB1825 Full) course as part of employment. Please refer to our Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy attached.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Monarch River Academy takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exit remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. Monarch River Academy will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe. Any problems associated with safe ingress and egress will be addressed immediately.

There is 1 entrance and 2 exits at 3610 E. Ashlan Ave. Fresno, CA 93726 and is open between 8:00AM-4:30PM. All visitors to the location must sign in upon entering to identify themselves as visitors. Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Monarch River Academy Student Conduct Code**

Please refer to the School's Suspension and Expulsion Policy attached.

Conduct Code Procedures**(K) Hate Crime Reporting Procedures and Policies**

Please refer to our Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy attached.

(J) Procedures to Prepare for Active Shooters

Please refer to our Emergency Procedures Guide

Procedures for Preventing Acts of Bullying and Cyber-bullying

Please refer to our Anti-Harassment / Discrimination / Intimidation / Bullying /Retaliation Policy attached.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		9-1-1	
Law Enforcement/Fire/Paramedic	Local Police (Non-Emergency)	559-684-4290	Tulare County
Law Enforcement/Fire/Paramedic	Local Police (Non-Emergency)	559-584-1431	Kings County
Law Enforcement/Fire/Paramedic	Local Police (Non-Emergency)	559-621-7000	Fresno County
Other	Child Abuse/Neglect Reporting Line	559-582-3241	Kings County
Other	Child Abuse/Neglect Reporting Line	559-735-0456	Tulare County
Other	Child Abuse/Neglect Reporting Line	559-600-8320	Fresno County
Other	Disaster Assistance	Tulare County 559-636-5055, Kings County 559-852-2847, Fresno County 559-600-3111	
Other	Hazardous Materials	Tulare County 559-713-4531 Kings County 206-477-4466 Fresno County 559-600-3271	To report a leak or spill
American National Red Cross		1-800-RED CROSS (1-800-733-2767)	

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Armed Assault on Campus

Please refer to our Emergency Procedures Guide attached

Biological or Chemical Release

Please refer to our Emergency Procedures Guide attached

Bomb Threat/ Threat Of violence

Please refer to our Emergency Procedures Guide attached

Earthquake

Please refer to our Emergency Procedures Guide attached

Explosion or Risk Of Explosion

Please refer to our Emergency Procedures Guide attached

Fire in Surrounding Area

Please refer to our Emergency Procedures Guide attached

Fire on School Grounds

Please refer to our Emergency Procedures Guide attached

Flooding

Please refer to our Emergency Procedures Guide attached

Pandemic

Please refer to our Emergency Procedures Guide attached



Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy

Monarch River Academy is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, which includes, but is not limited to, such hairstyles as braids, locks and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category. Monarch River Academy prohibits any such discrimination, harassment, intimidation, or bullying.

The purpose of the Monarch River Academy Governing Board approving this Anti-Harassment/Discrimination/Intimidation/Bullying/ Retaliation Policy is to accomplish the following:

1. Define Harassment, Discrimination, Intimidation, and Bullying
2. Identify Who the Policy Applies to
3. Identify Where the Policy Applies
4. Establish the Responsibility of Reporting
5. Identify Reporting Procedures
6. Identify Investigation/Complaint Procedures
7. Identify the Consequences of Retaliation
8. Outline the Protection of Individuals with Immigration Status
9. Outline the Procedures for Notifying Parents of Their Children's Right to a Free Public Education, Regardless of Immigration Status or Religious Beliefs

1. Definitions:

- **Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student or staff member because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent. Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading, or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials or statements
- Graphic and written offensive or derogatory statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

- **Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: Touching, assault, impeding or blocking movements

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 – Laurie Goodman
Email - laurie.goodman@monarchriveracademy.org
Phone Number – 559-999-5030

- **Intimidation:** Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.
- **Bullying:** Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).
 - **Retaliation:** Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.
2. **Who the Policy Applies to:** It shall be a violation of this policy for any student, teacher, administrator or other employee of Monarch River Academy to discriminate against, harass, intimidate or bully another student, teacher, administrator, other employee or anyone associated with Monarch River Academy through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to Monarch River Academy (e.g. an outside vendor, consultant or customer).
 3. **Where the Policy Applies:** 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.
 4. **Responsibility:** All Monarch River Academy employees have a responsibility for keeping our work environment free of discrimination, harassment, intimidation, and bullying.
 5. **Reporting:** Monarch River Academy encourages reporting of all perceived incidents of discrimination, harassment, intimidation, bullying, or retaliation, regardless of the offender’s identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. In addition, Monarch River Academy 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. Monarch River Academy 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 it is understood that an investigation will normally require the involvement of third parties. Monarch River Academy is serious about enforcing its policy against harassment; however, Monarch River Academy cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to Monarch River Academy’s attention so it can take whatever steps are necessary to correct the problems.
 6. **Investigation/Complaint Procedure:** All complaints of harassment or discrimination will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension

or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. Monarch River Academy 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.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. 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. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive 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 Monarch River Academy believes appropriate under the circumstances. Willful false and malicious complaints of harassment, discrimination or retaliation may be subject to appropriate disciplinary action.

7. **Consequences for Retaliation:** Retaliation against an individual who has a complaint or has formally reported discrimination, harassment, intimidation, or bullying or has participated in an investigation of such a complaint is a serious violation of this policy and, like discrimination, harassment, intimidation, or retaliation itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.
8. **Immigration Status:** If the Charter School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;

- Discuss bullying–prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

9. Parental Notification: Each year, the School shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the “Know Your Rights” immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

10. Sexual Harassment Poster: The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School’s written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

11. Posting: This policy shall be posted on the School’s internet website in a manner that is easily accessible to parents/guardians/students.



Suspension and Expulsion Policy

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

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

1. Establish the Responsibility of the Charter School
 2. Identify the Grounds for Suspension and Expulsion of Students
 3. Identify Enumerated Offenses
 4. Outline Suspension Procedures
 5. Outline the Authority to Expel
 6. Outline Expulsion Procedures
 7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
 8. Identify the Record of Hearing
 9. Identify the Presentation of Evidence
 10. Outline the Written Notice to Expel
 11. Outline the Maintenance of Disciplinary Records
 12. Outline Expelled Students/Alternative Education
 13. Outline Rehabilitation Plans
 14. Outline the Readmission Process
- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does

not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

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

School staff shall not do any of the following:

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

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

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

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

2. Grounds for Suspension and Expulsion of Students: A student may be suspended or

expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

3. Enumerated Offenses:

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

not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

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

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

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

- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property.
 - Stole or attempted to steal school property or private property.
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - Knowingly received stolen school property or private property.
 - Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
 - Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of **that student’s** age, or for a person of **that student’s** age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on **that student’s** physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with **that student’s** academic performance.
 - iv. Causing a reasonable student to experience substantial interference with **that student’s** ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - iv. **An act of cyber sexual bullying. (48900(r)(2)(A)(iii).**
 - (a) For purposes of this section, “**cyber sexual bullying**” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or

to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

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

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

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

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

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

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

- Conference: Suspension shall be preceded, if possible, by a conference conducted by

the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

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

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

- Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. ~~If such extended suspension exceeds 10 days, the following procedures shall be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a~~

danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

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

5. **Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
6. **Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to **present testimony, evidence and witnesses and** confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom

during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

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

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

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

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

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

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

13. Rehabilitation Plans: Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

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



Monarch River Academy

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Emergency Procedures Guide

for

Monarch River Academy

Rev. February 202~~2~~¹

Table of Contents

Crisis Team Members	Pg. 3
Response to Any Emergency	Pg. 4
Staff Responsibilities	Pg. 5
Weather	Pg. 6
Fire	Pg. 7
Hazardous Materials	Pg. 8
Assault/Fights	Pg. 9
Bomb Threat	Pg. 10
Intruder/Hostage	Pg.11-12
Serious Injury/Death	Pg. 13
Earthquake	Pg. 14-15
Civil Disturbance, Violence on Campus	Pg. 16
Warning and Notification of Emergency	Pg. 17
Lock-Down Procedures	Pg. 18
Sheltering Procedures	Pg. 19
Terrorist Event	Pg. 20-21
COVID-19 Reporting	Pg. 22-23
Appendix	Pg. 24-31

-Definition of Staff Roles

-Phone Numbers for Community Agencies

-Evacuation Map

-Printable Evacuation Signs – “OK” & “Need Help”

(Print one set of OK & Need Help signs per teacher. Print OK sign on green paper or print on white paper & highlight/outline in green; print Need Help sign on red paper or print on white paper & highlight/outline in red)

-Incident Reports

Crisis Team Members

Crisis Team Advisors:

- Executive Director: Laurie Goodman 559-999-5030 Primary Communication Officer
- Co-Director: Steph Johnson 559-943-4566 Secondary Communication Officer
- Administrative Services Director: Mariah Jordan 559-754-1431
- Triage Team: Staff members who are CPR & First Aid certified and called on to respond to medical emergencies or injuries before EMS arrives.
- First Aid Certified: Staff members who are First Aid Certified are called on to respond to medical emergencies or injuries before EMS arrives.
- Search & Rescue Team: This team will strategically sweep the premises for unaccounted staff/students when evacuation or sheltering orders are issued.

For the following roles the first person listed is primary. The second person steps in if the first person is absent.

- Hazards Team: Staff members designated to call for shut off of gas/water/reset fire alarm or seal off areas containing materials or persons who have become hazardous.
- Administrative Assistant: Staff member designated to ensure completion of incident reports and documentation of the emergency.
- Runner: Staff member(s) designated to collect roll sheets that determine any staff/students unaccounted for. First to be at pole out front to direct everyone to gather.
- Lock Down Code Word and Means of Issue Code Red: walkie talkie and text

Response to Any Emergency

- ☐ Notify 911 (if necessary) and your applicable Crisis Team members.
- ☐ Notify Triage Team in building of medical emergencies, if necessary.
- ☐ Seal off high-risk areas.
- ☐ Take charge of the area until the incident is contained or relieved.
- ☐ Preserve evidence. See appendix and fill out Incident Reports.

Staff Responsibilities

Emergency Team Members:

- ☐ Verify information.
- ☐ Call 911 (if necessary).
- ☐ Seal off high-risk areas.
- ☐ Notify Office Manager; Primary Communications Officer; Secondary Communications Officer
- ☐ Notify staff (depending on emergency).
- ☐ Evacuate staff if necessary.
- ☐ Notify community agencies if necessary.
- ☐ Keep detailed notes of the crisis event.

Coordinators:

- ☐ Verify information.
- ☐ Lock classroom doors, unless evacuation orders are issued.
- ☐ Warn staff, if advised.
- ☐ Account for all staff.
- ☐ Stay with staff during an evacuation. Take roster.
- ☐ Keep detailed notes of the crisis event for after crisis review.

Weather

Severe Weather Watch has been issued in an area near building

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside the building(s).
- Close windows and blinds.
- Review severe weather procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

Severe Weather Warning has been issued in an area near building or severe weather has been spotted near building

- Shut off gas.
- Move staff to safe areas.
- Remind coordinators to take class rosters.
- Ensure that staff are in “drop, cover and hold” positions.
- Account for all staff.
- Remain in a safe area until the warning expires or until emergency personnel have issued an all-clear signal.

Fire

In the event of a fire, smoke from a fire or a gas odor has been detected:

- Team Member alerts team by shouting “Fire!”
- Evacuate staff to a safe distance outside of the building when there is a confirmed fire.
- Follow the normal fire drill route (as per map in Appendix). Follow alternate routes if the normal route is too dangerous.
- Coordinators take roster.
- Office Manager notifies police (call 911) and Site Administrator
- Coordinators ensure all staff are accounted for and give “all present” signal or activate Search & Rescue team.
- No one may re-enter building(s) until the entire building(s) is declared safe by fire or police personnel.

In the event of a fire alarm sounding:

Proceed quickly to an exit.

Once you know you are to evacuate, proceed quickly to your nearest exit. Do not rush but move quickly.

Do not worry about gathering belongings that are not immediately within reach. Taking time to pack a bag or go to another room once an evacuation has been called is dangerous. Take only what is already on your person or already packed and within arm’s reach.

Meet outside at the designated meeting place to ensure all staff are accounted for and give “all present” signal or activate Search & Rescue team.

No one may re-enter building(s) until the entire building(s) is declared safe.

Hazardous Materials

Incident occurred in building

- ☐ Call 911.
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Hazards Team seals off area of leak/spill when determined safe by local fire departments.
- ☐ Take charge of the area until fire personnel contain the incident.
- ☐ Fire officer in charge will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Resume normal operations after consulting with fire officials.

Incident occurred near building property

- ☐ Fire or Police will notify Office Manager
- ☐ Office Manager will notify Site Administrator
- ☐ Fire officers in charge of the scene will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Resume normal operations after consulting with fire officials.

Assault/Fights

- ☐ Ensure the safety of staff first.
- ☐ Call 911, if necessary.
- ☐ Notify the Triage Team in building of medical emergencies.
- ☐ Notify Office Manager
- ☐ Seal off the area where assault took place.
- ☐ Defuse situation, if possible.
- ☐ Office Manager notifies police if a weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (*intentional touching of anus, breast, buttocks or genitalia or another person in a sexual manner. This includes touching of those areas covered by clothing*).
- ☐ Office Manager notifies Site Administrator and School Support Administrator
- ☐ Document all activities. Ask victim(s)/witness (es) for their account of the incident.

Bomb Threat

Upon receiving a message that a bomb has been planted in building:

- ☐ Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why caller is doing this.
- ☐ Listen closely to caller's voice and speech patterns and to noises in background.
- ☐ Notify Office Manager
- ☐ Office Manager orders evacuation of all persons inside building(s).
- ☐ Office Manager notifies police (call 911) and Site Administrator

Evacuation procedures:

- ☐ Office Manager warns staff. Do not mention "Bomb Threat". Use standard fire drill procedures (Use Code Black)
- ☐ Direct staff to take their important and immediate belongings.
- ☐ Staff must be evacuated to a safe distance outside of building(s). After consulting with Office Manager, staff will be relocated.
- ☐ Coordinators take roll and compare to sign-in sheets after being evacuated.
- ☐ No one may reenter building(s) until fire or police personnel declare entire building(s) safe.
- ☐ Office Manager notifies staff of termination of emergency. Resume normal operations.

Intruder/Hostage

Intruder - An unauthorized person who enters the property

- ☐ Notify Office Manager
- ☐ Ask another staff person to accompany you before approaching the intruder.
- ☐ Politely greet the intruder and identify yourself.
- ☐ Ask intruder the purpose of his/her visit.
- ☐ Inform intruder that all visitors must register with Office Manager.
- ☐ If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- ☐ Warn intruder of consequences for staying on the property. Inform him/her that you will call the police.
- ☐ Notify police and Office Manager if intruder still refuses to leave. Give the police a full description of the intruder.
- ☐ Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in the building, whether he/she is carrying a weapon or package, etc.)

*Office Manager notifies Site Administrator and may issue lock-down procedures (see Lock-Down Procedures section).

Hostage

- ☐ If hostage taker is unaware of your presence, do not intervene.

- ☐ Call 911 immediately. Give dispatcher details of the situation; ask for assistance from the hostage negotiation team.
- ☐ Seal off area near hostage scene.
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Give control of the scene to the police and hostage negotiation team.
- ☐ Keep detailed notes of events.

If taken hostage:

- ☐ Follow instructions of hostage taker.
- ☐ Try not to panic. Calm staff if they are present.
- ☐ Treat the hostage taker as normally as possible.
- ☐ Be respectful to hostage taker.
- ☐ Ask permission to speak and do not argue or make suggestions.

Serious Injury/Death

If incident occurred in building

- ☐ Call 911.
- ☐ Send out system wide text or audio message regarding the situation.
- ☐ Notify CPR/first aid certified persons in building of medical emergencies.
- ☐ If possible, isolate affected student(s)/staff member(s).
- ☐ Notify Office Manager
- ☐ Office Manager notifies Site Administrator
- ☐ Designate staff person to accompany injured/ill person to hospital.
- ☐ Office Manager notifies family
- ☐ Determine method of notifying staff.
- ☐ Refer media to Deputy Executive Director.

Post-crisis intervention

- ☐ Meet with school staff to determine level of intervention for staff.
- ☐ Designate rooms as private grief areas.
- ☐ Assess stress level of staff. Recommend counseling to overly stressed staff. Implement PTSD program and protocols as needed and requested by staff.
- ☐ Follow-up with staff who received counseling.
- ☐ Designate staff person(s) to attend funeral.
- ☐ Allow for changes in normal routines or test schedules to address injury or death.

Earthquake

Earthquake- Inside Building

- ☐ Staff member implements action “**DROP-COVER AND HOLD**”.
- ☐ Avoid areas with large areas of glass or heavy suspended light fixtures.
- ☐ Implement Action “**LEAVE BUILDING**”.
- ☐ Maintain control of staff- **DO NOT RUN!!**
- ☐ Avoid touching electrical wires and metal objects such as chain link fences.
- ☐ Render first aid as required.
- ☐ Runner collects roll sheets. Hold up either “**OK**” or “**NEED HELP**” sign.
- ☐ Office Manager will initiate action “**STAY OUT**”. Do not return to buildings for any reason until they have been declared safe by authorized officials and the “**ALL CLEAR**” command is given.
- ☐ Office Manager will instruct other staff members/volunteers to guard entrances so that no one re-enters the buildings.
- ☐ Office Manager will initiate “**GO HOME**” action if warranted.

Earthquake- Outside on Center Grounds

- ☐ Staff member implements action “**DROP-COVER AND HOLD**”
- ☐ The safest place is to stay in the open. **Stay there until the earthquake is over.**
- ☐ Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires and wet areas.
- ☐ **DO NOT RUN!**

- ☐ Avoid touching electrical wires and metal objects such as chain link fences.
- ☐ Render first aid as required.
- ☐ Take roll. Hold up either **“OK”** or **“NEED HELP”** sign.
- ☐ Office Manager will initiate action **“STAY OUT”**. Do not return to buildings for any reason until they have been declared safe by authorized officials and the **“ALL CLEAR”** command is given.
- ☐ Office Manager will instruct staff members/volunteers to guard entrances so that no one re-enters the buildings.
- ☐ Office Manager will initiate **“GO HOME”** action if warranted.

Civil Disturbance, Violence, Gunman on Site

PERSONS RECEIVING GUN OR VIOLENCE INFORMATION ON CAMPUS BY TELEPHONE, EMAIL OR OTHER MESSAGE WILL IMMEDIATELY NOTIFY the Office Manager

- ☐ Notify the Office Manager immediately.
- ☐ Tell the Office Manager the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.

Office Manager:

- ☐ **Initiate “LOCKDOWN”**
- ☐ If away from a building, all staff are to immediately lie flat.
- ☐ Take roll and notify the office assistant of staff missing.
- ☐ Office Manager will call **911**.
- ☐ Lock doors, stay away from windows and doors.
- ☐ **DO NOT** approach gunman. Law Enforcement will handle.
- ☐ Take roll and place **“NEED HELP/I’M OK”** sign in window.
- ☐ Release Lock Down will be issued by the Police department if involved. If the Police department was not involved it will be released by Site Administrator or Designee.

Warning and Notification of Emergency

- ☐ **Call 911**, if necessary. Assess life and safety issues first.
- ☐ Inform Office Manager
- ☐ The Office Manager notifies the Emergency Team.
- ☐ Warn team members and staff. If an emergency requires immediate action to protect the safety of students and staff activate
- ☐ Plain Language shall be used to announce an emergency.
- ☐ If immediate action is not required, notify staff at a meeting before or after program hours.
- ☐ Office Manager notifies others as needed. Families of the victim(s) should be called first.

Lock-Down Procedures

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the building.

- ☐ Office Manager will issue a lock-down procedure by sending staff to each suite.
- ☐ Direct all staff and visitors into suites.
- ☐ Lock suites.
- ☐ Cover windows of suites.
- ☐ Move all persons away from windows and doors.
- ☐ Allow no one outside of suites in until Office Manager gives an all-clear signal.
- ☐ Release Lock Down will be issued by the Police department if involved. If the Police department was not involved it will be released by Site Administrator or Designee.

Sheltering Procedures

Sheltering provides refuge for students, staff and public within building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- ☐ Identify safe areas in each building.
- ☐ Office Manager warns staff to assemble in safe areas. Bring all persons inside building(s).
- ☐ Coordinators take roster.
- ☐ Close all exterior doors and windows.
- ☐ Turn off any ventilation leading outdoors.
- ☐ Cover up food not in containers or put in the refrigerator.
- ☐ If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- ☐ All persons must remain in safe areas until notified by Office Manager or emergency responders.

Terrorist Event

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- ☐ Move staff to specifically identified basement or lower level rooms. Interior hallways as an alternative.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ All people assume the *duck, cover and hold* position on the ground.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep staff inside buildings.

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the program should:

- ☐ Reverse-evacuate all people into buildings.
- ☐ Shelter in place. (**Do not use basements or low lying areas**)
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC systems. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Keep staff inside buildings.

Chemical:

- ☐ Reverse-evacuate all people into buildings.
- ☐ Shelter in place. (**Do not use basements or low lying areas**)
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC systems. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Be prepared to treat staff who experience a reaction to the chemical agent.
- ☐ Evacuation. (*The decision to evacuate should only be made after consulting with public safety, emergency management, or military authorities.*)

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- ☐ Move staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep staff inside buildings.

If the building is the target of the event:

- Evacuate to a safe location

COVID-19 Reporting

AB 685 mandates increased COVID-19 reporting requirements. School employees must be notified within one business day of any potential exposure to COVID-19 in the workplace with specific information regarding their rights in response to the exposure, as well as the employer's disinfection/safety plan. The local public health agency must be notified within forty-eight hours in the event of an outbreak in the workplace.

SCHOOL:

- ☐ The school will notify all employees at a worksite of potential exposures, COVID-19-related benefits and protections, and disinfection and safety measures that will be taken at the worksite in response to the potential exposure.
- ☐ The school will provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the person who was infectious with COVID-19 or who was subject to a COVID-19-related quarantine order within one business day.
- ☐ The school will notify local public health agencies of all workplace outbreaks, which are defined as three or more laboratory-confirmed cases of COVID-19 among employees who live in different households within a two-week period.
- ☐ The school will notify local public health agencies of outbreaks within 48 hours of becoming aware of the number of cases that meets the definition of an outbreak. The school will notify the local public health agency in the jurisdiction of the worksite of the names, phone number, occupation, and worksite of employees who may have COVID-19 or who are under a COVID-19 isolation order from a public health official.
- ☐ The school will provide staff who may have been exposed with information regarding COVID-19 related benefits available under federal, state, and local laws. This information would include workers compensation benefits, COVID-19-related leaves, company sick leave, state-mandated leave, supplemental sick leave, and anti-retaliation and antidiscrimination protections.
- ☐ The school will notify all employees of the disinfection and safety plan that the employer plans to implement and complete in accordance with the guidelines of the Centers for Disease Control.
- ☐ The school will report the business address and NAICS industry code of the worksite where the infected or quarantined individuals work.
- ☐ The school will provide information about access to COVID-19 testing.

- ☐ The school will provide information about COVID-19 hazards to staff and anyone that comes into contact with the school workplace.
- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue an Order Prohibiting Use (OPU) to shut down an entire worksite or a specific worksite area that exposes employees to an imminent hazard related to COVID-19.
- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue citations for serious violations related to COVID-19 without giving employers 15-day notice before issuance.

STAFF:

- ☐ Staff need to report to the school, without fear of reprisal, COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards at the workplace.
- ☐ Staff with medical or other conditions that put them at increased risk of severe COVID-19 illness shall inform Human Resources.

Appendix

Definition of Staff Roles

- Triage Team – staff members who are CPR & first aid certified and called on to respond to medical emergencies or injuries before
- Search & Rescue Team – staff members who strategically sweep the premises for unaccounted students when evacuation or sheltering orders are issued
- Hazards Team – staff members designated to shut off gas or seal off areas containing materials or persons who have become hazardous
- Administrative Assistant – staff member designated to ensure completion of incident reports and documentation of the emergency
- Runner – staff member designated to collect roll sheets that determine any students unaccounted for
- Lockdown Code Word – what word(s) are stated to declare lockdown orders and procedures : CODE RED
- Lockdown Means of Issue – method the person issuing the lockdown sequence is using to communicate to all staff (walkie-talkie, text message, PA system, bullhorn, etc.)
 - Main Office: Office Manager
 - All Other Offices including Main Office: Director

Emergency & Community Agency

Phone Numbers

Fire, Ambulance, Police	9-1-1
Disaster Services	2-1-1
Local Police (Non-emergency)	559-684-4290 Tulare 559-584-1431 Kings County 760-878-0395 Inyo County Fresno County
Local Fire Department	559-684-4308 Tulare 559-582-8261 Kings County 760-878-2258 Inyo (San Bernardino) 559-324-2200 Fresno County Clovis - Station 3
CIS Security	559-495-3000
Child Abuse/Neglect Reporting Line - CPS Fresno county	559-735-0456 Tulare 559-582-3241 Kings County 760-872-1727 Inyo County

Reporting Child Abuse	Fresno County 559-600-8320
Reporting Elder/Dependant Abuse	Fresno County 559-600-3383
Crime Reporting Hotline in your county	Tulare County Kings County Inyo County Fresno County
Hazardous Materials: To report a leak or spill	Tulare County 559-713-4531 Kings County 206-477-4466 Inyo County 760-873-5577 Fresno County 559-600-3271
The Emergency Response Team	Tulare County/SoCalGas Kings County/ PGE-1-800-743-5000 Inyo County/ PGE-1-800-743-5000 Fresno County 559-324-2217
Reset Fire Alarm (Misty)	559-439-9200
Building Keys (Misty)	559-439-9200
Poison Control Center	1 (800) 222-1222

Disaster Assistance

[Tulare](#) 559-636-5055

[Kings County](#) 559-852-2847

Sheriff's Dispatch 559-852-2720

[Inyo County](#) 760-873-8557

[Fresno County](#) 559-600-3111

American Red Cross

1-800-RED CROSS (1-800-733-2767)

Terrorist Threat

1-877-A-THREAT

General City Telephone Information

[Tulare County](#) 559-685-2300

[Kings County](#)

[Inyo County](#)

[Fresno County](#) 559-621-2489

OK

NEED

HELP

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____

Cover Sheet

2022-2023 School Calendar

Section:	V. Operations
Item:	D. Proposed Virtual Education Services Addendum
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022-2023 School Calendar - MR

BACKGROUND:

- The proposed school calendar for the 2022-2023 school year includes specific Learning Periods per the Authorizer's request.

RECOMMENDATION:

- Consider approval of the 2022-2023 School Calendar.

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
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11	12	13	14	15	16*	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
31						

Events - Dates TBD

Community Opportunities
Field Trips

195 Teacher Work Days
175 Instructional Days
30 Holidays

	School Closed
	LP Start & End Dates
	No School/Staff PD

2022-2023 School Calendar - DRAFT



School Year Dates

Aug 1	Teachers' First Day of Work
Aug 15	First Day of School
Dec 16	End of Semester 1
Jan 13	Report Cards Due
May 31	Last Day of School
June 5	Report Cards Due
Jun 9	Last Teacher Work Day

Holidays

Sep 5	Labor Day
Nov 11	Veteran's Day
Nov 18-25	Thanksgiving Break
Dec 19-Jan 3	Winter Break
Jan 16	Martin Luther King, Jr. Day
Feb 13	Lincoln Day
Feb 20	Washington Day
Apr 10-17	Spring Break
May 29	Memorial Day

Learning Period Dates

LP1	8/15-9/13 (20)
LP2	9/14-10/11 (20)
LP3	10/12-11/8 (20)
LP4	11/9-12/16 (21)
LP5	1/4-2/1 (20)
LP6	2/2-3/1 (17)
LP7	3/2-3/24 (17)
LP8	3/27-4/28 (18)
LP9	5/1-6/1 (23)

School Accountability

Every Learning Period (LP)	Attendance Logs
Every Learning Period (LP)	Work Samples
Every 20 school days	Student Conference

	Teacher In-Service Days
	Report Cards

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

February 2023						
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26	27	28				

March 2023						
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April 2023						
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23	24	25	26	27	28	29
30						

May 2023						
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28	29	30	31			

June 2023						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

Testing Windows

Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Winter, Spring	STAR 360

*	Last Day of Semester 1
	First & Last Day of School

Cover Sheet

Independent Study Teacher Job Description

Section:	V. Operations
Item:	E. Independent Study Teacher Job Description
Purpose:	Discussion & Potential Action - Vote
Related Material:	Independent Study Teacher Job Description

BACKGROUND:

- Updated Job Description for the Independent Study Teacher position.

RECOMMENDATION:

- Consider approval of the Independent Study Teacher Job Description.

Job Title:	Independent Study Teacher
Direct Report:	Executive Director
Region:	Fresno, Tulare, Kings, Kern, San Benito, Merced, Madera, Mono and Monterey Counties
FLSA Status:	Full-time Exempt / Part-time Non-Exempt
Contract Type:	C
Posting	Internal & External

Summary of Position:

Under the direction of the Executive Director and support of an Assistant Director and Regional Coordinator, the 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 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.

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
- 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, Assigned Work Records, Educational Plans, 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
- Participate in Professional Learning Communities
- Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan
- Collaborate with Directors 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 through 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:

- Support with the planning and and coordination of regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations such as help with organization and paperwork
- 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 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

Qualifications:

- Specific skill-based competencies required to satisfactorily perform the functions of the job include:
 - Operate standard office equipment including using a variety of software applications including, but not limited to, Google Drive, Microsoft Office, Excel, Power Point, PDF, and virtual meeting platforms (Zoom, Google, Skype, etc.);
 - Prepare and maintain accurate records
 - Plan and manage projects, and facilitate a number of activities, meetings, and/or events virtually and in person
 - Interpersonal aptitude across a community of diverse cultures
 - Speak accurately and persuasively to implement desired actions
 - Analyze situations to define issues/draw conclusions, and problem-solving
 - Strong writing skills with a clear understanding and use of proper grammar and punctuation
- Specific knowledge-based competencies required to satisfactorily perform the functions of the position include:
 - School Adopted Curriculum and Learning Modalities/Homeschooling Philosophies
 - Principles of best teaching practices and strategies
 - Curriculum and instructional methods
 - Methods of assessment and intervention
 - Community resources
 - Familiarity with most pertinent education laws, codes, policies, and/or regulations



Right to Revise:

- This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.
- The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Requirements:

- Valid California Teaching Credential
- CLAD or ELA authorization
- Homeschooling/Independent Study experience (desired)

Cover Sheet

Virtual Independent Study Teacher Job Description

Section:	V. Operations
Item:	F. Virtual Independent Study Teacher Job Description
Purpose:	Discussion & Potential Action - Vote
Related Material:	Virtual Independent Study Teacher Job Description

BACKGROUND:

- Updated Job Description for the Virtual Independent Study Teacher position.

RECOMMENDATION:

- Consider approval of the Virtual Independent Study Teacher Job Description.

Job Title:	Virtual Independent Study Teacher
Direct Report:	Executive Director
Region:	Fresno, Tulare, Kings, Kern, San Benito, Merced, Madera, Mono and Monterey Counties
FLSA Status:	Full-time Exempt / Part-time Non-Exempt
Contract Type:	C
Posting	Internal & External

Summary of Position:

Under the direction of the Executive Director and support of an Assistant Director and Regional Coordinator, the 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 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.

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
- Return/respond to all calls and emails in a timely manner (typically within 24-48 work hours)
- Teach daily virtual classes
- Create lesson plans for learning coaches and students to complete in independent study time

- Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assigned Work Records, Educational Plans, 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
- Participate in Professional Learning Communities
- Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan
- Collaborate with Directors Regional Coordinators 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).
- Teach daily virtual instructional classes as assigned and create/assign daily lessons for students to do in their independent study time
- 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 through 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 and collaborate with the roster teacher 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:

- Support with the planning and and coordination of regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations such as help with organization and paperwork
- Support your local/regional Community Connection and Lending Library events/activities virtually
- Attend virtual homeschool and other educational conferences, in-services, and professional development opportunities
- Build partnerships with parents and community stakeholders
- Maintain 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

Qualifications:

- Specific skill-based competencies required to satisfactorily perform the functions of the job include:
 - Operate standard office equipment including using a variety of software applications including, but not limited to, Google Drive, Microsoft Office, Excel, Power Point, PDF, and virtual meeting platforms (Zoom, Google, Skype, etc.);
 - Prepare and maintain accurate records
 - Plan and manage projects, and facilitate a number of activities, meetings, and/or events virtually and in person
 - Interpersonal aptitude across a community of diverse cultures
 - Speak accurately and persuasively to implement desired actions
 - Analyze situations to define issues/draw conclusions, and problem-solving
 - Strong writing skills with a clear understanding and use of proper grammar and punctuation
- Specific knowledge-based competencies required to satisfactorily perform the functions of the position include:
 - School Adopted Curriculum and Learning Modalities/Homeschooling Philosophies
 - Principles of best teaching practices and strategies
 - Curriculum and instructional methods
 - Methods of assessment and intervention
 - Community resources
 - Familiarity with most pertinent education laws, codes, policies, and/or regulations

Right to Revise:

- This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.
- The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Requirements:

- Valid California Teaching Credential
- CLAD or ELA authorization
- Homeschooling/Independent Study experience (desired)

Cover Sheet

Salaried Virtual Only Employee Contract

Section:	V. Operations
Item:	G. Salaried Virtual Only Employee Contract
Purpose:	Discussion & Potential Action - Vote
Related Material:	Rev. 22-23 Contract Template - MR Salaried Virtual Only

BACKGROUND:

- Section B.1. Duties have been updated for this position.

RECOMMENDATION:

- Consider approval of the Salaried Virtual Only Employee Contract for 2022-2023.



**FIXED TERM EMPLOYMENT AGREEMENT BETWEEN MONARCH RIVER ACADEMY
CHARTER SCHOOL & <<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 Charter School. The Board desires to hire employees who will assist Monarch River Academy Charter School in achieving its goals and meeting the requirements of the school. The parties recognize that Monarch River Academy Charter School 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 Charter School in implementing its purposes, policies, and procedures.

WHEREAS, Monarch River Academy Charter School 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 Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Monarch River Academy Charter School 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 Charter School 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 Charter School 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 Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Monarch River Academy Charter School and not the District.
3. Pursuant to Education Code section 47610, Monarch River Academy Charter School 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 Charter School shall be deemed the exclusive public school employer of the employees at Monarch River Academy Charter School for purposes of Government Code section 3540.1.



B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

As a virtual only employee you will perform such duties as Monarch River Academy Charter School may, in its sole discretion, assign and understand you will not be meeting staff, students, or others in-person. Employee will abide by all school policies and procedures as adopted and amended from time to time.

2. Term and Work Schedule

Subject to Section C, “Termination of Agreement” herein, Monarch River Academy Charter School 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, and Employee may need to work additional days beyond the work calendar.

Monarch River Academy Charter School 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. All School employees will provide educational services either online or in-person. 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 Charter School.

3. Compensation

Based on the Governor signing a state Budget by June 30th, employees will receive a Board adopted salary schedule indicating any changes to their annual salary by August 1st. Salary will be administered through 21 pay periods on the 10th and 25th of each month beginning August 25 and ending June 25. Employee’s compensation shall be prorated for the time actually worked during the duration of this Agreement. This position is exempt from overtime law and Employee shall not be entitled to overtime or to additional compensation for performing duties outside of the scheduled work year/day.

Post Baccalaureate college units completed and submitted prior to July 31 will be utilized for placement on the salary payments beginning August 25th. Any units submitted between August 1 and September 10th will be reflected on the September 25th payroll. In order for post baccalaureate units to be counted for salary advancement a clear transcript with the University seal must be submitted.



4. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by Monarch River Academy Charter School (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 Charter School in its sole discretion.

5. Performance Evaluation

Employee shall receive periodic performance reviews conducted by Employee's supervisor in accordance with Monarch River Academy Charter School'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 Charter School.

Failure to evaluate Employee shall not prevent Monarch River Academy Charter School from disciplining or dismissing Employee in accordance with this Agreement.

6. Employee Rights

Employment rights and benefits for employment at Monarch River Academy Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Monarch River Academy Charter School's Personnel Handbook, which from time to time may be amended and modified by Monarch River Academy Charter School, in Monarch River Academy Charter School'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 Charter School.

7. Licensure

Employee understands that initial employment, and continued employment, is contingent upon verification and maintenance of any applicable licensure and/or credentials. It is the responsibility of the employee to ensure their licenses, credentials, and TB clearance is maintained.

8. 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 childcare custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. 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 and this contract is null and void.

10. Conflicts of Interest

Employee understands that, while employed by Monarch River Academy Charter School, 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 Charter School. 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 Charter School 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 Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection

11. Outside Professional Activities

Any outside professional activities (including consulting, speaking, and writing not on behalf of Monarch River Academy Charter School) shall not occur from 8:00AM-5:00PM Monday through Friday, except holidays. Monarch River Academy Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Monarch River Academy Charter School.



12. 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 Charter School 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 process outlined in Section B 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

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.

1. 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.

2. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

3. 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 Charter School on the terms specified herein.



2. All information I have provided to Monarch River Academy Charter School related to my employment is true and accurate.
3. This is the entire agreement between Monarch River Academy Charter School 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 Charter School Approval:

Executive Director Signature

Date

Cover Sheet

Summer School Teacher Job Description

Section:	V. Operations
Item:	H. Summer School Teacher Job Description
Purpose:	Discussion & Potential Action - Vote
Related Material:	Summer School Teacher Job Description

BACKGROUND:

- Job description and pay for the Summer School Teacher position.

RECOMMENDATION:

- Consider approval of the Summer School Teacher job description.

YVC & MRA Teacher Job Description

Job Title:	Summer School Teacher
Reports to:	Director 2
Supervises:	NA
FLSA Status:	Exempt
Contract Type:	Teacher Contract, with \$3500 stipend
Revision Date:	2/10/2022

Summary of Position:

Under the direction of the Executive Director and support of an Assistant Director, 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.

Duties and Responsibilities:

- Plan live instruction classes for 4 weeks, 2 days a week
- Organized asynchronous instruction for 4 weeks, 2 days a week
- Monitor student progress
- Plan and Attend Weekly Park Days
- Host online student presentation days
- High School Teacher will monitor all HS classes for 8 weeks, no live instruction is required
- Attend 1 training day in May
- Other Duties as Assigned

Qualifications:

- 1 year teaching experience

Education:

- CA Teaching Credential



Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0811 | (559) 532-0203

Yosemite Valley Charter School
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax (559) 532-0203



Physical Demands:

- Virtual instruction twice per week
- Daily monitoring of student progress
- Weekly parent communication
- Weekly in-person meeting
- Pre-summer training day

Work Environment:

This will be a virtual and in-person position. Virtual instruction will be done at the teacher's home office or at the Fresno Central Valley Charter School's office at the discretion of the teacher. Live instruction will be hosted locally at an outdoor public location.

Right to Revise:

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

Employee Signature

Date

Cover Sheet

Administrator Report

Section:	VI. Administrator Evaluations
Item:	A. Administrator Report
Purpose:	Presentation and Potential Discussion of the Administrator Report
Related Material:	Administrator Report

BACKGROUND:

- Part 2 of the Evaluation Process

2021-2022

Administrator Report

Part 2 of the Administrative Evaluation

Both Administrators: Black

Dr. Laurie Goodman: Blue

Steph Johnson: Orange

Summary of Results on the Administrators' Performance Goals

Dr. Laurie Goodman

This year has required an expansion of all programs as well as alignment of plans including the implementation of Title 1 for the 2021-22 school year. My goals have included unification and alignment of our systems and plans as we focus on our mission and vision statements as a charter focused on student achievement. At the beginning of the year we converted web platforms and other systems which required adjustments to both our communication levels and service levels; all systems are running well with very few glitches.

Another major goal was to increase our fiscal oversight and planning models to include a plan to reduce the need to factor (borrow) to zero by the 22-23 school year. We also built out our budgets in a way that allowed us to compensate our staff and plan for an ending fund balance that will ensure stability if an unexpected expense occurs. The systems of coding and invoice approval are running smoothly with no outstanding accounts.

Finally, we have been doing a deeper analysis of student achievement and how we can be instructional leaders to our learning coaches (parents) in a way that respects and honors the work of the learning coaches. This has been a challenge during the pandemic and in-spite of the COVID-19 requirements. I continue to search for ways to honor and support

the good work of our teachers and staff while following the legal requirements to keep our charters in good standing with our insurance carrier, authorizers, and county offices.

Steph Johnson

This year has required myself and our school as a whole to pivot several times in response to the pandemic and current legislation affecting our charter school. My goals involved training our leaders and teachers to become more instructionally focused, promoting a positive school climate amidst constant change, closely monitoring compliance in regard to staff and students as well as more efficiently running programs to eliminate waste whether it be time, effort or finances. I created Educational Plans and built a team to implement them in order to ensure all students are receiving a standards aligned education regardless of the curricular path they have chosen or their philosophy of education. I spent hours each week meeting with Regional Coordinators to support their efforts at training, leading, and monitoring teacher performance in the areas of instructional strategies and learning coach support. And I oversaw leaders in the areas of community involvement, virtual instruction, resources selection (curriculum, supplies, technology, and more), and beginning teacher support to make sure our mission and vision were carried out across all areas and we were doing our best to be good public stewards of the funds and resources we have been given. And finally I worked side by side with our service provider, Axia, in the areas of human resources, finance management, compliance, testing, and marketing to again oversee and align our efforts, making sure to take responsibility for decisions being made and communicating them effectively to our education partners.

Summary of Progress on Current Year's School Goals

Surveys and reports have indicated that each of the school's goals that have been implemented have been making excellent progress towards measurable success. Each week, the core leadership team reports out the success of their programs as well as any challenges they may have encountered. Each leader has built a support team that works well together to implement their programs successfully. The greatest success is the culture

of teamwork and collaboration that occurs with all projects and programs to serve students and their families.

Report on Student Performance as Required by the State

According to the limited dashboard indicators, both charters have made growth in all areas except academic growth in our special education population. Because we chose to use local assessments instead of state assessments last year, our most current math and ELA indicators are from two years ago.

Report on Student Performance on Internal Assessments

With each program, the leadership team has collected various indicators of success in the following forms: attendance, work samples, testimonials, metrics related to dual enrollment, course completion rates, credit recovery, and GPA. Each month, a member of the core leadership team, reports the measures of success to each board of trustees during the board meetings. These success indicators now include students reporting to the boards their own personal experience and its impact on their lives.

Any Additional School or Professional Highlights the Administrators believe will Collectively and or Individually Demonstrate Effective Job Performance

Dr. Laurie Goodman

In my 30 plus years as an educator, I have never had a working partnership as successful as the one I share with Steph. She is ready to lead our charters and will do so with strength, gratitude and grace. Her knowledge level, ability to stay calm, compassion for others, and unwavering commitment to excellence will make our charters successful to the highest level.

Steph Johnson

Dr. Laurie and I have been partners in everything we do from day one and have the utmost respect for one another as well as endless support. I trust her judgment and respect her years of experience from which I glean wisdom from often. We compliment each other daily, but work very separately in many ways however constantly checking in with each other to keep our efforts and decision making aligned. I appreciate the way she has allowed me to blossom as a leader and praises my efforts. She is wise in all the areas I am weak, but I provide her with the knowledge of the people we serve and the understanding of who our community is. Although she says she is retiring, I know her imprint on our school will be lifelong and I plan to continue our good work for years to come. We both believe that our school model is the future of education, individualized, all about student achievement and success, and data driven while meeting the expectations of our education partners, board of directors, county offices of education, and authorizing school districts.

Cover Sheet

Administrator Evaluation Process

Section:	VI. Administrator Evaluations
Item:	B. Next Steps in the Administrator Evaluation Process
Purpose:	Discussion & Potential Action - Vote
Related Material:	None

BACKGROUND:

- Administrators have now completed their Self Reflection & Administrator Report.

RECOMMENDATION:

- Consider voting to push the evaluation timeline back by one month to allow the board members time to:
 - Complete their portion of the Evaluation Form - Board Members to confer during the March Board Meeting in Closed Session
 - Review staff survey responses
 - Reflection on the Administrator Report

Cover Sheet

Annual Form 700

Section:	VII. Governance
Item:	A. Annual Form 700
Purpose:	Discussion (Informational Only)
Related Material:	N/A

BACKGROUND:

- In accordance with the Board's Conflict of Interest Code, Board Members must complete an annual Statement of Economic Interest, Form 700.

Cover Sheet

Meeting Format

Section:	VII. Governance
Item:	B. 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 March 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:	VII. Governance
Item:	C. Board Member Vacancy
Purpose:	Discussion
Related Material:	None

BACKGROUND:

- The school continues to seek out interested applicants to be considered for the Board vacancy.
- Thus far the school has received communication from one interested community member.

RECOMMENDATION:

- Provide any new 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:	D. 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.