

Monarch River Academy

Regular Board Meeting



April 26, 2022 at 4:30 PM | 6200 S Mooney Blvd, Visalia, CA 93277

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

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Monarch River Mission Statement

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

Agenda

	Presenter(s)	Time
I. Opening Items		4:30 PM
A. Record Attendance		1 m
B. Call the Meeting to Order	Dr. Sam Nofziger	1m
C. Flag Salute	Dr. Sam Nofziger	1m
D. Discussion & Potential Action on the Approval of the Agenda (p.1-4)	Dr. Sam Nofziger	1m
E. Public Comment	Dr. Sam Nofziger	5 m
F. Discussion and Potential Action to Approve the March 22, 2022 Board Meeting Minutes (p.5-11)	Dr. Sam Nofziger	1 m

II. Academic Excellence (Part 1)		4:40 PM
A. Presentation & Potential Discussion of the Writers Workshop Program (p.12-21)	Natalie Douty, Lissa Engrstom, & Student & Parent	10 m
III. Finance		4:50 PM
A. Discussion & Potential Action on the March 2022 Financials (p.22-52)	Jim Surmeian	10 m
B. Discussion & Potential Action on the 2022-2023 Planning Amount Chart (p.53-54)	Steph Johnson	5 m
C. Discussion & Potential Action Transitional Kindergarten Grant Plan (p.55-88)	Jenny Plumb	5 m
IV. Academic Excellence (Part 2)		5:10 PM
A. Presentation and Potential Discussion - Special Education Inclusion/Push-In Model Plan (p.89-92)	Dr. Steven James	5 m
B. Presentation and Potential Discussion - Progress Report on the Status of Open Positions for Occupational Therapy & Speech and Language Pathologists (p.93-95)	Dr. Steven James	5 m
C. Presentation and Potential Discussion - 8th Grade Bridge Transition Program (p.96)	Yolanda Vazquez & Evamarie Celis	5 m
D. Presentation & Potential Discussion - Social Emotional Learning (SEL) Metric (p.97)	Yolanda Vazquez	5 m
E. Discussion & Potential Action on the Request for Administrative Credential Extension (p.98-100)	Steph Johnson	5 m
F. Discussion & Potential Action on the Revised Grade Level Retention Policy (p.101)	Steph Johnson	5 m

V. Operations		5:40 PM
A. Introduction & Potential Discussion of Central Valley Charter Schools (CVCS) (p.102-103)	Micheline Fitzgerald	5 m
B. Presentation & Potential Discussion of the COVID-19 School Report (104-106)	Dr. Laurie Goodman & Steph Johnson	5 m
C. Presentation & Potential Discussion of the School's Enrollment Report (p.107-108)	Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the Employee Rate-In & Reclassification Process (p.109-115)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Revised Salary Schedules (p.116-121)	Steph Johnson	5 m
F. Discussion & Potential Action on the Administrative Salary Schedule (p.122-123)	Steph Johnson	5 m
G. Discussion & Potential Action on the Job Description for a New Position: Virtual Learning Assistant (p.124-126)	Dr. Laurie Goodman	5 m
H. Discussion & Potential Action on the Revised Employee Handbook (p.127-193)	Dr. Laurie Goodman	5 m
I. Discussion & Potential Action on the Revised 2022-2023 Educational Vendor Policies & Procedures (p.194)	Dr. Laurie Goodman	5 m
J. Discussion & Potential Action on the Revised Disposal of Unneeded Books, Equipment, & Supplies Policy (p.195-200)	Dr. Laurie Goodman	5 m
VI. Administrator Evaluations - Closed Session		6:30 PM
A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/Principal - Closed Session (p.201)	All Board Members	30 m
B. Report Out of any Action Taken During Closed	Dr. Sam Nofziger	5 m

Session (p.202)		
VII. Governance		7:05 PM
A. Discussion & Potential Action on the May Board Meeting Format (p.203)	Dr. Sam Nofziger	5 m
VIII. Closing Items		7:10 PM
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting Regular: May 17, 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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March 22, 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, & Elizabeth Wagner (all remote)

Directors Absent

Monique Ouwinga

Guests Present

Joanna Fung, Dr. Laurie Goodman, Stephanie Johnson, Jenny Plumb, Yolanda Vazquez, Denise Voth, Amy Friesen, Dr. Steven James, Lorraine Sewell, James Surmeian, Michelene Fitzgerald, Kimmi Buzzard (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, March 22, 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 change of making agenda item 3.F. a Discussion & Potential Action item 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
Sarah Sanchez made a motion to approve the minutes from the Board Meeting on February 28, 2022 with the edit to change the number of children that Elizabeth Wagner homeschools 3 children. Elizabeth Wagner seconded the motion. The board VOTED unanimously to approve the motion.
2. Finance
2.A. February 2022 Financials
<ul style="list-style-type: none"> Jim Surmeian from Charter Impact shared the school's financial report. <p>Sarah Sanchez made a motion to approve the February 2022 Financials. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.</p>
2.B. Auditor Selection Form
<ul style="list-style-type: none"> Jim Surmeian presented the school's Auditor Selection Form. <p>Sarah Sanchez made a motion to approve the Auditor Selection Form. Elizabeth Wagner seconded the motion.</p>

The board VOTED unanimously to approve the motion.

3. Academic Excellence

3.A. Pupil Tiered Re-Engagement Report

- Steph Johnson shared how the school's Tiered Re-engagement Programs are going thus far this year. Some of the highlights include:
 - Outstanding Direct Instruction (ODI) 246 students participate and 70% are showing improved STAR 360 Scores.
 - 13 out of 56 students that were in the Non-Compliance Process went through with an Administrative Withdrawal. All others were provided with supports to get the student and family back on track.

3.B. Virtual Academy Report

- Maria Thoeni presented information about the Elementary and Middle School Virtual Academy Programs including:
 - Who the program serves
 - Program overview
 - How the program gauges success - STAR 360
 - Parent feedback
- Elizabeth Wagner asked for clarification on the STAR 360 data presented and if only VA students were included. Maria confirmed that yes, this was correct.

3.C. Educator Effectiveness Grant Report

- Dr. Laurie Goodman shared about how the grant funds have been used so far this year including:
 - Professional Development
 - SPED Conferences
- Full spending report will be presented to the Board at the next meeting.
- Elizabeth Wagner asked what the timeline for spending is. Dr. Laurie Goodman shared that there are three years to spend the funds, and are being strategic about its use to impact cash flow and to avoid factoring.

3.D. Occupational Therapist (OT) & Speech & Language Pathologist (SLP) Positions

- Dr. Steven James presented the two positions for in-house OT and SLP services.
- The team anticipates challenges finding qualified candidates to fill the needs of the school.
- Elizabeth Wagner asked for more clarification on the use of different OTs/SLPs for testing vs services.

- Dr. Craig Wheaton highlighted the large number of student OT assessments and reiterated that these will be challenging positions to fill.
- Dr. Sam Nofziger asked about the exit criteria for services. Dr. Steven James described the system the school uses.
- Elizabeth Wagner asked for clarification about progress reports and how they are used to determine eligibility for exiting services. Dr. Steven James shared more about the timeline and requirements for testing.
- Sarah Sanchez commented that having in-house staff does make sense considering the students are not progressing.
- Yolanda Vazquez shared several resources with the Board:
 - <https://www.sbcselpa.org/sites/default/files/2018-08/SELPA202-Eligibility-and-Exit-Guidelines-for-Language-Speech-Hearing-Specialist-Manual.pdf>
 - <https://charterselpa.org/fiscal/>
 - <https://charterselpa.org/wp-content/uploads/2019/07/nonpublic-agencies-and-schools-information.pdf>
 - <https://www.cde.ca.gov/sp/se/ds/npageninfo.asp>

Elizabeth Wagner made a motion to approve the positions.

Sarah Sanchez seconded the motion.

The board VOTED unanimously to approve the motion.

3.E. Secondary Education Specialist Position

- Denise Voth shared a proposal with the Board for a Secondary Education and how the position will change and truly focus on HS students and programs.
- Elizabeth Wagner asked for clarification on what IGP stands for. Denise Voth shared that these are Individual Graduation Plans.
- Elizabeth Wagner noted that the job description needs to be updated to use “Teacher” instead of “HST.”

Sarah Sanchez made a motion to approve the position.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

3.F. High School A-G Grant Plan

- Dr. Laurie Goodman shared the details of the A-G Grant Plan.

Dr. Craig Wheaton made a motion to approve the High School A-G Grant Plan.

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

4. Operations

4.A. COVID-19 School Report

- Dr. Laurie Goodman discussed the COVID-19 School Report.

4.B. Enrollment Report

- Dr. Laurie Goodman presented the school's current enrollment numbers and withdrawal figures.

4.C. Staff & Student Interaction Policy

- Dr. Laurie Goodman presented the Staff & Student Interaction Policy.

Elizabeth Wagner made a motion to approve the Staff & Student Interaction Policy.
Sarah Sanchez seconded the motion.
The board VOTED unanimously to approve the motion.

4.D. Employee Driving Policy & Guidelines

- Dr. Laurie Goodman presented the Employee Driving Policy & Guidelines.

Sarah Sanchez made a motion to approve the Employee Driving Policy & Guidelines.
Elizabeth Wagner seconded the motion.
The board VOTED unanimously to approve the motion.

5. Administrator Evaluations

5.A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/ Principal - Closed Session

Sarah Sanchez made a motion to enter into Closed Session at 5:55 PM.
Elizabeth Wagner seconded the motion.
The board VOTED unanimously to approve the motion.

Dr. Craig Wheaton left the meeting at 6:50 PM.

Dr. Sam Nofziger made a motion to end Closed Session and return to the Open Meeting at 7:13 PM.
Elizabeth Wagner seconded the motion.
The board VOTED unanimously to approve the motion.

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

- Dr. Sam Nofziger reported that the Board took action to meet with Dr. Goodman and Steph Johnson at the April Board Meeting to provide their Board Evaluations.

6. Governance

6.A. Form 700

- Dr. Laurie Goodman reminded the board to complete and return their Form 700 this week if possible.

6.B. April Meeting Format

Sarah Sanchez made a motion to meet in person for the next board meeting if a location can be secured and to discuss this item again during the April board meeting.
Elizabeth Wagner seconded the motion.
The board VOTED to approve the motion.

7. Closing Items

7.A. Board of Director Comments & Requests

- An A-G Report focused on progress being made on increasing A-G rates (part of A-G Grant Plan) every three months.
- Update Board and the public on the meeting location and guidelines for the April Board Meeting.

7.B. Announcement of the Next Scheduled Board Meetings

Regular: April 26, 2022 at 4:30 PM

7.C. Adjourn Meeting

Sarah Sanchez made a motion to adjourn the Board Meeting at 7:24 PM.
Elizabeth Wagner 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 7:24 PM

Respectfully Submitted,
Dr. Sam Nofziger

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

Writers Workshop Program

Section:	II. Academic Excellent (Part 1)
Item:	A. Writers Workshop Program
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	PPT Presentation

BACKGROUND:

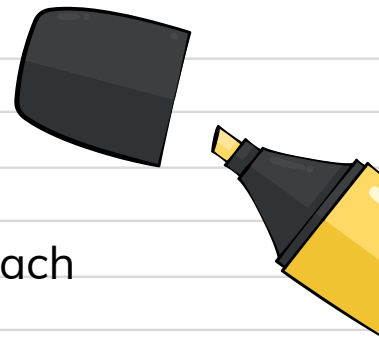
- Part of the Virtual Academies, the Writers Workshop has had much success this year.



Writer's Workshop

By: Natalie Douty

Writer's Workshop



Each class:

- Was taught by a credentialed teacher and met 14 times each semester.
- Was structured as a workshop in which each student learned writing skills and given the opportunity to produce, practice, and refine their own writing.
- Completed all four writing genres according to the California State Standards.
- Students read and analyzed material to create written pieces.
- Engaged in the writing process by learning and completing all of the steps.
- Participated in listening and speaking activities while also giving presentations on each complete report.
- Created a community of writers by giving feedback and encouragement to one another.

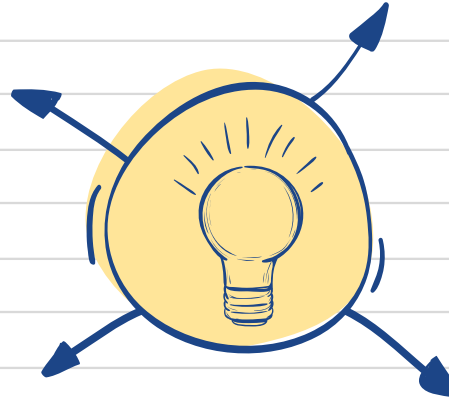
Parent Feedback

85%

Completed all
assigned genres
of writing

93%

Felt the amount of
work for the class
was just right



87%

Felt the number of
classes taught was just
right and the \$300 fee
was a good value.

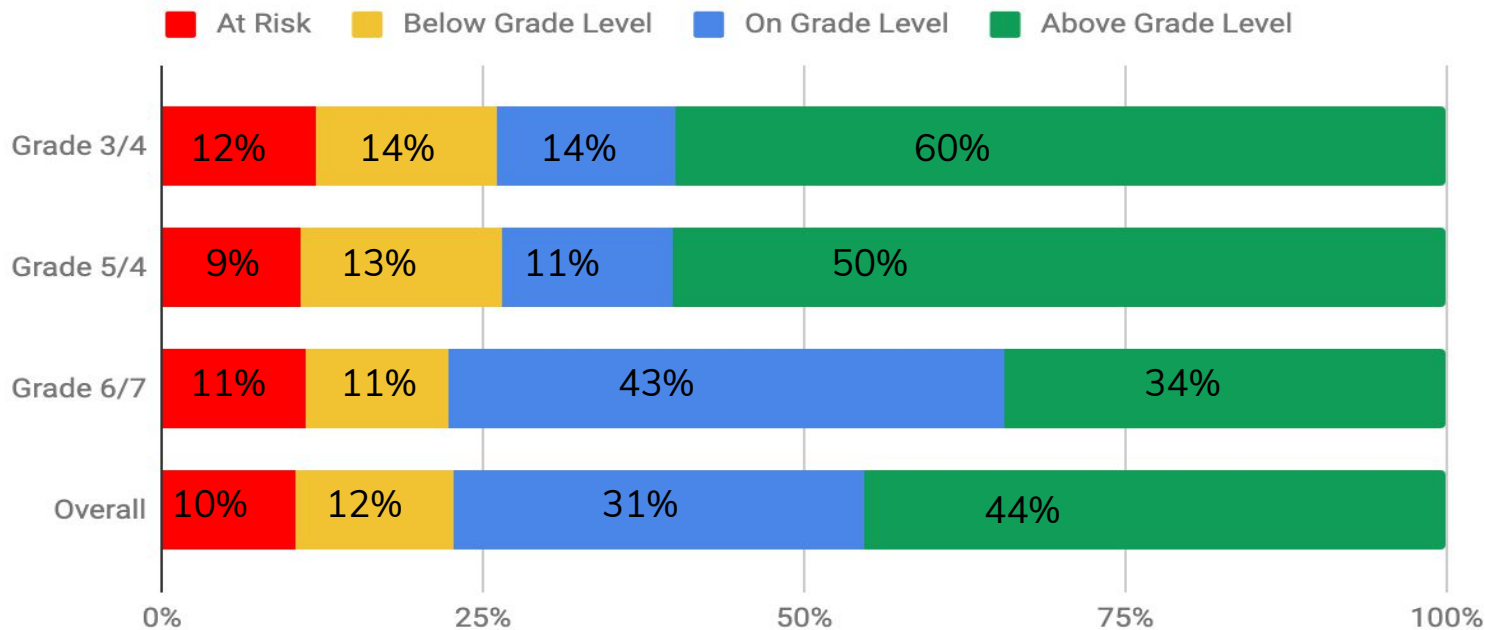
87%

Felt the weekly recap
emails from the
teacher were very
helpful and 14 class
sessions was just
right

Fall STAR 360 Results



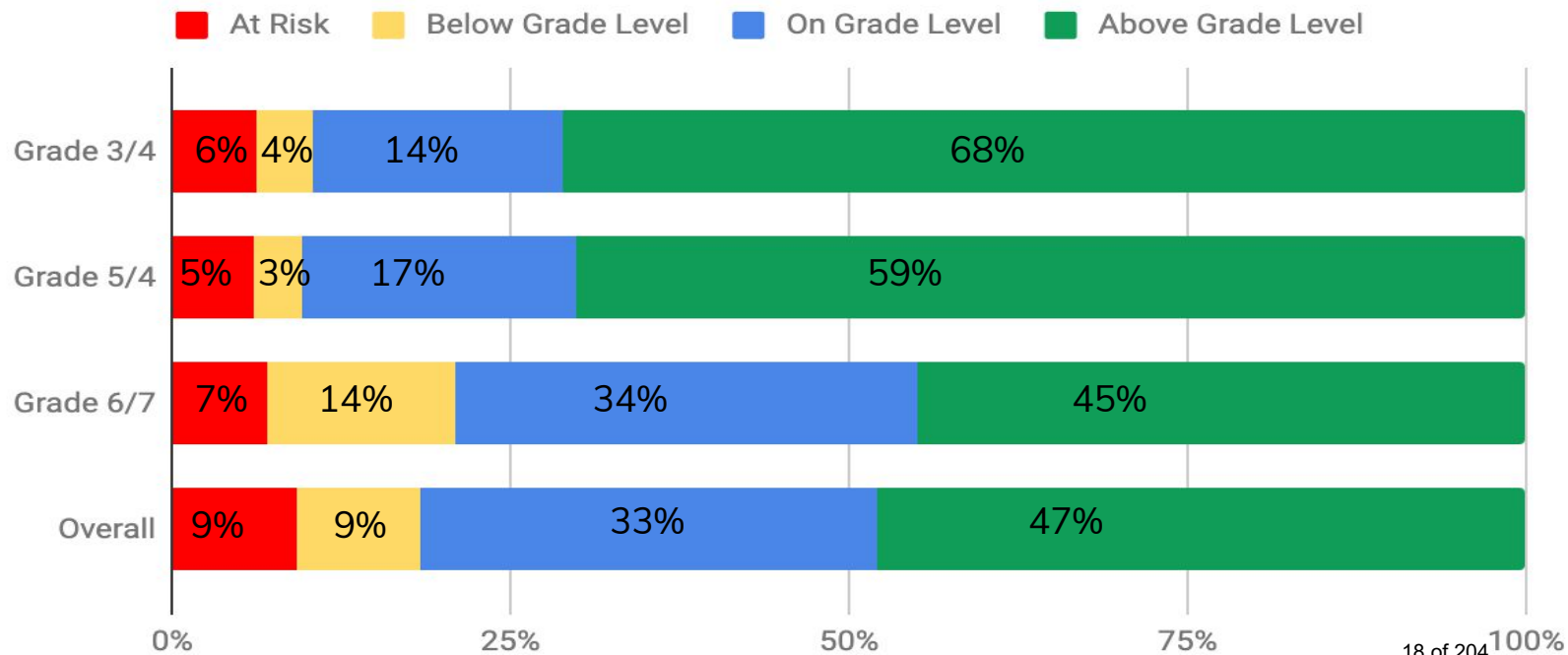
At Risk, Below Grade Level, On Grade Level and Above Grade Level



Winter STAR 360 Results



At Risk, Below Grade Level, On Grade Level and Above Grade Level





6th-8th Teacher Reflections

- ★ Building a Responsive Classroom
- ★ Genres and Poetry
- ★ Writer's Notebook and Rise Up, Waterfall
- ★ Q&A with Tolmosoff Family



A



B

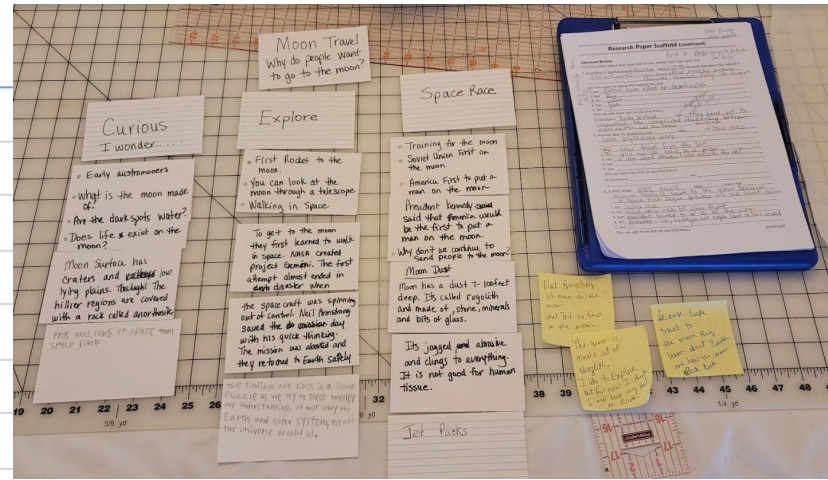
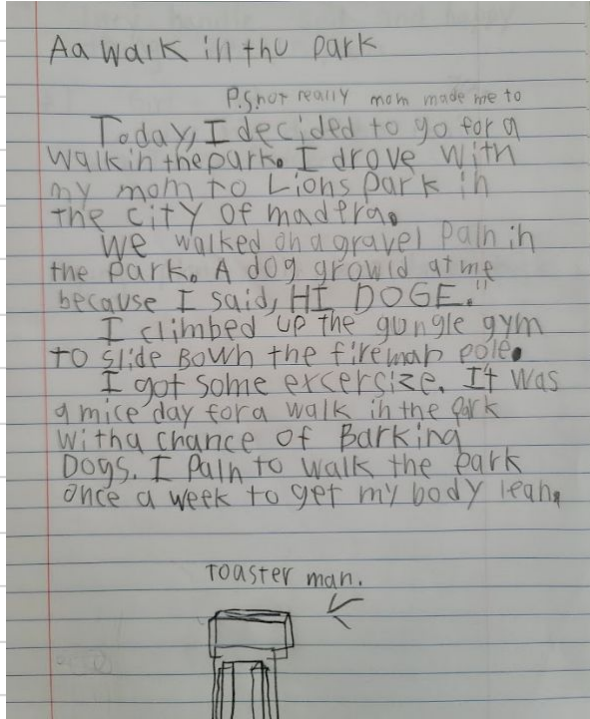


C

**What kind of
waterfall describes
YOU as a WRITER?**

Slide Design by Cult of Pedagogy

James' Writing History



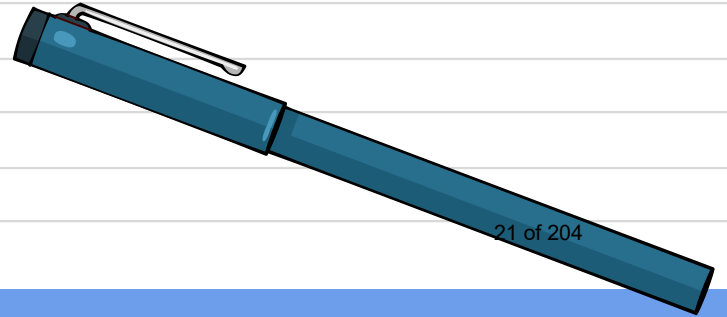
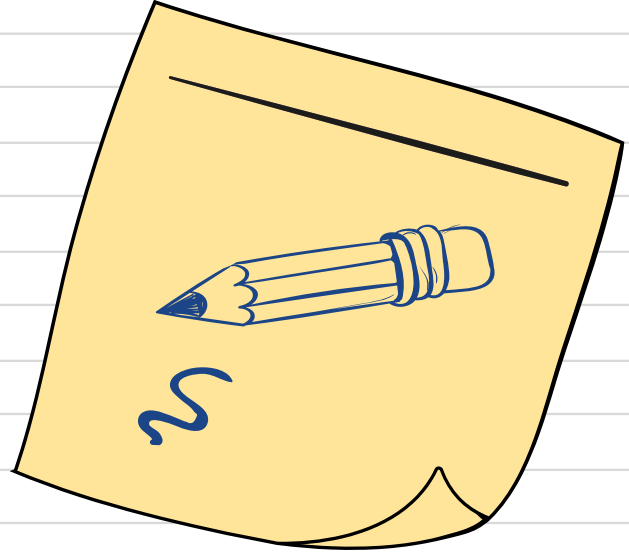
Conclusion Paragraph from The Cay Theme Essay:

These two characters, Timothy and Phillip were put together by a tragic event when the boat they were on sank. Through their trials and hardships they built a friendship. Sometimes when life is hard, if you have someone who is going through the same thing, you can help each other and then it's not so hard. Like my writing class. When I see that the other kids are having a hard time coming up with ideas or sharing their ideas or writing their ideas down I don't feel so sad or frustrated not being able to write. When I share and I get encouragement I think, "I can do this", just like when Timothy encouraged Phillip.


WHOA!



- 137 students participated ALL YEAR!
- Students thrived in the workshop setting
- Students gained more confidence in their writing and speaking skills
- Student achievement increased



AWESOME WORDS

- 
- It's been a really wonderful opportunity to have essay writing broken down for him and to practice and learn amongst other kids
 - They learned that they can do it! Less overwhelming and so much better to be taught by someone who isn't their parent!
 - My child did not think they could write a 5 paragraph essay. Thank you Mrs. Pettit
 - My 7th grader especially enjoyed being challenged and stretched and the teaching was excellent!
 - My child is more confident in her writing skills and is definitely more passionate about expressing herself in writing. We are ecstatic with her new outlook on writing.
 - She has found a joy in writing that she didn't have before.
 - All my children are proud of the papers they produced and have more confidence in their writing. They loved being able to present their work. Some had jitters to work out, but it was neat to see them realize that things aren't usually as bad as you can work them up to be.
 - The kids were given opportunities to share ideas and the class showed how this process of sharing is a start to writing. This helped the kids feel like writing was a natural extension of learning and discussing ideas



Cover Sheet

March 2022 Financials

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

BACKGROUND:

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

RECOMMENDATION:

- Consider approval of the March 2022 Financial report.

Monarch River Academy

March 2022

Financial Presentation

MONARCH RIVER - Highlights

- 22-23 Budget Process Underway – 1300 Students Projected
- Cash Balance Continuing to Build
- Year-end surplus projected at \$802.6K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

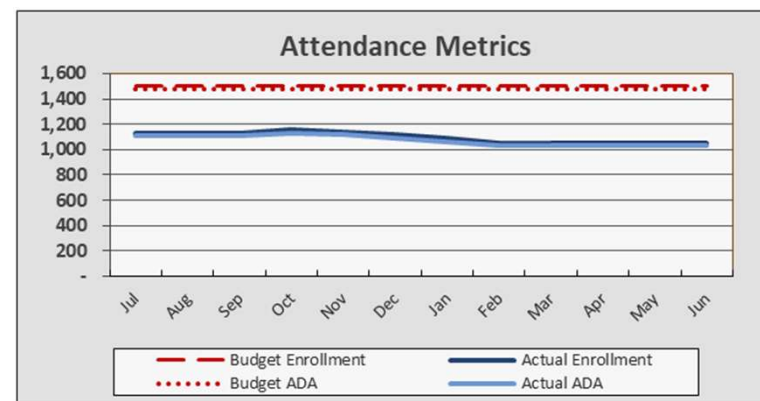
Cert.	Instr.
45.4%	85.0%
668,588	618,511

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
20.65 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	n/a	1118	1505
ADA	n/a	1096	1475
Attendance Rate	n/a	98.0%	98.0%
Unduplicated %	42.9%	41.8%	42.9%
Revenue per ADA		\$11,344	\$11,003
Expenses per ADA		\$10,722	\$9,658



MONARCH RIVER - Revenue

- Revenue Beginning to Solidify for the 2021-2022 Year

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 5,800,128	\$ 6,584,311
Federal Revenue	451,993	741,346
Other State Revenue	624,119	568,120
Other Local Revenue	1,383	-
Total Revenue	\$ 6,877,623	\$ 7,893,777

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 10,264,479	\$ 14,090,469	\$ (3,825,989)
1,024,648	836,809	187,839
1,050,516	1,302,634	(252,118)
1,383	-	1,383
\$ 12,341,026	\$ 16,229,911	\$ (3,888,885)

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	\$ 3,546,636	\$ 3,923,465	\$ 376,829	\$ 4,763,944	\$ 5,275,459	\$ 511,514
Classified Salaries	83,665	1	(83,664)	117,233	1	(117,232)
Benefits	1,042,519	1,165,501	122,982	1,393,884	1,557,959	164,076
Books and Supplies	977,727	1,654,650	676,924	1,706,438	2,446,473	740,035
Subagreement Services	1,880,383	2,533,538	653,155	2,589,462	3,514,406	924,944
Operations	82,513	127,650	45,137	110,366	170,200	59,834
Facilities	-	-	-	-	-	-
Professional Services	534,301	659,012	124,711	787,401	1,082,364	294,963
Depreciation	33,962	-	(33,962)	45,284	-	(45,284)
Interest	24,368	198,819	174,451	24,368	198,819	174,451
Total Expenses	\$ 8,206,073	\$ 10,262,635	\$ 2,056,562	\$ 11,538,379	\$ 14,245,681	\$ 2,707,302

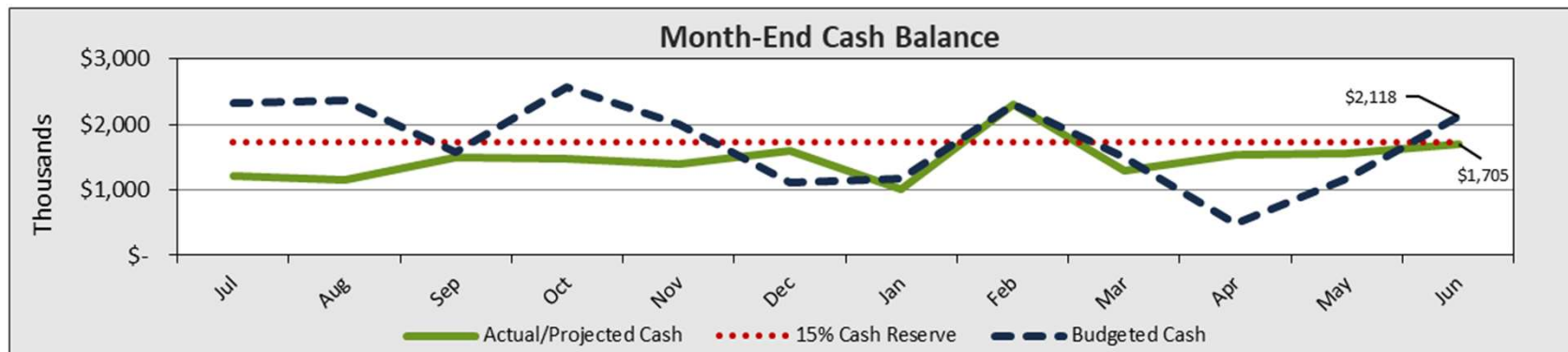
MONARCH RIVER - Fund Balance

- Projected current year-end surplus represents about 6.9% of annual expenses.
- Total Fund Surplus is now 24.9% of annual expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,328,450)	\$ (2,368,858)	\$ 1,040,408	\$ 802,647	\$ 1,984,230	\$ (1,181,583)
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><u>\$ 745,216</u></u>	<u><u>\$ (295,192)</u></u>		<u><u>\$ 2,876,313</u></u>	<u><u>\$ 4,057,896</u></u>	
<i>As a % of Annual Expenses</i>	6.5%	-2.1%		24.9%	28.5%	

MONARCH RIVER - Cash Balance

- No further factoring required
- Year-end cash balance now projected to be \$1.7MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Apr-01	Audit Firm Selection - In accordance with Education Code (EC) Section 41020, the governing board of each school shall provide for an audit of the books and accounts of the school. In the event the governing board of a school has not provided for an audit, by selecting an audit firm, by April 1, the County Office of Education, having jurisdiction over the school, shall provide for the audit.	Client with Charter Impact support	Yes	No	http://codes.findlaw.com/ca/education-code/edc-sect-41020-2.html
FINANCE	Apr-01	California Community Schools Partnership Program: Planning Grant - The 2021-22 California Community Schools Partnership Program Planning Grant funds are to be used to support local educational agencies (LEA) in the development of a community school implementation plan. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with teachers, students, and families. Community schools partner with community agencies and local government to align community resources to improve student outcomes.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/fg/fo/r17/ccspprfa.asp
FINANCE	Apr-08	Consolidated Application corrections for FY2020-21 Title I Reduction - FY 2020-21 Title I, Part A allocations have been reduced by approximately 4.5%. The finalized reduced allocations have been loaded into CARS as of Wednesday, March 16, 2022 and are now reflected in forms from both the 2020-21 and the 2021-22 CARS Winter Release(s). The deadline to recertify all forms is April 8, 2022.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/fo/r14/title1pa20allocvitr.asp
FINANCE	Apr-15	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period January 1, 2022- March 31, 2022.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Apr-18	Special Education Dispute Prevention, Learning Recovery Funding and ADA/Enrollment Reports due to SELPA - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Apr-22	Federal Expenditure Report #2 (Special Education) - Interim financial reporting for actuals through March 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Apr-30	Federal Cash Management - Period 4 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Apr-30	Public Charter School Grant Program and Dissemination Grant Program - Qtr 3 - The California Public Charter Schools Grant Program (PCSGP) Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the California Department of Education's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
DATA	May-09	CALPADS End-of-Year 1, 2, 3 and 4 - The data submission window opens on May 9, 2022 and closes on July 29, 2022. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFEP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED.	Client	No	No	https://www.cde.ca.gov/ds/sp/cl/
FINANCE	May-16	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	Client/Audit firm	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	May-27	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/csinfosvy.asp
FINANCE	Due Date TBD	CSFA Charter School Revolving Loan Application - The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to \$250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter.	Client with Charter Impact support	Yes	Yes	http://www.treasurer.ca.gov/csfa/csrlf/index.asp
FINANCE	Due Date TBD	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

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 04/13/2022

ADA = 1073.54



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	738,489	1,075,720	1,069,563	1,069,563	1,069,563	1,094,190	9,891,591	13,595,060	(3,703,469)
8012 Education Protection Account	-	-	-	44,695	-	-	44,694	-	-	71,642	-	-	53,677	214,708	295,000	(80,292)
8019 State Aid - Prior Year	-	15,641	(0)	-	-	-	-	-	(6,157)	-	-	-	-	9,484	-	9,484
8096 In Lieu of Property Taxes	-	-	-	27,187	25,684	12,842	12,842	12,842	21,146	9,550	9,550	9,550	7,503	148,696	200,408	(51,712)
	-	425,913	410,272	810,372	764,174	751,332	796,026	751,331	1,090,710	1,150,755	1,079,113	1,079,113	1,155,371	10,264,479	14,090,469	(3,825,989)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	25,980	25,980	25,980	54,663	132,602	178,475	(45,873)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	72,133	-	-	-	-	23,400	95,533	95,533	-
8296 Other Federal Revenue	-	2,500	166,775	216	-	-	75,531	10,868	25,221	-	-	416,653	-	697,765	562,801	134,964
8299 Prior Year Federal Revenue	-	-	-	25,870	25,870	-	-	51,740	(4,732)	-	-	-	-	98,748	-	98,748
	-	2,500	166,775	26,086	25,870	-	75,531	134,741	20,489	25,980	25,980	442,633	78,063	1,024,648	836,809	187,839
Other State Revenue																
8311 State Special Education	30,635	30,635	55,143	55,143	55,143	55,143	55,143	79,838	79,838	64,784	64,784	64,784	65,148	756,161	907,125	(150,964)
8550 Mandated Cost	-	-	-	-	-	17,825	-	-	-	-	-	-	-	17,825	17,443	382
8560 State Lottery	-	-	-	-	-	-	66,070	-	-	44,215	-	-	107,796	218,081	293,525	(75,444)
8598 Prior Year Revenue	-	-	-	-	(5,445)	-	11,343	-	-	-	-	-	-	5,899	-	5,899
8599 Other State Revenue	-	-	-	-	-	-	-	116,403	(78,739)	-	-	-	14,886	52,550	84,541	(31,991)
	30,635	30,635	55,143	55,143	49,698	72,968	132,556	196,241	1,099	108,999	64,784	64,784	187,830	1,050,516	1,302,634	(252,118)
Other Local Revenue																
8660 Interest Revenue	-	308	-	-	639	-	-	436	-	-	-	-	-	1,383	-	1,383
8689 Other Fees and Contracts	-	-	-	-	-	7,275	-	-	(7,275)	-	-	-	-	-	-	-
	-	308	-	-	639	7,275	-	436	(7,275)	-	-	-	-	1,383	-	1,383
Total Revenue	30,635	459,357	632,190	891,601	840,381	831,575	1,004,114	1,082,749	1,105,022	1,285,734	1,169,876	1,586,530	1,421,264	12,341,026	16,229,911	(3,888,885)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	251,818	260,131	267,997	266,291	271,001	276,033	288,230	286,830	288,663	287,744	287,744	287,744	-	3,320,226	3,897,590	577,364
1175 Teachers' Extra Duty/Stipends	16,026	33,623	67,230	67,933	76,666	78,797	58,947	55,055	69,918	58,700	58,700	58,700	-	700,293	662,590	(37,703)
1300 Administrators' Salaries	61,975	59,042	51,983	51,983	51,983	56,033	51,983	52,083	56,083	52,033	52,033	52,033	-	649,250	634,191	(15,060)
1900 Other Certificated Salaries	7,057	7,057	13,658	7,057	7,057	7,557	7,268	7,793	7,793	7,293	7,293	7,293	-	94,175	81,088	(13,087)
	336,876	359,854	400,868	393,265	406,707	418,421	406,427	401,762	422,457	405,770	405,770	405,770	-	4,763,944	5,275,459	511,514
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	3,997	4,548	4,497	4,497	4,497	-	52,486	-	(52,486)
2400 Clerical and Office Staff Salaries	-	-	-	2,584	2,136	2,426	2,185	2,814	3,104	3,000	3,000	3,000	-	24,248	-	(24,248)
2900 Other Classified Salaries	-	-	2,737	3,778	3,574	3,847	3,954	3,662	4,170	3,692	3,692	3,692	-	36,799	-	(36,799)
	4,418	4,339	7,079	13,234	11,120	10,886	10,294	10,472	11,822	11,189	11,189	11,189	-	117,233	1	(117,232)
Benefits																
3101 STRS	55,921	60,212	66,770	65,221	56,942	67,250	67,239	65,745	67,242	64,839	64,839	64,839	-	767,058	845,129	78,070
3301 OASDI	272	267	437	819	687	673	636	647	731	795	795	795	-	7,553	0	(7,552)
3311 Medicare	4,772	5,109	5,723	5,608	5,777	5,938	5,757	5,699	6,019	6,052	6,052	6,052	-	68,557	76,494	7,937
3401 Health and Welfare	44,139	50,012	34,699	36,201	42,169	37,772	39,775	43,408	43,370	38,908	38,908	38,908	-	488,271	529,650	41,379
3501 State Unemployment	2,393	821	938	1,110	82	7,905	9,167	308	116	1,519	1,519	1,519	-	27,396	32,830	5,434
3601 Workers' Compensation	1,799	2,117	3,405	2,117	2,117	2,117	2,117	2,117	2,117	5,009	5,009	5,009	-	35,049	73,856	38,807
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	109,295	118,538	111,971	111,075	107,775	121,655	124,691	117,924	119,594	117,121	117,121	117,121	-	1,393,884	1,557,959	164,076
Books and Supplies																
4302 School Supplies	26,530	127,506	160,200	98,904	55,827	92,335	71,471	74,918	103,996	356,079	207,598	96,328	-	1,471,693	2,176,817	705,124
4305 Software	28,914	6,966	14,067	14,131	1,550	1,765	16,080	6,481	9,287	8,858	8,858	8,858	-	125,818	183,300	57,482
4310 Office Expense	20	628	2,121	3,401	1,855	994	2,342	1,097	1,626	933	933	933	-	16,884	14,600	(2,284)
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	31,596	20,989	126	-	-	-	-	-	21,220	12,371	5,740	-	92,043	71,756	(20,287)
	55,464	166,696	197,378	116,563	59,232	95,095	89,893	82,496	114,909	387,090	229,761	111,860	-	1,706,438	2,446,473	740,035

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 04/13/2022

ADA = 1073.54



Subagreement Services

5102	Special Education	-	6,803	37,660	5,665	(62,387)	140,014	29,803	11,550	8,029	40,750	40,750	40,750	-
5106	Other Educational Consultants	4,477	31,828	123,186	28,476	96,462	17,859	(220,116)	471,294	155,792	141,824	82,685	38,367	-
5107	Instructional Services	141,075	141,075	141,075	141,075	141,075	(42,716)	153,159	67,727	110,443	107,984	107,984	107,984	-
		145,552	179,705	301,921	175,216	175,150	115,156	(37,154)	550,572	274,264	290,558	231,419	187,101	-

Operations and Housekeeping

5201	Auto and Travel	-	-	-	155	549	1,674	186	54	282	575	575	575	-
5300	Dues & Memberships	-	-	1,870	-	-	-	153	-	24	-	-	-	-
5400	Insurance	6,418	7,551	7,551	7,551	7,551	7,551	7,551	7,550	275	7,551	7,551	7,551	-
5516	Miscellaneous Expense	-	-	-	5,500	-	-	158	68	-	-	-	-	-
5900	Communications	-	-	-	216	192	-	7,144	1,271	617	900	900	900	-
5901	Postage and Shipping	-	-	597	1,198	197	100	225	-	-	258	258	258	-
		6,418	7,551	10,018	14,620	8,490	9,325	15,418	8,943	1,730	9,284	9,284	9,284	-

Professional/Consulting Services

5801	IT	-	-	-	-	4,000	-	-	-	-	175	175	175	-
5802	Audit & Taxes	-	-	4,354	-	-	949	-	4,354	-	-	-	-	-
5803	Legal	15,000	6,114	13,209	-	(7,154)	7,275	1,650	1,697	4,906	2,092	2,092	2,092	-
5804	Professional Development	30	845	5,769	-	2,500	-	19,200	5,918	-	2,450	2,450	2,450	-
5805	General Consulting	-	-	250	250	250	250	-	-	494	75	75	75	-
5806	Special Activities/Field Trips	-	312	436	204	268	671	119	1,315	2,061	3,055	1,781	826	-
5807	Bank Charges	570	637	705	501	633	713	639	648	580	758	758	758	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	473	301	203	54	-	95	98	3,388	800	800	800	-
5810	Payroll Service Fee	276	1,067	1,570	598	1,531	721	1,516	715	711	1,342	1,342	1,342	-
5811	Management Fee	23,537	47,449	23,762	23,417	16,003	15,928	(2,397)	15,318	16,185	17,997	17,997	17,997	-
5812	District Oversight Fee	-	12,308	12,775	24,311	22,925	22,540	23,881	93,903	26,522	34,523	32,373	32,373	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	7,261	7,261	7,261	49,318
5815	Public Relations/Recruitment	-	500	(1,000)	-	-	-	-	-	-	-	-	-	-
		39,413	69,704	62,130	49,484	41,010	49,046	44,703	123,965	54,846	70,528	67,105	66,150	49,318

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

Interest

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

Total Expenses

		701,211	910,162	1,105,895	877,231	813,257	836,968	658,046	1,299,908	1,003,396	1,295,315	1,075,423	912,250	49,318
		(670,576)	(450,805)	(473,705)	14,370	27,125	(5,394)	346,068	(217,159)	101,626	(9,581)	94,453	674,280	1,371,946

Monthly Surplus (Deficit)

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
299,388	534,200	234,812
972,134	1,276,065	303,931
1,317,940	1,704,141	386,201
2,589,462	3,514,406	924,944
4,626	17,700	13,074
2,047	3,200	1,153
82,202	122,500	40,298
5,726	9,200	3,474
12,141	13,400	1,259
3,092	4,200	1,108
110,366	170,200	59,834
4,525	2,900	(1,625)
9,656	14,200	4,544
48,972	35,700	(13,272)
41,612	39,100	(2,512)
1,719	2,000	281
11,047	150,642	139,595
7,901	11,500	3,599
-	100	100
7,011	11,700	4,689
12,729	18,200	5,471
233,194	284,023	50,830
338,434	422,714	84,280
-	36	36
71,101	86,848	15,747
(500)	2,700	3,200
787,401	1,082,364	294,963
45,284	-	(45,284)
45,284	-	(45,284)
24,368	198,819	174,451
24,368	198,819	174,451
11,538,379	14,245,681	2,707,302
802,648	1,984,231	(1,181,583)

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 04/13/2022

ADA = 1073.54



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	(217,159)	101,626	(9,581)	94,453	674,280	1,371,946
Cash flows from operating activities													
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	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)	726,305	63,275	235,076	(76,339)	(522,671)	(1,421,264)
Grants and Contributions Rec.	554,056	142,573	-	54,316	(148,621)	(57,591)	(488,264)	687,586	(146,682)	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(29,391)	(285)	813	1,269	(8,627)	1,041	6,247	(6,159)	5,931	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(343,011)	(38,019)	218,759	(78,756)	(67,022)	(94,577)	190,050	141,308	(284,723)	-	-	-	49,318
Accrued Expenses	(7,484)	(41,523)	(297,797)	(5,630)	47,903	75,884	70,396	(78,477)	65,728	-	-	-	-
Other Liabilities	-	30,247	13,081	(216)	-	-	(6,159)	41,184	88,481	-	-	-	-
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)	1,298,361	(1,011,590)	229,269	21,888	155,383	
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	2,309,973	1,298,383	1,527,652	1,549,541	
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>2,309,973</u>	<u>1,298,383</u>	<u>1,527,652</u>	<u>1,549,541</u>	<u>1,704,923</u>	

7%

802,648

45,284

1,245,329

597,374

-

(29,162)

-

(306,674)

(171,001)

166,618

(55,208)

-

1,536,700

(3,736,900)

-

Cert.	Instr.
45.4%	85.0%
668,588	618,511

Pupil:Teacher Ratio
20.65

Monarch River Academy

Budget vs Actual

For the period ended March 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	\$ 1,075,720	\$ 1,817,936	\$ (742,216)	\$ 5,588,712	\$ 6,323,317	\$ (734,605)	\$ 13,595,060
Education Protection Account	-	-	-	89,389	147,500	(58,111)	295,000
State Aid - Prior Year	(6,157)	-	(6,157)	9,484	-	9,484	-
In Lieu of Property Taxes	21,146	43,457	(22,311)	112,543	113,495	(952)	200,408
Total State Aid - Revenue Limit	1,090,710	1,861,393	(770,684)	5,800,128	6,584,311	(784,183)	14,090,469
Federal Revenue							
Special Education - Entitlement	-	23,866	(23,866)	-	83,012	(83,012)	178,475
Title I, Part A - Basic Low Income	-	-	-	72,133	95,533	(23,400)	95,533
Other Federal Revenue	25,221	-	25,221	281,112	562,801	(281,689)	562,801
Prior Year Federal Revenue	(4,732)	-	(4,732)	98,748	-	98,748	-
Total Federal Revenue	20,489	23,866	(3,377)	451,993	741,346	(289,353)	836,809
Other State Revenue							
State Special Education	79,838	121,301	(41,463)	496,661	421,921	74,740	907,125
Mandated Cost	-	-	-	17,825	17,443	382	17,443
State Lottery	-	-	-	66,070	44,215	21,855	293,525
Prior Year Revenue	-	-	-	5,899	-	5,899	-
Other State Revenue	(78,739)	-	(78,739)	37,664	84,541	(46,877)	84,541
Total Other State Revenue	1,099	121,301	(120,202)	624,119	568,120	55,999	1,302,634
Other Local Revenue							
Interest Revenue	-	-	-	1,383	-	1,383	-
Other Fees and Contracts	(7,275)	-	(7,275)	-	-	-	-
Total Other Local Revenue	(7,275)	-	(7,275)	1,383	-	1,383	-
Total Revenues	\$ 1,105,022	\$ 2,006,560	\$ (901,538)	\$ 6,877,623	\$ 7,893,777	\$ (1,016,154)	\$ 16,229,911
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 288,663	\$ 324,799	\$ 36,136	\$ 2,456,994	\$ 2,923,192	\$ 466,199	\$ 3,897,590
Teachers' Extra Duty/Stipends	69,918	66,259	(3,659)	524,194	463,813	(60,381)	662,590
Administrators' Salaries	56,083	52,849	(3,234)	493,150	475,643	(17,507)	634,191
Other Certificated Salaries	7,793	6,757	(1,035)	72,298	60,816	(11,482)	81,088
Total Certificated Salaries	422,457	450,665	28,208	3,546,636	3,923,465	376,829	5,275,459
Classified Salaries							
Instructional Salaries	-	0	0	3,700	1	(3,699)	1
Support Salaries	4,548	-	(4,548)	38,995	-	(38,995)	-
Clerical and Office Staff Salaries	3,104	-	(3,104)	15,248	-	(15,248)	-
Other Classified Salaries	4,170	-	(4,170)	25,723	-	(25,723)	-
Total Classified Salaries	11,822	0	(11,821)	83,665	1	(83,665)	1
Benefits							
State Teachers' Retirement System, certificated posit	67,242	72,196	4,955	572,541	628,539	55,998	845,129
OASDI/Medicare/Alternative, certificated positions	731	0	(731)	5,169	0	(5,169)	0
Medicare/Alternative, certificated positions	6,019	6,535	516	50,401	56,890	6,490	76,494
Health and Welfare Benefits, certificated positions	43,370	44,138	767	371,546	397,238	25,692	529,650
State Unemployment Insurance, certificated position:	116	3,283	3,167	22,839	27,906	5,066	32,830
Workers' Compensation Insurance, certificated positi	2,117	6,309	4,192	20,024	54,929	34,905	73,856
Total Benefits	119,594	132,461	12,867	1,042,519	1,165,501	122,982	1,557,959
Books & Supplies							
School Supplies	103,996	212,755	108,759	811,688	1,458,159	646,471	2,176,817
Software	9,287	15,275	5,988	99,243	137,475	38,232	183,300
Office Expense	1,626	1,217	(410)	14,084	10,950	(3,134)	14,600
Noncapitalized Equipment	-	7,013	7,013	52,711	48,066	(4,645)	71,756
Total Books & Supplies	114,909	236,260	121,350	977,727	1,654,650	676,924	2,446,473

Monarch River Academy

Budget vs Actual

For the period ended March 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	8,029	44,517	36,487	177,138	400,650	223,512	534,200
Other Educational Consultants	155,792	124,718	(31,074)	709,257	854,783	145,526	1,276,065
Instructional Services	110,443	142,012	31,569	993,988	1,278,105	284,117	1,704,141
Total Subagreement Services	274,264	311,247	36,982	1,880,383	2,533,538	653,155	3,514,406
Operations & Housekeeping							
Auto and Travel	282	1,475	1,193	2,901	13,275	10,374	17,700
Dues & Memberships	24	267	242	2,047	2,400	353	3,200
Insurance	275	10,208	9,933	59,549	91,875	32,326	122,500
Miscellaneous Expense	532	767	235	6,258	6,900	642	9,200
Communications	617	1,117	499	9,441	10,050	609	13,400
Postage and Shipping	-	350	350	2,317	3,150	833	4,200
Total Operations & Housekeeping	1,730	14,183	12,453	82,513	127,650	45,137	170,200
Professional/Consulting Services							
IT	-	242	242	4,000	2,175	(1,825)	2,900
Audit & Taxes	-	-	-	9,656	14,200	4,544	14,200
Legal	4,906	2,975	(1,931)	42,697	26,775	(15,922)	35,700
Professional Development	-	3,258	3,258	34,262	29,325	(4,937)	39,100
General Consulting	494	167	(327)	1,494	1,500	6	2,000
Special Activities/Field Trips	2,061	14,723	12,663	5,385	100,909	95,524	150,642
Bank Charges	580	958	378	5,626	8,625	2,999	11,500
Printing	-	8	8	-	75	75	100
Other Taxes and Fees	3,388	975	(2,413)	4,611	8,775	4,164	11,700
Payroll Service Fee	711	1,517	806	8,704	13,650	4,946	18,200
Management Fee	16,185	23,669	7,484	179,202	213,018	33,816	284,023
District Oversight Fee	26,522	55,842	29,320	239,165	197,529	(41,636)	422,714
County Fees	-	-	-	-	36	36	36
SPED Encroachment	-	11,613	11,613	-	40,395	40,395	86,848
Public Relations/Recruitment	-	225	225	(500)	2,025	2,525	2,700
Total Professional/Consulting Services	54,846	116,172	61,326	534,301	659,012	124,711	1,082,364
Depreciation							
Depreciation Expense	3,774	-	(3,774)	33,962	-	(33,962)	-
Total Depreciation	3,774	-	(3,774)	33,962	-	(33,962)	-
Interest							
Interest Expense	-	-	-	24,368	198,819	174,451	198,819
Total Interest	-	-	-	24,368	198,819	174,451	198,819
Total Expenses	\$ 1,003,396	\$ 1,260,987	\$ 257,591	\$ 8,206,073	\$ 10,262,635	\$ 2,056,562	\$ 14,245,681
Change in Net Assets	101,626	745,573	(643,946)	(1,328,450)	(2,368,858)	1,040,408	1,984,231
Net Assets, Beginning of Period	643,589			2,073,666			
Net Assets, End of Period	\$ 745,216			\$ 745,216			

Monarch River Academy

Statement of Financial Position

March 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 845,961	\$ 1,609,915	\$ (763,954)	-47%
Restricted Cash	452,422	-	452,422	0%
Total Cash & Cash Equivalents	1,298,383	1,609,915	(311,532)	-47%
Public Funding Receivables	189,196	3,219,723	(3,030,527)	-94%
Grants & Contributions Receivable	153,572	750,946	(597,374)	-80%
Factored Receivable	-	(2,200,200)	2,200,200	-100%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	84,797	55,635	29,161	52%
Total Current Assets	1,725,698	3,435,769	(1,710,071)	-50%
Long-Term Assets				
Property & Equipment, Net	192,449	226,410	(33,962)	-15%
Total Long Term Assets	192,449	226,410	(33,962)	-15%
Total Assets	\$ 1,918,147	\$ 3,662,179	\$ (1,744,032)	-48%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 43,321	\$ 399,313	\$ (355,991)	-89%
Accrued Liabilities	544,896	715,897	(171,001)	-24%
Deferred Revenue	452,422	285,804	166,618	58%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	1,103,140	1,463,514	(360,374)	-25%
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	1,172,931	1,588,513	(415,582)	-26%
Total Net Assets	745,216	2,073,666	(1,328,450)	-64%
Total Liabilities and Net Assets	\$ 1,918,147	\$ 3,662,179	\$ (1,744,032)	-48%

Monarch River Academy

Statement of Cash Flows

For the period ended March 31, 2022

	Month Ended 03/31/22	YTD Ended 03/31/22
Cash Flows from Operating Activities		
Changes in Net Assets	\$ 101,626	\$ (1,328,450)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	33,962
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	63,275	3,030,527
Grants, Contributions & Pledges Receivable	(1,055,682)	(1,602,826)
Prepaid Expenses	5,931	(29,161)
Accounts Payable	(284,723)	(355,991)
Accrued Expenses	65,728	(171,001)
Deferred Revenue	88,481	166,618
Total Cash Flows from Operating Activities	(1,011,590)	(256,324)
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	(1,011,590)	(311,532)
Cash & Cash Equivalents, Beginning of Period	2,309,973	1,609,915
Cash and Cash Equivalents, End of Period	\$ 1,298,383	\$ 1,298,383

Monarch River Academy

Check Register

For the period ended March 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13417	Alta Vista Elementary School District	3/3/2022	\$ 100,000.00
13418	America's Kids Inc.	3/3/2022	639.50
13419	California Dental Network inc	3/3/2022	228.15
13420	Fresno Fencing Academy	3/3/2022	240.00
13421	Growing Healthy Children Therapy Services, Inc.	3/3/2022	1,923.60
13422	Jessica Knutson	3/3/2022	425.00
13423	Kristi Garcia	3/3/2022	96.88
13424	Learning Without Tears	3/3/2022	71.04
13425	Lighthouse Therapy LLC	3/3/2022	35,793.55
13426	Melissa Ens	3/3/2022	372.00
13427	Moving Beyond the Page	3/3/2022	625.06
13428	Nicole Jimenez	3/3/2022	594.00
13429	Playground Training Academy, LLC	3/3/2022	400.00
13430	Supercharged Science	3/3/2022	282.00
13431	Sylvan Learning	3/3/2022	2,560.00
13432	The Owl Initiative	3/3/2022	350.00
13434	All About Learning Press, Inc.	3/8/2022	5,201.55
13435	Alta Vista Elementary School District	3/8/2022	112,176.00
13436	American Kids Sports Center	3/8/2022	387.60
13437	Andy Carmona	3/8/2022	300.00
13438	Art of Problem Solving	3/8/2022	96.00
13439	Brenda Myers	3/8/2022	200.00
13440	Brian Hammons Piano	3/8/2022	580.00
13441	Charter Impact, Inc.	3/8/2022	16,593.25
13442	Denise Nicholes	3/8/2022	450.00
13443	Discount School Supply	3/8/2022	151.13
13444	Effectual Educational Consulting Services	3/8/2022	4,070.00
13445	Evan-Moor	3/8/2022	422.33
13446	Generation Genius, Inc	3/8/2022	300.00
13447	Goodfellow Occupational Therapy, Inc.	3/8/2022	1,815.00
13448	InnovEd Inc.	3/8/2022	1,057.50
13449	Integra LLC	3/8/2022	9,384.00
13450	Kimberly Schapansky	3/8/2022	315.00
13451	Kumon Math and Reading Center of Fresno-Bullard	3/8/2022	520.00
13452	Learning Ally	3/8/2022	2,499.00
13453	Learning Without Tears	3/8/2022	894.48
13454	Lindsay Tharp	3/8/2022	41.00
13455	Marjorie McIntyre	3/8/2022	23.40
13456	McColgan & Associates Inc	3/8/2022	2,671.25
13457	Michelle Buchanon	3/8/2022	1,260.00
13458	Olga Shabanov	3/8/2022	80.00
13459	Olga Shabanov	3/8/2022	80.00
13460	Olga Shabanov	3/8/2022	80.00
13461	Olga Shabanov	3/8/2022	80.00
13462	Olga Shabanov	3/8/2022	80.00
13463	Olga Shabanov	3/8/2022	80.00
13464	Olga Shabanov	3/8/2022	80.00
13465	Olga Shabanov	3/8/2022	80.00
13466	Procopio, Cory, Hargreaves & Savitch LLP	3/8/2022	1,872.00
13469	Project Learn LLC	3/8/2022	15,000.00
13470	Sona Atoyan	3/8/2022	750.00
13471	Stevi Daniels	3/8/2022	625.00
13472	The Axia Group	3/8/2022	110,443.00
13473	The Talk Team	3/8/2022	2,961.25
13474	Trevor West	3/8/2022	880.00

Monarch River Academy**Check Register**

For the period ended March 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13475	United Conservatory of Music	3/8/2022	950.00
13476	Verizon Wireless	3/8/2022	240.06
13477	Wendy DeRaud	3/8/2022	1,200.00
13478	Wildcats Hockey	3/8/2022	800.00
13479	Yosemite Valley Charter School	3/8/2022	4,247.26
13480	Center for Vision Development Optometry Inc	3/14/2022	350.00
13481	Gateway Ice Center	3/14/2022	160.00
13482	Association of California School Administrators	3/14/2022	112.50
13483	VOYA Financial FBO CalSTRS Pension2	3/14/2022	3,653.00
13484	A3 Sports & Wellness, Inc.	3/15/2022	2,568.00
13485	Academy of Creative Education	3/15/2022	350.00
13486	Activities for Learning Inc.	3/15/2022	51.00
13487	All About Learning Press, Inc.	3/15/2022	236.89
13488	American Kids Sports Center	3/15/2022	302.00
13489	Aspire Speech & Learning Center	3/15/2022	120.00
13490	BookShark	3/15/2022	1,413.54
13491	Bridgeway Academy	3/15/2022	1,124.00
13492	Chickie & Roo	3/15/2022	41.98
13493	Colleen Snyder	3/15/2022	1,800.00
13494	Dance Arts	3/15/2022	610.00
13495	Deanna Colon	3/15/2022	355.00
13496	Denise Nicholes	3/15/2022	25.00
13497	Evan-Moor	3/15/2022	45.02
13498	Fresno Fencing Academy	3/15/2022	240.00
13499	Guido's Martial Arts Academy	3/15/2022	627.00
13500	High Performance Academy	3/15/2022	250.00
13501	iLead Online	3/15/2022	325.00
13502	InnovEd Inc.	3/15/2022	175.00
13503	Jennifer McQuarrie	3/15/2022	121.00
13504	Kids Edition	3/15/2022	380.00
13505	Lori Pope	3/15/2022	300.00
13506	Megan Rios	3/15/2022	47.79
13507	MEL Science U.S. LLC	3/15/2022	224.58
13508	Mr. D Math	3/15/2022	197.00
13509	Nicole Medeiros	3/15/2022	2,650.00
13510	Pacific Martial Arts	3/15/2022	125.00
13511	Project Learn LLC	3/15/2022	1,200.00
13512	Rainbow Resource Center	3/15/2022	1,256.18
13513	Rebecca Balakian	3/15/2022	1,350.00
13515	Reliant Investments, Inc	3/15/2022	9,175.00
13516	Robert Melendez	3/15/2022	270.00
13517	Sheryl Reimer	3/15/2022	131.39
13518	Singapore Math, Inc.	3/15/2022	134.64
13519	Stevi Daniels	3/15/2022	125.00
13520	T-Mobile	3/15/2022	80.00
13521	Teacher Synergy, LLC	3/15/2022	99.84
13522	The Village	3/15/2022	605.00
13523	Trevor West	3/15/2022	680.00
13524	Trigger Memory Co.	3/15/2022	55.85
13525	United Conservatory of Music	3/15/2022	160.00
13526	Wendy DeRaud	3/15/2022	180.00
13527	Yosemite Valley Charter School	3/15/2022	100,689.91
13528	Cindy Allington	3/17/2022	135.00
13529	Aspire Speech & Learning Center	3/22/2022	1,762.50
13530	Bakersfield Swim Academy	3/22/2022	380.00
13531	Bonnie Haskell	3/22/2022	360.00

Monarch River Academy

Check Register

For the period ended March 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13532	BookShark	3/22/2022	1,234.67
13533	Braille Abilities, LLC	3/22/2022	213.00
13534	Braille Consultants, Inc.	3/22/2022	1,200.00
13536	Break the Barriers, Inc.	3/22/2022	12,977.50
13537	Brian Hammons Piano	3/22/2022	375.00
13538	Bright Thinker	3/22/2022	124.49
13539	Brittany Gurell	3/22/2022	450.00
13540	Bullfrog Swim School Inc	3/22/2022	2,075.00
13541	Cen Cal Dance Academy	3/22/2022	240.00
13542	Charter Impact, Inc.	3/22/2022	302.75
13543	Dance Arts	3/22/2022	490.00
13544	Deanna Colon	3/22/2022	70.00
13545	E-Therapy, LLC	3/22/2022	3,669.50
13546	Easy Does It Farms	3/22/2022	300.00
13547	Educational Development Corporation	3/22/2022	43.38
13548	Efrain Cordero	3/22/2022	108.00
13549	Erilynn Christiansen	3/22/2022	300.00
13550	Fresno Music Academy & Arts	3/22/2022	1,768.00
13551	Generation Genius, Inc	3/22/2022	300.00
13552	High Voltage Sporthorses LLC	3/22/2022	225.00
13553	Home Science Tools	3/22/2022	54.72
13554	Honest History Co	3/22/2022	190.76
13555	Institute for Excellence in Writing	3/22/2022	351.87
13556	J-Bar Ranch, LLC	3/22/2022	300.00
13557	Jackson Lewis P.C.	3/22/2022	2,594.80
13558	Jennifer McQuarrie	3/22/2022	187.00
13559	Jessica Knutson	3/22/2022	900.00
13560	Kevin Freeman	3/22/2022	1,120.00
13561	Keyboard Art School of Music	3/22/2022	97.90
13562	Kids Edition	3/22/2022	540.00
13563	KiwiCo, Inc	3/22/2022	2,443.10
13564	Lakeshore	3/22/2022	1,000.50
13565	Learning Without Tears	3/22/2022	65.10
13566	Lee's United Gymnastics Academy	3/22/2022	544.00
13567	LEGO Education	3/22/2022	306.29
13568	Lighthouse Therapy LLC	3/22/2022	44,984.19
13569	Little Passports	3/22/2022	168.55
13570	Michelle Buchanon	3/22/2022	360.00
13571	Moving Beyond the Page	3/22/2022	776.44
13572	Nessy Learning LLC	3/22/2022	295.00
13573	Nicole Jimenez	3/22/2022	1,053.00
13574	Nicole Medeiros	3/22/2022	546.25
13575	Olga Shabanov	3/22/2022	80.00
13576	Olga Shabanov	3/22/2022	80.00
13577	Outside the Box Creation	3/22/2022	140.82
13578	Pacific Martial Arts	3/22/2022	250.00
13581	Playground Training Academy, LLC	3/22/2022	5,112.00
13582	PRN Nursing Consultants LLC	3/22/2022	450.00
13583	Progression Gymnastics LLC	3/22/2022	240.00
13584	Project Learn LLC	3/22/2022	2,100.00
13585	Rainbow Resource Center	3/22/2022	2,231.39
13586	Randy Stumpfhauser	3/22/2022	66.87
13587	Reliant Investments, Inc	3/22/2022	2,000.00
13588	Robert Melendez	3/22/2022	405.00
13589	Rjeski Student Support	3/22/2022	140.00
13590	SAM Academy	3/22/2022	56.00

Monarch River Academy**Check Register**

For the period ended March 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13591	Singapore Math, Inc.	3/22/2022	122.36
13592	Sona Atoyan	3/22/2022	925.00
13593	Steinway Piano Gallery Of Fresno	3/22/2022	980.00
13594	Stevi Daniels	3/22/2022	250.00
13595	Storybook Bindles	3/22/2022	600.00
13596	Teacher Synergy, LLC	3/22/2022	403.25
13597	Teaching Textbooks	3/22/2022	98.53
13598	The Dance Company	3/22/2022	2,348.00
13599	The Regents of The University of California	3/22/2022	243.75
13600	Thimble Sewciety	3/22/2022	70.00
13601	Thinkwell Corporation	3/22/2022	125.00
13602	Tiffany Ipsen	3/22/2022	2,100.00
13603	Tumble 395	3/22/2022	560.00
13604	Ultimate Martial Arts Inc	3/22/2022	184.00
13605	WM Music Lessons	3/22/2022	540.00
13606	Yosemite Valley Charter School	3/22/2022	180.00
13607	Alta Vista Elementary School District	3/29/2022	26,522.00
13608	America's Kids Inc.	3/29/2022	669.75
13609	American Kids Sports Center	3/29/2022	2,253.25
13610	Aspire Speech & Learning Center	3/29/2022	560.00
13611	BookShark	3/29/2022	79.58
13612	Brenda Myers	3/29/2022	275.00
13613	Brian Hammons Piano	3/29/2022	1,675.00
13614	Bright Thinker	3/29/2022	124.49
13615	Brittany Guirell	3/29/2022	125.00
13616	Buena Vista Museum of Natural History	3/29/2022	4.00
13617	California Dental Network inc	3/29/2022	228.15
13618	Central California Gymnastics Institute - CCGI	3/29/2022	826.25
13619	CharterSafe	3/29/2022	9,667.00
13620	Chickie & Roo	3/29/2022	42.99
13621	Clarksville Charter School	3/29/2022	6,834.38
13622	Colleen Snyder	3/29/2022	1,410.00
13623	Denise Nicholes	3/29/2022	125.00
13624	Feather River Charter School	3/29/2022	13,386.76
13625	Generation Genius, Inc	3/29/2022	175.00
13627	Grace Note Music Studio	3/29/2022	5,640.00
13628	Green Kids Crafts Inc	3/29/2022	90.77
13629	Growing Healthy Children Therapy Services, Inc.	3/29/2022	2,621.85
13630	History Unboxed LLC	3/29/2022	262.14
13631	Hooked on Phonics	3/29/2022	313.89
13632	iLead Online	3/29/2022	325.00
13633	Institute for Excellence in Writing	3/29/2022	26.56
13634	Jessica Knutson	3/29/2022	675.00
13635	Juni Learning, Inc.	3/29/2022	250.00
13636	Kids Edition	3/29/2022	385.00
13637	Kumon Math and Reading Center of Fresno-Bullard	3/29/2022	1,680.00
13638	Lake View Charter School	3/29/2022	6,825.70
13639	Learn and Create Inc.	3/29/2022	304.60
13640	Melanie Sweet	3/29/2022	160.00
13641	Melissa Ens	3/29/2022	840.00
13642	Michele Lafferre	3/29/2022	780.00
13643	Michelle Buchanon	3/29/2022	1,620.00
13644	Natalie Franks	3/29/2022	96.53
13645	Nicole Medeiros	3/29/2022	392.35
13646	Pacific Martial Arts	3/29/2022	250.00
13647	Procopio, Cory, Hargreaves & Savitch LLP	3/29/2022	252.00

Monarch River Academy**Check Register**

For the period ended March 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
13648	Progression Gymnastics LLC	3/29/2022	150.00
13651	Project Learn LLC	3/29/2022	21,239.00
13652	Rainbow Resource Center	3/29/2022	253.46
13654	Reliant Investments, Inc	3/29/2022	9,550.00
13655	Rojeski Student Support	3/29/2022	150.00
13656	Sandra Torosian	3/29/2022	270.00
13658	Silicon Valley High School Inc	3/29/2022	5,035.00
13659	Steinway Piano Gallery Of Fresno	3/29/2022	1,120.00
13660	Stevi Daniels	3/29/2022	218.75
13661	Susan Hancock	3/29/2022	245.00
13662	Sylvan Learning	3/29/2022	1,280.00
13663	Teacher Synergy, LLC	3/29/2022	136.48
13664	The Advantage Group	3/29/2022	3,377.82
13665	The Dance Studio 2	3/29/2022	390.00
13666	The Owl Initiative	3/29/2022	350.00
13667	The Talk Team	3/29/2022	6,901.25
13668	Thimble Sewciety	3/29/2022	175.00
13669	Transamerica	3/29/2022	194.58
13670	Ultimate Martial Arts Inc	3/29/2022	184.00
13671	United Conservatory of Music	3/29/2022	1,280.00
13672	Verizon Wireless	3/29/2022	297.23
13673	Wendy DeRaud	3/29/2022	1,560.00
13674	Yosemite Valley Charter School	3/29/2022	100,734.89
13675	PRN Nursing Consultants LLC	3/29/2022	1,125.00
13676	Franchise Tax Board	3/30/2022	665.91
13677	VOYA Financial FBO CalSTRS Pension2	3/30/2022	3,653.00
Total Disbursements in March			<u>942,167.54</u>

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
A3 Sports & Wellness, Inc.	22-006512-01	3/9/2022	4/8/2022	\$ 157	\$ -	\$ -	\$ -	\$ -	\$ 157
A3 Sports & Wellness, Inc.	22-010795-01	3/9/2022	4/8/2022	157	-	-	-	-	157
A3 Sports & Wellness, Inc.	22-010796-01	3/9/2022	4/8/2022	157	-	-	-	-	157
All About Learning Press, Inc.	910575	3/14/2022	4/13/2022	168	-	-	-	-	168
Allard's Art Inc.	22-006663-01	3/14/2022	4/13/2022	35	-	-	-	-	35
Allard's Art Inc.	22-006664-01	3/14/2022	4/13/2022	35	-	-	-	-	35
Allard's Art Inc.	22-008898-01	3/14/2022	4/13/2022	175	-	-	-	-	175
America's Kids Inc.	21-228701-02	3/6/2022	3/6/2022	-	68	-	-	-	68
America's Kids Inc.	21-229085-02	3/6/2022	3/6/2022	-	105	-	-	-	105
America's Kids Inc.	21-229417-01	3/6/2022	3/6/2022	-	79	-	-	-	79
America's Kids Inc.	21-229892-02	3/6/2022	3/6/2022	-	72	-	-	-	72
America's Kids Inc.	21-229894-02	3/6/2022	3/6/2022	-	76	-	-	-	76
America's Kids Inc.	21-230176-02	3/6/2022	3/6/2022	-	105	-	-	-	105
America's Kids Inc.	21-230177-02	3/6/2022	3/6/2022	-	57	-	-	-	57
America's Kids Inc.	22-004306-02	3/5/2022	3/5/2022	-	76	-	-	-	76
America's Kids Inc.	22-004544-02	3/5/2022	3/5/2022	-	90	-	-	-	90
America's Kids Inc.	22-004547-02	3/5/2022	3/5/2022	-	95	-	-	-	95
America's Kids Inc.	22-004878-01	3/5/2022	3/5/2022	-	54	-	-	-	54
America's Kids Inc.	22-005101-02	3/5/2022	3/5/2022	-	72	-	-	-	72
America's Kids Inc.	22-005402-01	3/5/2022	3/5/2022	-	90	-	-	-	90
America's Kids Inc.	22-006253-01	3/5/2022	3/5/2022	-	54	-	-	-	54
America's Kids Inc.	22-006325-01	3/6/2022	3/6/2022	-	131	-	-	-	131
America's Kids Inc.	22-006553-01	3/5/2022	3/5/2022	-	105	-	-	-	105
America's Kids Inc.	22-006555-01	3/5/2022	3/5/2022	-	105	-	-	-	105
America's Kids Inc.	22-007649-01	3/5/2022	3/5/2022	-	55	-	-	-	55
America's Kids Inc.	22-007650-01	3/5/2022	3/5/2022	-	110	-	-	-	110
America's Kids Inc.	22-007800-01	3/5/2022	3/5/2022	-	72	-	-	-	72
America's Kids Inc.	22-008031-01	3/5/2022	3/5/2022	-	131	-	-	-	131
America's Kids Inc.	22-008279-01	3/5/2022	3/5/2022	-	192	-	-	-	192
America's Kids Inc.	22-008280-01	3/5/2022	3/5/2022	-	105	-	-	-	105
America's Kids Inc.	22-009278-01	3/5/2022	3/5/2022	-	209	-	-	-	209
Andy Carmona	22-005112-02	3/15/2022	4/14/2022	60	-	-	-	-	60
Andy Carmona	22-005113-02	3/15/2022	4/14/2022	60	-	-	-	-	60
Andy Carmona	22-005114-02	3/15/2022	4/14/2022	60	-	-	-	-	60
Andy Carmona	22-008739-01	3/15/2022	4/14/2022	60	-	-	-	-	60

Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Andy Carmona	22-008742-01	3/15/2022	4/14/2022	60	-	-	-	-	60
Andy Carmona	22-009261-01	3/15/2022	4/14/2022	60	-	-	-	-	60
Andy Carmona	22-009263-01	3/15/2022	4/14/2022	60	-	-	-	-	60
Andy Carmona	22-010742-01	3/15/2022	4/14/2022	60	-	-	-	-	60
Andy Carmona	22-012388-01	3/15/2022	4/14/2022	60	-	-	-	-	60
BookShark	BI0001978	3/5/2022	4/4/2022	828	-	-	-	-	828
BookShark	BI0002026	3/11/2022	4/10/2022	410	-	-	-	-	410
BookShark	BI0002028	3/11/2022	4/10/2022	420	-	-	-	-	420
BookShark	BI0002113	3/14/2022	4/13/2022	257	-	-	-	-	257
BookShark	BI0002114	3/14/2022	4/13/2022	297	-	-	-	-	297
BookShark	BI0002185	3/16/2022	4/15/2022	909	-	-	-	-	909
Braille Abilities, LLC	4026	3/7/2022	4/6/2022	1,316	-	-	-	-	1,316
Braille Abilities, LLC	4027	3/16/2022	4/15/2022	689	-	-	-	-	689
Brenda Myers	22-011302-01	3/11/2022	4/10/2022	100	-	-	-	-	100
Brenda Myers	22-012353-01	3/16/2022	4/15/2022	100	-	-	-	-	100
Brian Hammons Piano	22-011022-01	3/14/2022	4/13/2022	160	-	-	-	-	160
Brian Hammons Piano	22-011022-02	3/14/2022	4/13/2022	160	-	-	-	-	160
Brian Hammons Piano	22-011024-01	3/14/2022	4/13/2022	160	-	-	-	-	160
Brian Hammons Piano	22-011024-02	3/14/2022	4/13/2022	160	-	-	-	-	160
Brian Hammons Piano	22-011025-01	3/14/2022	4/13/2022	160	-	-	-	-	160
Brian Hammons Piano	22-011025-02	3/14/2022	4/13/2022	160	-	-	-	-	160
Brian Hammons Piano	22-011976-01	3/10/2022	4/9/2022	160	-	-	-	-	160
Bungalow Lane ALC	21-230386-02	3/14/2022	4/13/2022	250	-	-	-	-	250
Bungalow Lane ALC	22-001801-02	3/14/2022	4/13/2022	250	-	-	-	-	250
Bungalow Lane ALC	22-002646-01	3/14/2022	4/13/2022	200	-	-	-	-	200
Bungalow Lane ALC	22-002647-01	3/14/2022	4/13/2022	125	-	-	-	-	125
Bungalow Lane ALC	22-002649-01	3/14/2022	4/13/2022	125	-	-	-	-	125
Bungalow Lane ALC	22-012587-01	3/14/2022	4/13/2022	200	-	-	-	-	200
Bungalow Lane ALC	22-012589-01	3/14/2022	4/13/2022	200	-	-	-	-	200
Bungalow Lane ALC	22-012593-01	3/14/2022	4/13/2022	200	-	-	-	-	200
C'est La Vie Arts	22-006041-01	3/15/2022	4/14/2022	180	-	-	-	-	180
Cen Cal Dance Academy	22-007024-01	3/7/2022	4/6/2022	60	-	-	-	-	60
Cen Cal Dance Academy	22-007025-01	3/7/2022	4/6/2022	300	-	-	-	-	300
Dance Arts	22-003248-02	3/16/2022	4/15/2022	65	-	-	-	-	65
Dance Arts	22-012508-01	3/16/2022	4/15/2022	65	-	-	-	-	65
Deanna Colon	22-007480-02	3/9/2022	4/8/2022	70	-	-	-	-	70
Denise Nicholes	22-010617-01	3/7/2022	4/6/2022	100	-	-	-	46 of 204	100

Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Document Tracking Services	93257-522502	3/15/2022	4/14/2022	355	-	-	-	-	355
E-Therapy, LLC	24964	3/15/2022	4/14/2022	2,541	-	-	-	-	2,541
Educational Development Corporation	DIR0733852	3/11/2022	4/10/2022	50	-	-	-	-	50
Efrain Cordero	22-000741-02	3/13/2022	4/12/2022	36	-	-	-	-	36
Efrain Cordero	22-000743-02	3/13/2022	4/12/2022	36	-	-	-	-	36
Evan-Moor	INV340521	3/15/2022	4/14/2022	428	-	-	-	-	428
Evan-Moor	INV340522	3/16/2022	4/15/2022	27	-	-	-	-	27
Evan-Moor	INV340523	3/16/2022	4/15/2022	27	-	-	-	-	27
Evan-Moor	INV340524	3/16/2022	4/15/2022	27	-	-	-	-	27
Evan-Moor	INV340525	3/16/2022	4/15/2022	27	-	-	-	-	27
Evan-Moor	INV340526	3/15/2022	4/14/2022	428	-	-	-	-	428
Gateway Ice Center	22-006441-01	3/14/2022	4/13/2022	180	-	-	-	-	180
Gateway Ice Center	22-006441-02	3/14/2022	4/13/2022	135	-	-	-	-	135
Good Dirt Pottery Studio	22-012024-01	3/15/2022	4/14/2022	80	-	-	-	-	80
Goodfellow Occupational Therapy, Inc.	2281	3/10/2022	4/4/2022	1,843	-	-	-	-	1,843
Grace Note Music Studio	22-010399-01	3/8/2022	4/7/2022	240	-	-	-	-	240
Guido's Martial Arts Academy	22-007324-01	3/10/2022	4/9/2022	229	-	-	-	-	229
Guido's Martial Arts Academy	22-008722-01	3/10/2022	4/9/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-008723-01	3/10/2022	4/9/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-008724-01	3/10/2022	4/9/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-009606-01	3/10/2022	4/9/2022	229	-	-	-	-	229
Guido's Martial Arts Academy	22-009606-02	3/10/2022	4/9/2022	229	-	-	-	-	229
Guido's Martial Arts Academy	22-009607-01	3/10/2022	4/9/2022	169	-	-	-	-	169
Gymnastics Beat	21-225954-01	3/20/2022	4/19/2022	55	-	-	-	-	55
High Voltage Sporthorses LLC	22-003954-01	3/7/2022	4/6/2022	360	-	-	-	-	360
High Voltage Sporthorses LLC	22-006294-01	3/7/2022	4/6/2022	360	-	-	-	-	360
High Voltage Sporthorses LLC	22-006295-01	3/7/2022	4/6/2022	360	-	-	-	-	360
Home Science Tools	000402544	3/11/2022	4/10/2022	61	-	-	-	-	61
Honest History Co	9857	3/8/2022	4/7/2022	209	-	-	-	-	209
InnovEd Inc.	22-006015-01	3/7/2022	4/6/2022	165	-	-	-	-	165
InnovEd Inc.	22-006019-01	3/7/2022	4/6/2022	165	-	-	-	-	165
InnovEd Inc.	22-008274-01	3/7/2022	4/6/2022	175	-	-	-	-	175
InnovEd Inc.	22-010652-01	3/21/2022	4/20/2022	175	-	-	-	-	175
Institute for Excellence in Writing	879400	3/4/2022	4/4/2022	117	-	-	-	-	117
Institute for Excellence in Writing	879415	3/4/2022	4/4/2022	117	-	-	-	-	117
Institute for Excellence in Writing	879794	3/9/2022	4/9/2022	76	-	-	-	-	76
Institute for Excellence in Writing	879922	3/11/2022	4/11/2022	233	-	-	-	47 of 204	233

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Just Dance	21-228833-03	3/8/2022	4/7/2022	65	-	-	-	-	65
Just Dance	22-002111-02	3/8/2022	4/7/2022	230	-	-	-	-	230
Kevin Freeman	22-011098-01	3/18/2022	4/17/2022	240	-	-	-	-	240
Kimberly Schapansky	22-010494-01	3/14/2022	4/13/2022	105	-	-	-	-	105
Kimberly Schapansky	22-010495-01	3/14/2022	4/13/2022	60	-	-	-	-	60
Kimberly Schapansky	22-012396-01	3/14/2022	4/13/2022	105	-	-	-	-	105
Kimberly Schapansky	22-012397-01	3/14/2022	4/13/2022	105	-	-	-	-	105
Kumon Center of Clovis	22-009436-01	3/9/2022	4/8/2022	150	-	-	-	-	150
Kumon Math and Reading Center of Fre	22-010329-01	3/7/2022	4/6/2022	840	-	-	-	-	840
Kumon Math and Reading Center of Fre	22-010330-01	3/7/2022	4/6/2022	840	-	-	-	-	840
Lakeshore	683483030722	3/7/2022	4/6/2022	76	-	-	-	-	76
Learn and Create Inc.	21121	3/8/2022	4/7/2022	55	-	-	-	-	55
Learn and Create Inc.	21122	3/8/2022	4/7/2022	55	-	-	-	-	55
Learn and Create Inc.	21123	3/8/2022	4/7/2022	203	-	-	-	-	203
Lee's United Gymnastics Academy	21-229881-02	3/7/2022	4/6/2022	73	-	-	-	-	73
Lee's United Gymnastics Academy	21-229888-02	3/7/2022	4/6/2022	73	-	-	-	-	73
Lee's United Gymnastics Academy	21-229902-02	3/7/2022	4/6/2022	73	-	-	-	-	73
Lee's United Gymnastics Academy	21-230032-02	3/7/2022	4/6/2022	325	-	-	-	-	325
Lee's United Gymnastics Academy	22-000799-01	3/7/2022	4/6/2022	73	-	-	-	-	73
LEGO Education	1190498313	3/11/2022	5/10/2022	247	-	-	-	-	247
LEGO Education	1190499034	3/9/2022	5/8/2022	306	-	-	-	-	306
Lori Pope	22-004760-02	3/11/2022	4/10/2022	100	-	-	-	-	100
Lori Pope	22-004761-02	3/11/2022	4/10/2022	100	-	-	-	-	100
Lori Pope	22-004762-02	3/11/2022	4/10/2022	100	-	-	-	-	100
Math-U-See Inc.	0755470-IN	2/11/2022	4/12/2022	68	-	-	-	-	68
Math-U-See Inc.	0755471-IN	2/11/2022	4/12/2022	55	-	-	-	-	55
Math-U-See Inc.	0755472-IN	2/11/2022	4/12/2022	55	-	-	-	-	55
Math-U-See Inc.	0758394-IN	3/4/2022	5/3/2022	119	-	-	-	-	119
Math-U-See Inc.	0759437-IN	3/11/2022	5/10/2022	41	-	-	-	-	41
MoxieBox Art	8517	3/12/2022	4/11/2022	203	-	-	-	-	203
MoxieBox Art	8518	3/12/2022	4/11/2022	166	-	-	-	-	166
MoxieBox Art	8520	3/12/2022	4/11/2022	166	-	-	-	-	166
Nayoung Ryoo	22-003710-02	3/7/2022	4/6/2022	120	-	-	-	-	120
Nayoung Ryoo	22-009376-01	3/7/2022	4/6/2022	120	-	-	-	-	120
Nayoung Ryoo	22-010583-01	3/7/2022	4/6/2022	120	-	-	-	-	120
Nessy Learning LLC	NESUS4475	3/11/2022	4/10/2022	155	-	-	-	-	155
Olga Shabanov	22-007307-02	3/12/2022	4/11/2022	80	-	-	-	48 of 204	80

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Olga Shabanov	22-007308-01	3/12/2022	4/11/2022	80	-	-	-	-	80
Olga Shabanov	22-007309-02	3/12/2022	4/11/2022	80	-	-	-	-	80
Olga Shabanov	22-007311-01	3/12/2022	4/11/2022	80	-	-	-	-	80
Olga Shabanov	22-007313-01	3/12/2022	4/11/2022	200	-	-	-	-	200
Playground Training Academy, LLC	22-002208-02	3/7/2022	4/6/2022	125	-	-	-	-	125
Playground Training Academy, LLC	22-002210-02	3/7/2022	4/6/2022	125	-	-	-	-	125
Playground Training Academy, LLC	22-002225-02	3/7/2022	4/6/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-002226-02	3/7/2022	4/6/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-002875-02	3/7/2022	4/6/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-002936-02	3/7/2022	4/6/2022	125	-	-	-	-	125
Playground Training Academy, LLC	22-005394-02	3/7/2022	4/6/2022	68	-	-	-	-	68
Playground Training Academy, LLC	22-005396-02	3/7/2022	4/6/2022	68	-	-	-	-	68
Playground Training Academy, LLC	22-005612-02	3/7/2022	4/6/2022	80	-	-	-	-	80
Playground Training Academy, LLC	22-005616-02	3/7/2022	4/6/2022	80	-	-	-	-	80
Playground Training Academy, LLC	22-005892-02	3/7/2022	4/6/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-005894-02	3/7/2022	4/6/2022	125	-	-	-	-	125
Playground Training Academy, LLC	22-007047-01	3/7/2022	4/6/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-007049-01	3/7/2022	4/6/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-007106-01	3/7/2022	4/6/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-007636-01	3/7/2022	4/6/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-008593-01	3/7/2022	4/6/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-008712-01	3/7/2022	4/6/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-008949-01	3/7/2022	4/6/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-009502-01	3/7/2022	4/6/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-009504-01	3/7/2022	4/6/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-009725-01	3/7/2022	4/6/2022	100	-	-	-	-	100
Playground Training Academy, LLC	22-011702-01	3/14/2022	4/13/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-011704-01	3/14/2022	4/13/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-011705-01	3/14/2022	4/13/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-011895-01	3/11/2022	4/10/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-011897-01	3/11/2022	4/10/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-012025-01	3/10/2022	4/9/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-012222-01	3/14/2022	4/13/2022	135	-	-	-	-	135
Playground Training Academy, LLC	22-012223-01	3/14/2022	4/13/2022	135	-	-	-	-	135
Playground Training Academy, LLC	22-012595-01	3/15/2022	4/14/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-012597-01	3/15/2022	4/14/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-012600-01	3/15/2022	4/14/2022	77	-	-	-	49 of 204	77

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Playground Training Academy, LLC	22-012626-01	3/21/2022	4/20/2022	85	-	-	-	-	85
PRN Nursing Consultants LLC	211905	3/20/2022	4/19/2022	239	-	-	-	-	239
PRN Nursing Consultants LLC	211906	3/20/2022	4/19/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220559	3/20/2022	4/19/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220593	3/5/2022	4/4/2022	135	-	-	-	-	135
PRN Nursing Consultants LLC	220594	3/5/2022	4/4/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220626	3/5/2022	4/4/2022	225	-	-	-	-	225
Project Learn LLC	22-010574-01	3/8/2022	4/7/2022	300	-	-	-	-	300
Project Learn LLC	22-011973-01	3/10/2022	4/9/2022	300	-	-	-	-	300
Project Learn LLC	22-011974-01	3/10/2022	4/9/2022	300	-	-	-	-	300
Project Learn LLC	22-011979-01	3/10/2022	4/9/2022	300	-	-	-	-	300
Rainbow Resource Center	3656033	3/15/2022	4/14/2022	27	-	-	-	-	27
Rainbow Resource Center	3656757	3/15/2022	4/14/2022	32	-	-	-	-	32
Rainbow Resource Center	3695227	3/7/2022	4/6/2022	204	-	-	-	-	204
Rainbow Resource Center	3699020	3/11/2022	4/10/2022	54	-	-	-	-	54
Rainbow Resource Center	3700245	3/14/2022	4/13/2022	275	-	-	-	-	275
Rainbow Resource Center	3702232	3/15/2022	4/14/2022	70	-	-	-	-	70
Rainbow Resource Center	3702408	3/16/2022	4/15/2022	236	-	-	-	-	236
Rainbow Resource Center	3703080	3/15/2022	4/14/2022	15	-	-	-	-	15
Rainbow Resource Center	3703272	3/17/2022	4/16/2022	177	-	-	-	-	177
Rebecca Balakian	21-229837-02	3/11/2022	4/10/2022	100	-	-	-	-	100
Rebecca Balakian	21-229838-02	3/11/2022	4/10/2022	100	-	-	-	-	100
Rebecca Balakian	22-000053-02	3/11/2022	4/10/2022	100	-	-	-	-	100
Rebecca Balakian	22-004458-01	3/11/2022	4/10/2022	100	-	-	-	-	100
Rebecca Balakian	22-005137-01	3/11/2022	4/10/2022	100	-	-	-	-	100
Rebecca Balakian	22-005138-01	3/11/2022	4/10/2022	100	-	-	-	-	100
Rebecca Balakian	22-005139-01	3/11/2022	4/10/2022	100	-	-	-	-	100
Rebecca Balakian	22-005880-01	3/11/2022	4/10/2022	75	-	-	-	-	75
Rebecca Balakian	22-005881-01	3/11/2022	4/10/2022	75	-	-	-	-	75
Rebecca Balakian	22-005882-01	3/11/2022	4/10/2022	75	-	-	-	-	75
Rebecca Balakian	22-007781-01	3/11/2022	4/10/2022	125	-	-	-	-	125
San Joaquin County Office of Education	22-02482	3/14/2022	4/13/2022	139	-	-	-	-	139
Shirley Winters Ballet	21-227364-01	3/15/2022	4/14/2022	415	-	-	-	-	415
Shirley Winters Ballet	22-001406-01	3/15/2022	4/14/2022	58	-	-	-	-	58
Shirley Winters Ballet	22-008909-01	3/15/2022	4/14/2022	65	-	-	-	-	65
Shirley Winters Ballet	22-010078-01	3/15/2022	4/14/2022	209	-	-	-	-	209
Shirley Winters Ballet	22-010079-01	3/15/2022	4/14/2022	125	-	-	-	50 of 204	125

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Shirley Winters Ballet	22-010081-01	3/15/2022	4/14/2022	125	-	-	-	-	125
Shirley Winters Ballet	22-010314-01	3/15/2022	4/14/2022	200	-	-	-	-	200
Singapore Math, Inc.	S219467	3/11/2022	4/10/2022	196	-	-	-	-	196
Singapore Math, Inc.	S219482	3/11/2022	4/10/2022	122	-	-	-	-	122
Singapore Math, Inc.	S219712	3/14/2022	4/13/2022	138	-	-	-	-	138
Singapore Math, Inc.	S219714	3/14/2022	4/13/2022	84	-	-	-	-	84
Sona Atoyan	22-011829-01	3/9/2022	4/8/2022	100	-	-	-	-	100
Steinway Piano Gallery Of Fresno	22-010748-01	3/7/2022	4/6/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-010749-01	3/7/2022	4/6/2022	140	-	-	-	-	140
Stevi Daniels	22-008639-01	3/7/2022	4/6/2022	94	-	-	-	-	94
Stevi Daniels	22-011069-01	3/16/2022	4/15/2022	94	-	-	-	-	94
Susan Hancock	22-010474-01	3/8/2022	4/7/2022	210	-	-	-	-	210
Susan Hancock	22-010476-01	3/8/2022	4/7/2022	350	-	-	-	-	350
Teacher Synergy, LLC	187539409	3/15/2022	4/5/2022	33	-	-	-	-	33
Teaching Textbooks	42421	3/8/2022	4/7/2022	143	-	-	-	-	143
The Dance Company	22-002632-02	3/14/2022	4/13/2022	62	-	-	-	-	62
The Dance Company	22-004163-02	3/14/2022	4/13/2022	62	-	-	-	-	62
The Dance Company	22-005445-01	3/7/2022	4/6/2022	174	-	-	-	-	174
The Dance Company	22-005446-01	3/14/2022	4/13/2022	174	-	-	-	-	174
The Dance Company	22-005448-01	3/7/2022	4/6/2022	174	-	-	-	-	174
The Dance Company	22-007642-01	3/14/2022	4/13/2022	270	-	-	-	-	270
The Dance Company	22-009351-01	3/14/2022	4/13/2022	120	-	-	-	-	120
The Dance Company	22-012288-01	3/14/2022	4/13/2022	62	-	-	-	-	62
Thimble Sewciety	22-010463-01	3/5/2022	4/4/2022	70	-	-	-	-	70
Thimble Sewciety	22-010467-01	3/5/2022	4/4/2022	70	-	-	-	-	70
Trigger Memory Co.	2748	3/6/2022	4/5/2022	79	-	-	-	-	79
Tumble 395	22-011771-01	3/19/2022	4/18/2022	70	-	-	-	-	70
Tumble 395	22-011773-01	3/19/2022	4/18/2022	70	-	-	-	-	70
Tumble 395	22-011774-01	3/19/2022	4/18/2022	70	-	-	-	-	70
Tumble 395	22-011776-01	3/19/2022	4/18/2022	70	-	-	-	-	70
Tumble 395	22-011777-01	3/19/2022	4/18/2022	70	-	-	-	-	70
Tumble 395	22-011780-01	3/19/2022	4/18/2022	70	-	-	-	-	70
Tumble 395	22-011785-01	3/19/2022	4/18/2022	70	-	-	-	-	70
Tumble 395	22-011787-01	3/19/2022	4/18/2022	70	-	-	-	-	70
United Conservatory of Music	22-008671-01	3/18/2022	4/17/2022	160	-	-	-	-	160
United Conservatory of Music	22-010651-01	3/11/2022	4/10/2022	160	-	-	-	-	160
United Conservatory of Music	22-010651-02	3/11/2022	4/10/2022	120	-	-	-	51 of 204	120

Monarch River Academy**Accounts Payable Aging**

For the period ended March 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
United Conservatory of Music	22-011722-01	3/11/2022	4/10/2022	160	-	-	-	-	160
United Conservatory of Music	22-011725-01	3/11/2022	4/10/2022	160	-	-	-	-	160
United Conservatory of Music	22-012772-01	3/18/2022	4/17/2022	240	-	-	-	-	240
Yosemite Valley Charter School	FTE22-03	3/15/2022	4/15/2022	148	-	-	-	-	148
Total Outstanding Payables in March				<u>\$ 41,013</u>	<u>\$ 2,308</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 43,321</u>

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Apr-01	Audit Firm Selection - In accordance with Education Code (EC) Section 41020, the governing board of each school shall provide for an audit of the books and accounts of the school. In the event the governing board of a school has not provided for an audit, by selecting an audit firm, by April 1, the County Office of Education, having jurisdiction over the school, shall provide for the audit.	Client with Charter Impact support	Yes	No	http://codes.findlaw.com/ca/education-code/edc-sect-41020-2.html
FINANCE	Apr-01	File a Form 700 - Statement of Economic Interests (SEI): The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Depending on your local authorizer's conflict of interest policies, certain charter school officers and employees may be required to file Statements of Economic Interest with a filing officer by the April 1 deadline.	Client	Yes	Yes	https://www.fppc.ca.gov/Form700.html
FINANCE	Apr-08	Consolidated Application corrections for FY2020-21 Title I Reduction - FY 2020-21 Title I, Part A allocations have been reduced by approximately 4.5%. The finalized reduced allocations have been loaded into CARS as of Wednesday, March 16, 2022 and are now reflected in forms from both the 2020-21 and the 2021-22 CARS Winter Release(s). The deadline to recertify all forms is April 8, 2022.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/fo/r14/title1pa2allocrevitr.asp
FINANCE	Apr-15	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period January 1, 2022- March 31, 2022.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Apr-18	Special Education Dispute Prevention, Learning Recovery Funding and ADA/Enrollment Reports due to SELPA - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Apr-22	Federal Expenditure Report #2 (Special Education) - Interim financial reporting for actuals through March 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Apr-30	ASES - 3rd Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	https://www.cde.ca.gov/ls/ba/as/pgmdescription.asp
FINANCE	Apr-30	Federal Cash Management - Period 4 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
DATA	May-09	CALPADS End-of-Year 1, 2, 3 and 4 - The data submission window opens on May 9, 2022 and closes on July 29, 2022. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/ds/sp/cl/
FINANCE	May-13	SB 740 Charter School Facility Grant Program applications (Continuing Schools) - The 2022-23 Online Application will be made available April 2022. Late applications will NOT be accepted. The SB740 Program is intended to provide grants to charter schools to assist with facilities' rent and lease costs associated with the school. Each year applicants must submit a new Application and the Authority will determine eligibility on an annual basis. Charter schools must also meet the FRPM Eligibility requirements each year.	Charter Impact	No	Yes	http://www.treasurer.ca.gov/csfa/csfgp/index.asp
FINANCE	May-16	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	Client/Audit firm	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	May-27	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives, outside the LCFF. This decision may	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/csinfovy.asp
FINANCE	Due Date TBD	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

2022-2023 Planning Amount Chart

Section:	III. Finance
Item:	B. 2022-2023 Planning Amount Chart
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022-2023 Planning Amounts

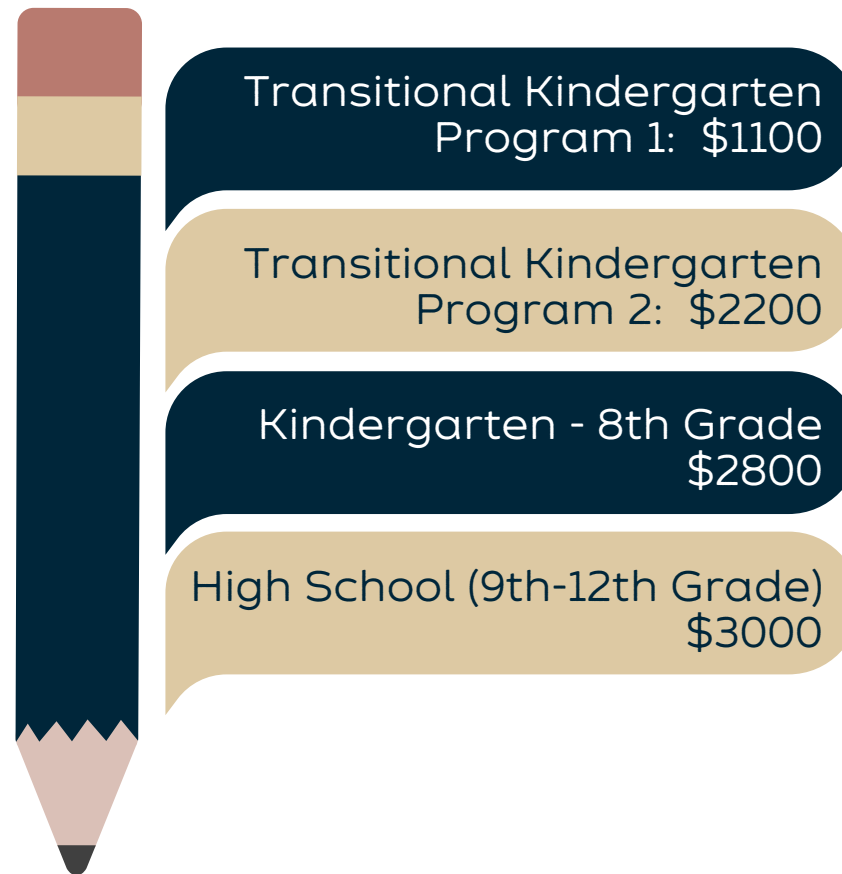
BACKGROUND:

- School Leadership has worked with their finance teams to develop the student Planning Amounts for the 2022-2023 school year

RECOMMENDATION:

- Consider approval of the 2022-2023 Planning Amount Chart.

2022-2023 Planning Amounts



Cover Sheet

Transitional Kindergarten Grant Plan

Section:	III. Finance
Item:	C. Transitional Kindergarten Grant Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	UPK Planning & Implementation Grant Program - Monarch River

BACKGROUND:

- The 2021–22 State Budget package established the Universal Prekindergarten (UPK) Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs).
- This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK)
- Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, *charter schools*, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula.
- Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

RECOMMENDATION:

- Consider approval of the Transitional Kindergarten Grant Plan

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Monarch River Academy	Jenny Plumb-Director	jenny.plumb@monarchriveracademy.org	831-578-7659

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

Yes

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Yosemite Valley Charter

Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	77	34	80	90	95	100
CSPP (if applicable)	0	0	0	0	0	0

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	NA	0	0	0	0	0
CSPP Classrooms	NA	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	NA	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	NA	0	1	1	1	2
TK Teacher's Assistants	NA	0	0	0	0	0

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	NA	0	0	0	0	0
Other CSPP Classroom Staff (if applicable)	NA	0	0	0	0	0
Early Education District-level staffing (if applicable)	NA	0	0	0	0	0

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
NA	NA	NA	NA	NA	NA

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	NA	NA	NA	NA	NA	NA
Head Start	NA	NA	NA	NA	NA	NA
ASES Program/ELO-P	NA	NA	NA	NA	NA	NA

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

Our vision is to offer full independent study to Transitional Kindergarten students meeting the unique educational, developmentally age-appropriate and social-emotional learning needs of TK students across the continuum of development which will prepare them to become proficient in Common Core State Standards when reaching Kindergarten through 3rd grade. We will prepare TK students to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The vision will be accomplished in a personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework and classes, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

Monarch River is a non-classroom based charter. As such, Monarch River is offering a pilot hybrid independent study/online class TK program in Spring 2022 in order to launch full TK classes to all our eligible students in fall 2022. This will be a full learning day which includes full coursework and curriculum, online class opportunities, plus enrichment opportunities through our community vendor partnerships. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

Students who are in the hybrid model of TK will be monitored and supported by the Virtual Academy administrator and support coordinator. In addition, all students (regardless of the model they choose) will have a teacher that is overseeing their engagement through regular meetings with families and students (minimum of every 20 days), weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, interim assessments, formative

assessments, and the completion of assignments. We use our student information system (Pathways) to track progress, including daily engagement records. These teachers are overseen by a regional coordinator.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

English Learner Coordinator - provide high quality EL instruction, give the ELPAC assessment, work with independent study teachers to provide academic support based on proficiency level and student needs. Provide weekly outstanding direct instruction-dedicated or integrated to EL students in a virtual format as well as in-person language assessments.

504 Coordinator - Assess needs of 504 students, schedule and conduct 504 meetings for UPK students as determined by the student study team.

SPED psychologists and teacher(s) - Assessment, Specialized Academic Instruction, and support will be given to students in UPK with an IEP in the least restrictive learning environment.

Virtual Academy UPK teacher - teacher who teaches our UPK hybrid online model, assesses and support data collection and professional learning.

UPK development team - develops curriculum, assessments, and learning objectives/outcomes. Consists of TK pilot program teacher, school administrator, and other teachers in the school with TK knowledge and background as well as HR to recruit and retain qualified teachers.

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

UPK leadership will be integrated into the decision-making process at the executive level by having the program overseen by a virtual academy coordinator and regional coordinators. The coordinators directly report to a designated administrator who is part of the decision-making process at the executive level for their programs.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

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

Evidence of student learning and success will be documented with the student information system to California Department of Education, July 2020 Page 2 include a portfolio of student work that demonstrates mastery.

Additionally, the results of our surveys make clear that the COVID-19 pandemic and societal unrest has directly affected our students and families. To mitigate the negative impact of COVID-19 and societal unrest on the education of our students, we have increased and refined various services and approaches, including social-emotional support. We provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests

Our TK program will fit into this model by offering personalized learning plans developed for TK, dedicated teachers who work closely with the family, benchmark assessments designed for TK, curriculum choices

designed for a rigorous TK program, and opportunities for online learning with a class of peers. Our social-emotional support will extend to our UPK students. We will provide a variety of TK curriculum delivery options which employ accommodations, teacher support, performance tasks, and progress monitoring.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

We will provide a variety of TK curriculum delivery options which employ built in accommodations for students with disabilities. Both our teacher-led instructional model and hybrid model are open to all students with California's multi-tiered system of support framework (MTSS) supports for all built in. Our core program implements MTSS, an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. In this model, Tier 1 supports are universal and available to all and is intended to meet the needs of approximately 80 to 90% of students. Our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 or additional supports individually and in small groups. These supports are short term and deployed rapidly to address issues as they arise. However, there is a small percentage who will likely require additional focused tier 3 supports. These supports are intensive and often are longer-term. We have an extensive system of support which includes; an original offer of a Free Appropriate Public Education (FAPE) to our families as their students will receive their services virtually as they enter Monarch River Academy school. If a student needs in-person services, which is based on data or if the student has a debilitating disability where a virtual platform is not appropriate, we use outside Non-Public Agencies (NPA) to perform these services as well as our own professionals. The exception for in-person services is Specialized Academic Instruction (SAI), which must be administered by a credentialed special education teacher. Some of our NPA's have credentialed special education teachers on staff and we can use them, or we ask our own special education teachers to administer SAI. With the exception of SAI most of our services are provided by NPA's. All services and instruction is delivered in the least restrictive learning environment.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

As a non-classroom based charter, we do not have on campus preschool or after school programs. We are open to building these connections with early learning/care community partners and vendors that we partner with for offering enrichment opportunities.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at all sites

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

1. Teacher-Directed Instructional Model through independent study (our teachers have rosters of TK-12th students in this model, and we will not need to hire specifically designated TK teachers, but offer TK professional development to all)

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

Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom

Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments

Teacher communicates with students and families through phone or other agreed-upon digital platforms

2. Blended/Hybrid Instructional Model (for this model, we will need to hire specifically designated TK teachers)

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

Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district licensed online content resources (e.g., Edgenuity)

Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments

Teacher communicates with students and families through phone or other digital platforms selected by the teacher

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

Yes

- b. 2023–24 (Birthdays April 3 or after) [select one]

Yes

- c. 2024–25 (Birthdays June 3 or after) [select one]

Yes

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?

Monarch River families had multiple opportunities to give their feedback on the school, educational process, support services, and enrichment activities. Of the parents who provided feedback: 98.1% of those surveyed noted that they access daily instructional curriculum and learning resources either through online, textbook or a blended model and enjoy the choice to choose between these selections. They also enjoy a great variety of enrichment activities through community vendor partnerships. We will offer these options to our UPK students as well. This spring we are piloting a hybrid virtual academy program for TK students. Feedback from parents in this pilot hybrid program will guide our full UPK launch and adjustments for the fall 2022 UPK hybrid classes. In addition, we know from parent feedback and surveys that many parents also prefer choice in selecting curriculum for their students and we vet and provide academically rigorous and diverse curriculum selections consisting of multiple modalities and learning styles for families to choose from. At the same time, we keep students on track by making individualized educational plans in which students must follow and make progress, regardless of the curriculum choices, learning model, and platform they choose. This individualized educational plan is what makes our school most attractive to our parents.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

We partner with hundreds of community vendors for enrichment opportunities. These vendors offer art, dance, STEM, physical education, tutoring, and more. Our students actively participate in a huge variety of extending learning opportunities through these partnerships.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

We partner with hundreds of community vendors for enrichment opportunities. These vendors offer art, dance, STEM, physical education, tutoring, and more. Our students actively participate in a huge variety of extending learning opportunities through these partnerships.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

Monarch River Academy will continue to work with the county office of education (Tulare) and our SELPA (El Dorado Office of ED) to collaborate to provide an inclusive UPK opportunity.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

English Learner Advisory Committee (ELAC)

School Site Council

LCAP educational partners input sessions

Family or parent surveys

Special Education Local Plan Area (SELPA)

Other [describe, open response]

Parent Advisory Committee

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Other [describe, open response]

As a nonclassroom based charter, we do not have onsite programming. However, we do partner with community vendors for enrichment for both in person and online classes, and offer a full day of learning engagement through our curriculum and optional online classes.

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

Monarch River Academy will work with local IHE as well as local community colleges to recruit certified teachers and assistant teachers who have been training in research based practices to ensure a quality program. Ed join and other recruitment platforms will be used to offer a competitive salary for qualified professionals. We also have joined two county offices of education to participate in their Early Childhood Educator Grant.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

Monarch River Academy has professionals who are members of regional and county agencies who meet on a regular basis to plan, discuss and implement professional learning opportunities.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
 - a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)

- ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
- b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - iii. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - iv. Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
 - v. Implicit bias and culturally- and linguistically-responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - vii. Curriculum selection and implementation
 - viii. Creating developmentally-informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)

A. By role:

Lead teachers in helping families select and monitor learning in the curriculum, and in following developmentally appropriate educational plans and lesson

Regional Coordinators who supervise/coach lead teachers

Assistant teachers and push-in SPED teachers

Administrators and teachers of the TK hybrid virtual learning classes

By grade:

TK staff (virtual classroom teachers)

Teachers supporting Kindergarten through third grade as the teacher of roster

B.

Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice (all staff training)

Curriculum selection and implementation

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction (all staff training but specifically in the use of UTK specific assessments, diagnostics, and benchmarks)

Support for multilingual learners, including home language development and strategies for a bilingual classroom (only to those who specifically serve EL students -we have a very low percentage)

Serving children with disabilities in inclusive settings, including Universal Design for Learning (all staff training)
Engaging culturally- and linguistically-diverse families (planned for year 2)

C.

Coaching and mentoring

Classroom observations and demonstration lessons with colleagues

Workshops with external professional development providers

Internally-delivered professional learning workshops and trainings

In mixed groupings (for example, TK only, TK-3 teachers, whole staff trainings)

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

A task force team will be formed in the spring of 2022 for planning for fall. This will consist of an administrator, a spring TK pilot teacher, internal teachers/classified staff with experience in early childhood development and TK, an assistant SPED director who also oversees students in crisis/SEL, and a student support coordinator. This team will develop curriculum, the instructional models of delivery, and learning plans which are our curriculum maps. These learning plans will vertically align to K-3 learning plans which are already in place for each grade. In addition, teachers at our school serve students of different grade levels and work with family units rather than grade-level specific classes. Teachers work together collaboratively within multiple grade levels in our school already. Therefore, an addition of UTK will easily be supported by all teachers in collaboration and planning.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

Join an existing intern preparation program to recruit and prepare teachers for your LEA

We are partnering with TCOE and FCOE as well as Brandman university for candidates seeking a multiple subject teaching credential. We partner with VCOE as our intern preparation program

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

Partner with a local IHE offering eligible early childhood education or childhood development coursework

Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

Develop or work with an established mentorship program to support new TK teachers

Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

Desired Results Developmental Profile (DRDP)

LEA-based, grade level benchmarks and a report card

Developmental Reading Assessment (DRA)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

ACEs and trauma- and healing-informed practice

Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Curriculum selection and implementation

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Engaging culturally- and linguistically-diverse families

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

A Curriculum will be developed/selected based on individualized and differentiated instruction to meet the unique educational, developmentally age-appropriate and social-emotional learning needs of students across the continuum of development; aligning the California Learning Foundations and California Learning Frameworks Volumes 1,2, & 3, targeting all 7 Domains. Locally developed or commercially published curricula will be utilized as a blueprint in collaboration with teacher observations reflecting students current developmental levels, assessed needs, and a series of questions seeking to meet the needs of individuals or groups the teacher can decide what to teach, what modifications, adjustments, and or adaptations need to be made to provide a purposeful, intentional, and meaningful learning instruction, identifying, addressing, and including the specific required standards on the lessons, meeting the needs of each student and assessing progress, reflecting students interests, backgrounds, and current areas of inquiry.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

Consideration for the intended timeline for curriculum implementation will recognize the value of incorporating a variety of instructional practices(e.g., single-concept,single skill approach, unit theme approach, & project-based approach) the best fit conceptual development and stages of acquisitions. The start of the school year/curriculum implementation the teachers will seek to identify and document students' knowledge and abilities, the California Learning Foundations & Frameworks, and the CDE Alignment Document will be utilized as a resource to carefully observe the students for evidence of their current skills and conceptual understanding. After ongoing observation and a clear picture of individual and group development has been established in collaboration UPK/TK teachers can use the alignment document to plan and design sequenced curriculum to meet the current needs and anticipated plans for anticipated growth and learning from the beginning, middle, and end of school year ensuring curriculum fidelity.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

In support of effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students An action plan with teacher participation, and teacher accountability will take place in person and or online through a number of options of resources available, utilization of California Early Care and Education Workforce Registry that offers daily trainings year-round on a vast array of early childhood educational topics; Partnership with local community agencies and participation in community college courses, LEA service agencies,county, Resource & Referral, California Preschool Instructional

Network (CPIN); along with other numerous resource options that offer in-person hands on training, professional growth and professional development providers, health & human services providing educational and diverse materials, on-line trainings, conferences, mentoring, and coaching will all be resource options utilized to ensure a positive learning environment for a diverse population of UPK students.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

NA, we are a nonclassroom based Charter, we do not have a physical classroom. We have a core group of leaders and teachers who will continue to work on the alignment and integration across the charter and with our other charter.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

A plan to implement support for children with disabilities in UPK would entail options for reinforcement of initial lessons, a variety of seat work, direct and indirect instruction creating universally designed settings in which all children and their families can participate and learn, strategies that promote learning through multiple lenses. In event UDL principles are needed they will be applied with more specific adaptations on an individual basis. Instruction would involve specifying clear expectations and providing positive reinforcement for appropriate behavior, which are known as evidence-based strategies for increasing desired behaviors principles used in the Pyramid Model. Implementation of promotion practices: holistic, nurturing, consistency, hands-on, stimulating, exploratory, and interactive learning across the curriculum will help to promote appropriate behavior through the explicit teaching of rules and expectations and provide a predictable and supportive environment as well as, support the growth of young children's social-emotional development. Good practices of praise for children's positive behavior, providing specific feedback on children's behavior, explicit instruction for social emotional skills that help them identify their emotions, express their emotions appropriately, initiate and maintain relationships, and use appropriate social problem-solving strategies, and supporting those children's emotional development as the consistency of practices can build TRUST in the environment and promote prosocial independence. Building close partnerships with families, seeking resources from specialists, and engaging in regular, reflective practice will build professional competencies in serving students with disabilities in the least restrictive learning environment. Collaboration with special education and general education professionals and families review assessment information and develop goals to be addressed; addressing IEPs would include a team required to document how the child will access the core curriculum and what supports will be needed. The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social and Emotional Intervention (TACSEI) and Special Education Local Plan Area (SELPA) are some additional resources!

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

The instructional practices to be implemented to support the language and overall development of multilingual learners are intellectually rich, standard-based, culturally relevant, and developmentally age-appropriate curriculum and learning experiences that promote cognitive and linguistic growth. Consideration and respect for students' home languages, and the linguistic, cultural, community, and individual assets the students bring to the class, along with students language learning, identity affirmation, cultural assets and interests. Prioritizing instruction that emphasizes student empowerment, autonomy, content mastery through interactive activities, strategically design instructional scaffolding to increase access and full participation; cultivating student's curiosity, critical thinking skills, and ability to critique and value evidence, discover and express their own perspectives, and consider and appreciate multiple perspectives. Instructional practices that result in participation and engagement, as well as, students to feel safe, taking risks-including language risks.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

We have a very small population of DLL's (under 5). We will form a personalized educational plan for each of these students to best meet their needs.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Use developmental observations to identify children's emerging skills and support their development through daily interactions

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Implement Universal Design for Learning

Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide additional staff to support participation in instruction

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

NA - We are a non-classroom based Charter

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

NA - We are a nonclassroom based charter. We will hold class in a virtual environment.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

Yes

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

NA - We are a non-classroom based charter and because we are an IS school, we will be able to accommodate all students who enroll in the program. We are projecting 3 classrooms of students (virtual).

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

NA - We are a non-classroom based charter and because our classes are virtual we are ready for full implementation.

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
NA - We are a nonclassroom based charter-their learning environment will be their own homes.
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
Yes
- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
NA - We are a nonclassroom based charter. Our students are provided all of the equipment needed for learning and to be successful.
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
No
- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
NA - We are a non-classroom based charter and we do not have a facility.
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
No transportation will be provided
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?
NA Non-classroom based

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Data analysis capacity building to support staff to refine enrollment projections based on community context

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

Technical assistance on how to integrate UPK and P–3 in the district LCAP

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

Administration and use of child assessments to inform instruction

Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Engaging culturally- and linguistically-diverse families

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Classroom observations and demonstration lessons with colleagues

Coaching and mentoring

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Incorporating inclusive practices

Using differentiated groups that include individual, small, and large group experiences

Considering the structure of the daily routine to enhance individual and group learning experiences

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

Cover Sheet

Special Education Inclusion/Push-In Model Plan

Section:	IV. Academic Excellence (Part 2)
Item:	A. Special Education Inclusion/Push-In Model Plan
Purpose:	Presentation & Potential Discussion (informational)
Related Material:	Least Restrictive Environment (LRE) Push In Model Brief - Monarch River

BACKGROUND:

- Special education students who are educated in the LRE are more likely to continue to grow cognitively with their general education peers and continue to close the achievement gap between these two student groups.
- The school is finding that our special education students are falling farther behind their general education peers and the administration at Yosemite Valley and Monarch River Academy's believe we need a change in the delivery model for our special education students that better aligns with our students attending class with their general education peers.
- The proposed plan would have Special Education students enrolled in Virtual Academy courses staffed by a general education teacher (content specialist) and a case manager (special education expert) to form a co-teaching model.



Least Restrictive Environment (LRE) Special Education Inclusion Model

Background

The Individuals with Disabilities Education Act or better known as IDEA stipulates in Section 300.114 (2)

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Summary

Special education students who are educated in the LRE are more likely to continue to grow cognitively with their general education peers and continue to close the achievement gap between these two student groups. It is extremely important that special education students who are identified as mild-to-moderate students must receive a grade appropriate standards-based curriculum, which is outlined in the US Department of Education, Office of Special Education and Rehabilitation Services, dated November 16, 2015.

Based on this information we are finding that our special education students are falling farther behind their general education peers and the administration at Yosemite Valley and Monarch River Academy's believe we need a change in the delivery model for our special education students that better aligns with our students attending class with their general education peers. Special education is a support to assist special education students to complete their grade appropriate standards-based coursework.

Our current Specialized Academic Instruction (SAI) model places the student outside of the LRE when receiving these supports. We are required to maintain an LRE of more than 80% of the student's day and we struggle to meet these requirements with the students' other related services required in their IEP. We are proposing a model very similar to what the special education students receive in a "brick and mortar" setting, with the major difference that these services will be delivered virtually.

Proposal

- Instead of the special education students working with a special education Case Manager 1:1 or in a small group with their special education peers, they will be enrolled in our Virtual Academy (VA) courses.
- These courses will be staffed with a general education teacher (content specialist) and a case manager (special education expert) to form a co-teaching model.
- The general education teacher in most cases will teach the lesson and the special education teacher will support the special education students with the following:
 - Assuring the student has the required materials for the lesson being instructed that school day.
 - They will assist the student with their time management and time on task issues if they arise.
 - They will ensure the student has documented their independent practice (homework) assignments
 - They can take students into a breakout room to assist those who might be struggling with the assignment. This can include general education students.
 - The special education teacher can ensure that the students IEP identified accommodations are being used by the instructors/educators.
 - They can assist with the proctoring of formative and summative assessments, again ensuring the students IEP identified accommodations are being used. The data indicates that not only SpEd students benefit from this inclusion model, but so do their at-risk GenEd peers.
 - The special education case manager will have firsthand knowledge of the student's current progress that will be relayed to the parent and HST for LP meetings.
 - Immediate access to the students curriculum and support during class.
 - There will be two sets of eyes monitoring students to ensure they remain on task during the class.
- What about students who are struggling tremendously with the coursework.
 - These students will be assigned to intervention courses that will meet their current academic needs.
 - Special education case managers will push-in to these intervention courses as well to assist with the students struggles.
 - More intensive intervention for the students who are struggling with Reading and Mathematics (Reading Horizons etc.)
- Additional education support will be designed into the student's week as well.
 - There will be a minimum of four (4) one-hour blocks designed to assist our special education students with their coursework
 - Special education students can attend an additional one-hour a-week of additional supports to assist them with their current coursework

- All special education case managers in a specific grade band will be assigned to one zoom room with breakout rooms designed around the topics observed by the case managers our students are struggling with.
- This can include the following:
 - Homework assistance
 - Intensive Reading Instruction with Reading Horizon trained teachers.
 - Reading and writing curriculum
 - Mathematics
 - Make-up assessments from their current courses
 - Use of Peer Tutors and Para-professionals for assistance with coursework.
 - Common Planning time for the VA and SpEd Case Manager

Additional Supports

Another support we believe this provides for our students is the introduction of other students into a student's life. We believe this can drastically assist our autistic and students struggling with anxiety to assist them with the social aspect of their learning. Many of these students will struggle in the beginning, but we believe we will see extreme growth from these student groups.

Cover Sheet

Progress Report on the Status of Open Positions for Occupational Therapy & Speech & Language Pathologists

Section:	IV. Academic Excellence (Part 2)
Item:	B. Educator Effectiveness Grant
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	NPA Virtual Service Providers to On Staff Virtual Service Providers - Monarch River

BACKGROUND:

- Dr. Steven James will present more information about the school's needs for Occupational Therapists and Speech & Language Pathologist.
- His report includes a parent communication plan.

Move From Non-Public Agencies (NPA) Virtual Service Providers to On Staff Virtual Service Providers

SUMMARY

We are currently in the hiring process to bring onto staff two (2) Speech Language Pathologists (SLP) and one (1) Occupational Therapist (OT) for the 2022-23 School-Year. These individuals will have a caseload of 55 students; they will provide the service and occasionally assess our students when the need arises.

INITIAL OFFER OF FAPE

If a student is already receiving special education services or if they are a new initial to special education, our initial offer of FAPE will be a virtual setting. We will gather data to ensure the student is progressing within this system. If the student has been attending with fidelity and there isn't progress we will then look into a different delivery model, which can include an in-person offer.

The exceptions to this rule normally have one of our low incidence disabilities (Deaf, Blindness, Deaf and Blindness etc.), where a virtual setting will show no educational benefit to the student.

HOW ARE SERVICE PROVIDERS ASSIGNED

It is the sole responsibility of the school district to assign service providers to their students, to include virtual or in-person services. We cannot take parent requests as each parent will want a specific provider and availability becomes an issue. If we are honoring one family's request we must honor another's and equity becomes a real issue and ethical dilemma for the organization.

CASELOAD PROCESS

Which students will be assigned to the in-house SLP and OT clinicians?

- We will assign students based on the following criteria:
 - **Current students** :
 - If we remain contracted with a Non-Public Agency (NPA) and the student is making sufficient progress that student can remain with their current provider.
 - There can be a case where a student who isn't making sufficient progress would remain with the NPA, due to other factors, notably a student behavior that could be affiliated with autism like separation anxiety etc.
 - If we remain contracted with a Non-Public Agency (NPA) and the student is not making sufficient progress we will look to move that student to one of our in-house clinicians.
 - If we are no longer contracted with the NPA we will move those students to one of our in-house clinicians.

- **New students** will be assigned if there is room available as we will not know who these students are until later in the school-year or right before school begins in August.

VIRTUAL VS. IN-PERSON

The educational community and the service and assessment industry as it relates to virtual vs. in-person services have been recognized to be a comparable service to in-person. In most cases it is a personal bias towards one service or the other. Service providers and parents have their personal preference of which service works best for their student. The same issue one family might have with a virtual service, works extremely well for another family.

COMMUNICATION PLAN

Currently the timeline for contacting parents about the change of SLP or OT to our in-house clinicians we hope to have completed prior to the end of this school-year on May 26, 2022. However, there are some variables that will play into our exact timelines. These variables are as follows:

1. We are in the process of contacting our applicants and setting up interviews. Once we have them hired will dictate our actual timeline.
2. The retention of our current NPAs as we will need to get contracts signed and returned to determine availability with the NPAs. We will not need all of their SLP & OT service providers as 110 speech students will need to be assigned.
3. The retention of current special education students who might be leaving our schools

We will send letters via email to each parent about their change in service provider. In addition, once our in-house clinicians are onboarded and on staff they will contact each family via email/telephone to introduce themselves and start to schedule the students services with the clinician.

CLARIFICATION

These changes in provider will only affect our students who currently have virtual services.

Thank You,

Dr. Steven James
Senior Special Education Director
Central Valley Charter Schools

Cover Sheet

8th Grade Bridge Transition Program

Section:	IV. Academic Excellence (Part 2)
Item:	C. 8th Grade Bridge Transition Program
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	None

BACKGROUND:

- Yolanda Vazquez and Evamarie Celis will be sharing about the 8th Grade Bridge Program.
- The Transition Bridge is designed to provide support to students and their families as they embark on the high school journey.
- The highly qualified transition team guides, mentors, and supports throughout the process.

Cover Sheet

Social Emotional Learning (SEL) Metric

(Monthly Board Metric Item)

Section:	IV. Academic Excellence (Part 2)
Item:	D. SEL Report/Update
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	None

BACKGROUND:

- Yolanda Vazquez will provide the Board with an update on the SEL Program.

Cover Sheet

Request for Administrative Credential Extension

Section:	IV. Academic Excellence (Part 2)
Item:	E. Request for Administrative Credential Extension
Purpose:	Discussion & Potential Action - Vote
Related Material:	Board Resolution - Master's Degree for Leadership Positions - Monarch River 2020-7 - V2 - signed

BACKGROUND:

- COVID-19 impacted three rising leaders at the school, making it difficult for them to complete the second portion of the CPACE and thus their preliminary Administrative Credential.

RECOMMENDATION:

- Consider voting to acknowledge and allow the situation and therefore extension for the three administrators as they continue to work towards administrative certification.

MONARCH RIVER ACADEMY

BOARD RESOLUTION – 2020 – 7

I. Adoption of Monarch River Academy Approving the Requirement of a Master's Degree for Leadership Positions

WHEREAS, Monarch River Academy (the "School") is committed to providing a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared; and

WHEREAS, the School has the following leadership positions: Regional Coordinator, Assistant Director, and Executive Director;

NOW THEREFORE BE IT RESOLVED, the School hereby requires that all newly hired Regional Coordinators, Assistant Directors, and Principal's to possess an Administrative Services Credential; and

All Regional Coordinators, Assistant Directors, and Principal's hired before the 2020-2021 School Year will have the requirement of an Administrative Services Credential waived.

SECRETARY'S CERTIFICATE

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

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Monarch River Academy which was duly and regularly held on April 23, 2020, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES: 4

NOES: 0

ABSTAIN: 0

ABSENT: 1

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

WITNESS my hand on 4/30, 2020.



Secretary of the Board of Directors of
Monarch River Academy

Cover Sheet

Revised Grade Level Retention Policy

Section: IV. Academic Excellence (Part 2)
Item: F. Revised Grade Level Retention Policy
Purpose: Discussion & Potential Action - Vote
Related Material:

BACKGROUND:

- The school would like to ensure there is a pathway in place for families that have been denied a grade level retention to appeal to the Board.

RECOMMENDATION:

- Consider approval of the revised Grade Level Retention Policy.

Cover Sheet

Central Valley Charter Schools (CVCS)

Section:	V. Operations
Item:	A. Central Valley Charter Schools (CVCS)
Purpose:	Introduction & Potential Discussion (Informational)
Related Material:	CVCS Presentation

BACKGROUND:

- Monarch River Academy works very closely with Yosemite Valley Charter Schools.
- There is sharing of staff and programs to leverage economies of scale and best practices.
- The two schools have adopted the branding of the two schools' relationship as Central Valley Charter Schools (CVCS) in an effort to show the connection between their shared goals, work, programs, staffing, operations, and more.



Cover Sheet

COVID-19 School Report

(Monthly Board Metrics Chart Item)

Section:	V. Operations
Item:	B. COVID-19 School Report
Purpose:	Presentation & Potential Discussion (Informational)
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.

RECOMMENDATION:

- Provide Board feedback to the school leadership.

COVID-19 April Report – Human Resources Report

Human Resources has added vaccine card and COVID-19 testing agreements to the interview language as well as in new offers of employment.

Staff Numbers	Current Numbers	Notes
Verified Vaccinated Staff Members	32	
Staff Exemptions Received	4	
Positive Cases Reported	5	<ul style="list-style-type: none"> No testing needed until the month of April
Staff Needing to Administer a COVID Test at Home	8	<ul style="list-style-type: none"> Home testing and proctor testing
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	0	0
	March	0	0
	April		
	May		
	June		
Total Cost (Reimbursements) from July 1, 2021 Through March 2022	New Total: \$445.38 Thru March 2022		

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

Test costs were all about \$13/test.

Cover Sheet

Enrollment Report

(Monthly Board Metrics Chart Item)

Section:	V. Operations
Item:	C. Enrollment Report
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	Enrollment Report - MR

BACKGROUND:

- Enrollment Report with current student enrollment by grade and withdrawal data.
- The report also includes informational data regarding new student enrollment for the 2022-2023 school year.

ENROLLMENT REPORT

Current Enrollment (As of April 22, 2022)

- 1,036 currently enrolled students
- 81 withdrawals processed since January 1st, 0 pending
- Of the 81 withdrawals, 9 were students in Special Education
- Grade level break down:

Grade	Totals
TK	36
KN	122
1	141
2	106
3	105
4	99
5	99
6	87
7	69
8	47
9	49
10	25
11	26
12	25
Totals	1,036

2022-2023 Enrollment

- 240 new students that have submitted all Enrollment Documents are being imported into the School's Student Information System starting on May 2nd.

Cover Sheet

Rate-In & Reclassification Process

Section:	V. Operations
Item:	D. Rate-In & Reclassification Process
Purpose:	Discussion & Potential Action - Vote
Related Material:	

BACKGROUND:

- The school's Administration worked closely with their Human Resources Team to develop a process for employee rate-ins and reclassification.

RECOMMENDATION:

- Consider approval of the Rate-In & Reclassification Policy.

Definition of Reclassification

A reclassification may occur when there is a gradual change in the permanent assigned duties and responsibilities of a position and/or school reorganization. A reclassification may result in changes to a position's duties, salary grade, and/or title.

How to Request a Reclassification

Employees or supervisors may initiate the reclassification process by completing a Reclassification Request form or a Questioner form and submitting it to Human Resources (HR). This must be turned in by Sept 5th of each calendar year. The effective date of any position's reclassification is January 1st of the following year in which the request was initiated. Only one reclassification request may be submitted for a specific position within a 12-month period. The forms are available from HR.

Reclassification Process and Timelines

Once HR receives a Reclassification Request form or a Questioner form, management will begin the reclassification review process. The steps of this process and required timeline for each step, is indicated below. HR will provide periodic status updates to requestors throughout the reclassification process. The school will complete the reclassification review process within 12 weeks following Sept 5th of the annual reclassification cycle, or as soon as possible thereafter.

Step in the Reclassification Process	Timeline
1.The employee or supervisor submits a completed Reclassification Request form to HR	By September 5 th
2. HR reviews the request to make sure it's completed. Then HR will give it to the Executive Director or Co-Director.	72 hours
3a. If the request is accepted: The Executive Director will let HR know. HR then sends the Questionnaire to the requestor to complete and then submit to her/his supervisor for signature. The supervisor will then submits the questionnaire to HR.	10 workdays to complete questionnaire
3b. If the request is denied: HR will notify the requestor that the request has been denied and will send the requestor an explanation of why they were not chosen for reclassification.	10 workdays to respond
4. Once the questioner is returned to HR, it will be forwarded to the Executive Director or Co-Director for review.	10 Days to review
5a. The Executive Director and or Co-Director will meet with the Regional Coordinator (RC)/Supervisor and review the answers.	10 workdays
5b. The Executive Director and or Co-Director will make recommendations to the RC/supervisor on what needs to change(if any)	
////////////////////////////////////	////////////////////////////////////

The RC/supervisor will meet the employee and review the request. To see where the improvement or recommendations can be made.	10 workdays
RC/Supervisor gives the final changes made with employee to seek final approval and makes final recommendations.	15 workdays
Executive Director & Co-Director approve with Board's approval.	5 days

Current Title:

Employee Name:

Department:

Salary Grade:

Date of Request:

Is the employee currently receiving out-of-class pay to perform expanded duties? Yes / No

Describe the major changes in duties performed by the position. Explain how these changes differ from those on the District class specification for this position.

What, if any, changes in the department or program have resulted in the changes in duties?

What impact would a reclassification have on the work unit? Please provide specific information.

For example, will other employees be assigned duties that this position will no longer perform? Will the redistribution of duties result in a need to hire additional staff or request reclassifications of existing positions?

Name and title of requestor:

Signatures and Approval: Disapprovals require a written explanation in the Comments section below.

Comments:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Supervisor's Signature

Approve [] Disapprove []

Date

Executive Director Signature

Approve [] Disapprove []

Date _____

Co-Director Signature

Approve [] Disapprove []

Date _____

Date Submitted to HR ____/____/____

Employee Name: _____

Open/Vacant Position: _____

Current Position Title: _____

FLSA Status: _____ Division/Department: _____

Supervisor Name/ Title: _____

Position Changes: _____

Summarize the major additions and subtractions of duties addressing the following areas:

- List the specific duties that have been added. Indicate if these duties were performed by anyone else in the past. _____

- Indicate when these duties were added on a permanent basis and how long they have been performed by this position. _____

What qualifications does the employee possess for this new position:

- Confirm that the employee meets the minimum qualifications as outlined.

Supervisor Signature

____/____/____
Date

Date Submitted to HR ____/____/____

Employee Name: _____

Position/Title: _____

FLSA Status: _____ Division/Department: _____

Supervisor Name Title: _____

Proposed Position Title: _____

Summarize any additions and subtractions of duties addressing the following areas:

- Describe how the level of complexity of the position has changed.

- Responsibility, Decision Making Authority and Problem Solving

Describe the changes to problem solving and decision-making authority by addressing the following areas:

- What common problems, issues, or situation does the employee face and how often?

- What tools are used to resolve problems or make decisions?

- What are one or two realistic potential impacts of a poor decision?

- Does the position now impact a broader audience? If so, who and in what way?

- Describe how the resource and budget responsibility has changed.

- Describe any minimum qualifications (experience, skills, knowledge, certifications, and education) that have been changed.

_____/____/____
Employee Signature Date

_____/____/____
Supervisor Signature Date

Cover Sheet

Revised Salary Schedules

Section:	V. Operations
Item:	E. Revised Salary Schedules
Purpose:	Discussion & Potential Action - Vote
Related Material:	Specialized Independent Study Teacher Salary Schedule - MR - 2022-2023; Special Education Case Manager Salary Schedule - MR-2022-2023; SPED Assessment Team Salary Schedule - MR - 2022-2023; Independent Study Teacher Salary Schedule - MR - 2022-2023; HQT Salary Schedule - MR - 2022-2023

BACKGROUND:

- The following salary schedules now include additional years of service:
 - Secondary Independent Study Teacher Salary Schedule
 - Special Education Case Manager Salary Schedule
 - SPED Assessment Team Salary Schedule
 - Independent Study Teacher Salary Schedule

RECOMMENDATION:

- Consider approval of the revised salary schedules.



Independent Study Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	20	25	30
A (Minimum B.A.)	\$62,400 **	\$62,400 **	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400								
B (+14 Post B.A. Units)	\$62,400 **	\$62,400 **	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400								
C (+28 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,890								
D (+42 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$67,465	\$69,489	\$71,574	\$73,721					
E (+56 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,538	\$70,040	\$72,141	\$74,305	\$76,535	\$78,831				
F (+70 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,560	\$68,985	\$72,615	\$74,793	\$77,037	\$79,348	\$81,729	\$84,181	\$86,706		
G (+84 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,478	\$67,852	\$71,401	\$75,190	\$77,446	\$79,769	\$82,162	\$84,627	\$87,166	\$89,781	\$92,474	
H (+98 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,693	\$70,195	\$73,903	\$77,765	\$80,340	\$82,915	\$85,490	\$88,065	\$90,649	\$93,215	\$95,790	\$97,850

1. Master Stipend is \$1,000 paid in two installments in December and March
2. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March. The \$3,000 is inclusive of the \$1,000 Master Stipend.
3. 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.
4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.
5. 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.



Secondary Independent Study Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	20	25	30
A (Minimum B.A.)	\$62,400 **	\$62,400 **	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400								
B (+14 Post B.A. Units)	\$62,400 **	\$62,400 **	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,663								
C (+28 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,003	\$68,238								
D (+42 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,221	\$67,465	\$70,813	\$72,937	\$75,126	\$77,379					
E (+56 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,400	\$67,594	\$69,886	\$73,388	\$75,590	\$77,857	\$80,193	\$82,599				
F (+70 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$65,611	\$68,907	\$72,332	\$75,963	\$78,242	\$80,589	\$83,007	\$85,497	\$88,062	\$90,704		
G (+84 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,000	\$64,607	\$67,826	\$71,200	\$74,778	\$78,540	\$80,896	\$83,323	\$85,397	\$88,397	\$91,049	\$93,781	\$96,594	
H (+98 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$63,000	\$63,810	\$66,693	\$70,040	\$73,542	\$77,250	\$81,113	\$83,688	\$86,262	\$88,838	\$91,413	\$93,988	\$96,563	\$99,138	\$101,198

1. Master Stipend is \$1,000 paid in two installments in December and March
2. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March. The \$3,000 is inclusive of the \$1,000 Master Stipend.
3. 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.
4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.
5. 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.



Coordinator Salary Schedule

	1	2	3	4	5	6	7	8	9	10
Coordinator 1 ^^ Day Calendar	\$72,400	\$74,400	\$76,400	\$78,400	\$80,400	\$82,400	\$84,400	\$86,400	\$88,400	\$90,400
Coordinator 2 ^^ Day Calendar	\$78,500	\$80,500	\$82,500	\$84,500	\$86,500	\$88,500	\$90,500	\$92,500	\$94,500	\$96,500
Coordinator 3 ^^ Day Calendar	\$84,400	\$86,400	\$88,400	\$90,400	\$92,400	\$94,400	\$96,400	\$98,400	\$100,400	\$102,400

1. Coordinators:

- Coordinator 3: Regional Coordinators + Admin Role (Admin Credential required and no student roster)
- Coordinator 2: Regional Coordinators + Teacher Roster of 10 students, up to 17, Virtual Academy Coordinator, Lead SST, Community Engagement (Leads a team of other staff)
- Coordinator 1: Secondary Education Specialists, English Language, Student Success Team, 504, & Testing (Student threshold of 18 students)

Placement on the salary schedule will be based on a 3% salary increase from the 2021-2022 school year

2. Annual Stipend Additions:

- Master Stipend is \$1,000 paid in two installments in December and March
- Annual Doctorate Stipend is \$3,000
- NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend

3. 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.



Special Education Case Manager Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	20	25	30
A (Minimum B.A.)	\$62,400 **	\$62,400 **	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400								
B (+14 Post B.A. Units)	\$62,400 **	\$62,400 **	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,925								
C (+28 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$67,204	\$70,730								
D (+42 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$66,352	\$69,889	\$73,537	\$75,537	\$78,015	\$80,356					
E (+56 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$65,454	\$70,029	\$72,527	\$76,344	\$78,634	\$80,993	\$83,423	\$85,926				
F (+70 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,443	\$67,868	\$71,460	\$75,194	\$79,150	\$81,525	\$83,970	\$86,489	\$89,084	\$91,757	\$94,509		
G (+84 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$62,400	\$63,435	\$66,773	\$70,281	\$73,958	\$77,860	\$81,957	\$84,416	\$86,948	\$89,557	\$92,243	\$95,011	\$97,861	\$100,797	
H (+98 Post B.A. Units)	\$62,400	\$62,400	\$62,400	\$63,400	\$65,566	\$69,046	\$72,695	\$76,513	\$80,554	\$84,764	\$87,571	\$90,377	\$93,184	\$95,991	\$98,798	\$101,604	\$14,411	\$106,667

1. Master Stipend is \$1,000 paid in two installments in December and March
2. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March. The \$3,000 is inclusive of the \$1,000 Master Stipend.
3. 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.
4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.
5. 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.



Special Education Assessment Team Salary Schedule

SCHOOL PSYCHOLOGIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$85,000	\$85,825	\$92,822.13	\$96,999.12	\$101,364.08	\$105,925.46	%110,692.11	\$114,012.87	\$117,433.26	\$120,965.26	\$124,548.95	\$128,322.49

PROGRAM SPECIALIST, SPEECH & LANGUAGE PATHOLOGIST, & OCCUPATIONAL THERAPIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$83,521	\$86,861.84	\$90,336.31	\$93,949.77	\$97,707.76	\$101,616.07	\$105,680.71	\$108,851.13	\$112,116.66	\$115,480.16	\$118,944.57	\$122,380.91

NURSE

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	\$73,000	\$75,920	\$78,956.80	\$82,115.07	\$85,399.67	\$88,815.66	\$92,368.29	\$96,063.02	\$99,905.54	\$103,901.76	\$108,057.83	\$112,380.15

- Annual Salary for Counselor is based on 205 workdays of a 12-month calendar. The 205 workdays is a minimum number of workdays, Counselors may need to work additional days beyond the work calendar.
- Annual Stipend Additions:
 - Master Stipend is \$1,000 paid in two installments in December and March
 - Annual Doctorate Stipend is \$3,000
 - NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 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.

Cover Sheet

Administrative Salary Schedule

Section:	V. Operations
Item:	F. Administrative Salary Schedules
Purpose:	Discussion & Potential Action - Vote
Related Material:	Administrative Salary Schedule - MR - 2022-2023

BACKGROUND:

-

RECOMMENDATION:

- Consider approval of the administrative salary schedule.



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	\$117,000	\$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

1. Directors may hold a student roster of 5 up to 10.
2. Annual Stipend Additions:
 - a. Master Stipend is \$1,000 paid in two installments in December and March
 - b. Annual Doctorate Stipend is \$3,000
 - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. 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.

Cover Sheet

Virtual Learning Assistant

Section:	V. Operations
Item:	G. New Position: Virtual Learning Assistant
Purpose:	Discussion & Potential Action - Vote
Related Material:	Virtual Learning Administrative Assistant Classified Job Description - Monarch River

BACKGROUND:

- Job description for a new proposed full-time Classified position to support the school's Virtual Academies.
- The Virtual Learning Administrative Assistant will support the different virtual learning programs offered by the schools

RECOMMENDATION:

- Consider approval of the Virtual Learning Administrative Assistant job description.

Virtual Academy Administrative Assistant Job Description

Job Title:	Administrative Assistant
Reports to:	Assigned Administrator/Supervisor
Supervises:	NA
FLSA Status:	Non-Exempt
Revision Date:	April 2022

Summary of Position:

The Virtual Learning Administrative Assistant will support the different virtual learning programs offered by the schools. The Administrative Assistant will work closely with department leadership to meet the evolving needs of cutting-edge programs. This role is integral to the success of the programs and students involved.

With positivity and grace, the Administrative Assistant participates and assists in the administration of program initiatives, relieving the administrator of a variety of technical and administrative duties; 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; exercises best practices in handling matters of a difficult and sensitive nature, and works on compliance issues.

Duties and Responsibilities:

- Performs a variety of clerical work including posting and maintaining records, scanning and duplicating materials, receiving, sorting and distributing mail, preparing bulk and certified mail, and more
- Responds to a wide variety of inquiries from internal and external parties (e.g. staff, parents, students, public agencies, etc.) for the purpose of exercising independent judgment in resolving a variety of issues, serving as a resource to provide technical information related to department operations and related standards and procedures, laws, regulations, and policies.
- Utilizes a computer and assigned student information system to monitor, collect and input student evidence of work
- Identifies problems contributing to students' academic and attendance issues, and assist in problem resolution referral and follow-up
- Monitors student progress and inform teachers and administrators of progress
- Compiles and verifies data and information from a variety of sources for the purpose of generating a variety of computerized reports and documents and assuring accuracy and completeness in compliance with financial, legal and/or administrative requirements.
- Provides secretarial assistance to school administrators
- Attends all team meetings and trainings
- Consistently completes all job duties in a fast paced environment
- Contributes positively to internal team projects and culture
- Is able to work independently and as a team managing tasks for the school
- Exercises best practices in handling matters of a difficult and sensitive nature
- Assists multiple departments as needed

- Manages calendars and organizes meetings
- Filing and reconciling receipts and purchase orders
- Other duties as assigned

Qualifications:

- Experience Required: Prior job-related experience with increasing levels of responsibility.
- Clerical or Administrative experience in a school office is highly desirable.
- Excellent written and verbal communication skills
- Attention to detail, time management skills, and problem-solving skills
- Technical skills
- Reviews must maintain exceptional performance
- The ideal candidate will exhibit excellent communication skills, and have an ability to take initiative, and prioritize daily tasks. A strong ability to take charge and meet tight deadlines will ensure your success in this multifaceted role.

Education:

High School diploma or equivalent

Physical Demands:

The usual and customary methods of performing the job's functions require the following physical demands:

- Significant fine finger dexterity
- Some lifting, carrying, pushing, pulling stooping, kneeling, and/or crouching
- Occasional crawling and/or reaching overhead and above shoulders to retrieve files and materials
- Hearing and speaking to exchange information in person or on the telephone
- Seeing to read a variety of materials on the computer for extended time periods
- Sitting or standing for extended periods of time

Work Environment:

The Administrative Assistant will work primarily in a virtual setting, but come into the schools' office on a regular basis to perform job duties as needed (making copies, mailing materials to students, etc.).

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

Employee Handbook

Section:	V. Operations
Item:	H. Revised Employee Handbook
Purpose:	Discussion & Potential Action - Vote
Related Material:	Employee Handbook - MR

BACKGROUND:

- The Employee Handbook has been updated to include the Employee Driving Policy Language approved at the previous Board Meeting.

RECOMMENDATION:

- Consider approval of the updated Employee Handbook.



MONARCH RIVER ACADEMY

EMPLOYEE HANDBOOK **2021-2022**

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SECTION 1 – WELCOME

Welcome to Monarch River Academy!

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

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

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

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

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

SECTION 2 – GENERAL

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

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

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

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

SECTION 3 – PHILOSOPHY

CORE PURPOSE

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

CORE VALUES

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

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

PERMISSION-TO-PLAY VALUES

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

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

STRATEGIC ANCHORS

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

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

School-wide Learning Outcomes

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

1. Technologically proficient and will:

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

2. Critical thinkers who will:

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

3. Effective communicators who will:

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

4. Responsible and self-directed citizens who will:

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

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

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

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

HARASSMENT

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

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

What is Harassment?

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

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

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

What is abusive conduct/workplace bullying?

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

What is Retaliation?

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

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

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

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

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

Responsibility

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

Reporting

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

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

Investigation/Complaint Procedure

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

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

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

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

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

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

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

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

Title IX Coordinator – Dr. Laurie Goodman

Email - laurie.goodman@monarchriveracademy.org

Phone Number – (559) 999-5030

Conclusion

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

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

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

Training Requirements

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

AT WILL EMPLOYMENT

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

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

OPEN COMMUNICATION POLICY

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

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

LACTATION ACCOMMODATION POLICY

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

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

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

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

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

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

PUBLIC RELATIONS

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

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

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

WHISTLEBLOWER POLICY

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

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

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

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

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

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

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

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

Exempt

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

Non-Exempt

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

Certificated Employee

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

Classified Employee

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

WORK SCHEDULES

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

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

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

WORKWEEK AND WORKDAY

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

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities:

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

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

Training:

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

Worksites:

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

ATTENDANCE AND PUNCTUALITY

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

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

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

TIME RECORDS (NON-EXEMPT EMPLOYEES)

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

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

OVERTIME

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

OFF THE CLOCK WORK

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

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

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

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

Meal Periods

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

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

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

Rest Periods

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

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

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

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

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

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

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

PAYDAYS

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

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

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

PAYROLL WITHHOLDINGS

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

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

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

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

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

CREDENTIAL REQUIREMENTS

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

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

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

TUBERCULOSIS TEST

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

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

CRIMINAL BACKGROUND CHECK

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

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

CHILD ABUSE AND NEGLECT REPORTING ACT

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

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

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

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

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

PERSONNEL FILES

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

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

CHANGES IN EMPLOYEE INFORMATION

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

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

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

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

Teachers:

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

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

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

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

Classified Staff:

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

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

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT¹

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

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

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

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

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

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

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

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

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

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

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

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

PREGNANCY DISABILITY LEAVE

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

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

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

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

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

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

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

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

MILITARY SPOUSE LEAVE

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

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

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

WORKERS' COMPENSATION LEAVE

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

BEREAVEMENT LEAVE

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

JURY DUTY LEAVE

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

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

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

TIME OFF TO VOTE

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

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

SCHOOL ACTIVITIES LEAVE

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

The leave is subject to all of the following conditions:

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

SCHOOL APPEARANCE/SUSPENSION LEAVE

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

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

CRIME VICTIM LEAVE

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

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

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

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

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

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

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

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

Certification may be sufficiently provided by any of the following:

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

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

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

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

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

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

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

MILITARY LEAVE

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

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

ADULT LITERACY LEAVE

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

ORGAN DONOR / BONE MARROW DONOR LEAVE

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

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

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

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

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

DRUG & ALCOHOL REHABILITATION LEAVE

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

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

VOLUNTEER CIVIL SERVICE LEAVE

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

CIVIL AIR PATROL LEAVE

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

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

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

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

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

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

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

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

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

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

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

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

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

PAID TIME OFF (PTO) – A-BASIS ONLY

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

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

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

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

The following terms also apply to PTO:

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

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

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

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

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

ALLOTMENT OF PAID SICK LEAVE:

Full Time Teachers & SPED Assessment Team Members

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

Part-time Teachers and Classified Staff Members

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

Regional Coordinators

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

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

Administrators & Full-time Classified

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

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

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

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

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

Limits on Use

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

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

Notification

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

Termination

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

No Discrimination or Retaliation

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

Transfer of Sick Leave for STRS

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

PAID SICK TIME DONATION POLICY

Personal Hardship

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

Eligibility

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

Requests for Donations

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

Donations of Paid Leave

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

Requirements to Donate Paid Sick Time

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

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

Valuation of Donated PSL

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

INSURANCE BENEFITS

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

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

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

COBRA BENEFITS

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

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

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

SOCIAL SECURITY/MEDICARE

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

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

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

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

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

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

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

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

WORKER'S COMPENSATION INSURANCE

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

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

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

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

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

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

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

No Expectation of Privacy

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

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

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

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

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

Professional Use of Communication Systems Required

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

Offensive and Inappropriate Material

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

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

Solicitations

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

Licenses and Fees

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

Games and Entertainment Software

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

Confidential Information

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

Copyrights and Trademarks

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

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

Maintenance and Security of the System

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

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

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

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

Violations of this Policy

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

Amendment and Modification of this Policy

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

SOCIAL MEDIA POLICY

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

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

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

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

Personal or Professional Blogs

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

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

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

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

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

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

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

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

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

EQUIPMENT POLICY

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

Laptop Computers

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

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

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

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

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

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

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

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

CELL PHONE POLICY

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

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

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

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

Telephone Calls and Texting

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

NO SOLICITATION/DISTRIBUTION POLICY

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

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

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

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

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

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

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

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

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

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

Definitions

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

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

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

Employee Responsibility

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

ANTI -NEPOTISM POLICY

Policy Statement

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

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

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

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

Definitions

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

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

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

Procedures

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

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

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

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

Responsibilities

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

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

VIOLENCE IN THE WORKPLACE

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

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

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

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

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

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

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

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

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

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

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

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

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

Acceptable and Unacceptable Behavior

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

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

Unacceptable Behaviors

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

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

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

Acceptable and Recommended Behaviors

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

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

Reporting

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

Investigating

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

Consequences

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

CUSTOMER & PUBLIC RELATIONS

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

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

PROHIBITED CONDUCT

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

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

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

CONFIDENTIAL INFORMATION

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

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

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

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

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

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

CONFLICTS OF INTEREST

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

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

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

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

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

Outside Employment

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

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

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

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

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

Policy Statement

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

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

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

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

Procedure

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

EXPENSE REIMBURSEMENT POLICY

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

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

Policy Statement

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

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

Procedures

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

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

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

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SMOKING

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

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

PARKED VEHICLES

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

PERSONAL AUTOMOBILE and TRANSPORTATION/ DRIVING POLICY

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

Vehicle Requirements:

Acceptable private-passenger vehicles used for transporting students must meet the following requirements:

- The vehicle must not be designed, used, or maintained to carry more than 11 passengers (including the driver). For 11 passenger vehicles, a commercial driver's license is required. Please note: Any vehicle with the capacity of 12 or more used to transport students is classified by regulatory authorities as a "school bus" and cannot be used to transport students unless it has been modified to meet all federal and state safety regulations of a school bus.
- The vehicle must be in safe working condition (e.g. working seatbelts, brakes, wipers, horn, and lights).
- As required by law, children who are under 8 years old OR who are not at least 4 feet 9 inches in height must be properly secured in a federally approved child passenger restraint system.

Driver Requirements:

Driver must be at least 24 years of age and have the following on file with the school:

- Driver application
- Live Scan background check
- TB Risk Assessment
- Valid CA driving license
- Valid vehicle registration

Insurance Requirements:

Driver must carry and provide evidence of the following auto insurance coverage and amounts:

- Automobile Liability - \$100,000 per person; \$300,000 per occurrence
- Property Damage - \$50,000 per occurrence

If the driver of a personal automobile for approved Charter School purposes is involved in an accident, by law their liability insurance policy is used first (California Vehicle Code section 17150). Charter School's liability policy would be used only after their policy limits have been exceeded. Charter School does not cover, nor is it responsible for, comprehensive and collision coverage to personal vehicles. Charter School's insurance does not cover damage to personal vehicles.

Driving Record Requirements:

All drivers must obtain and provide a copy of their current Motor Vehicle Record (MVR) at least annually for review; it is available online on the DMV website. Any moving violation must be reported.

PERSONAL PROPERTY

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

SAFETY POLICY

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

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

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

ERGONOMICS

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

CHEMICAL EXPOSURE WARNING

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

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

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

INVOLUNTARY TERMINATION

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

EXIT INTERVIEWS

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

VERIFICATION AND REFERENCE POLICY

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

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

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

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

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

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

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

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

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

Employee Name (print): _____

Employee Signature: _____

Date: _____

Cover Sheet

2022-2023 Educational Vendor Policies & Procedures

Section:	V. Operations
Item:	I. 2022-2023 Educational Vendor Policies & Procedures
Purpose:	Discussion & Potential Action - Vote
Related Material:	

BACKGROUND:

- The current policies and procedures have been updated to update the job title “Teacher” from “Homeschool Teacher.”
-

RECOMMENDATION:

- Consider approval of the updated 2022-2023 Educational Vendor Policies & Procedures.

Cover Sheet

Revised Disposal of Unneeded Book, Equipment, & Supplies Policy

Section:	V. Operations
Item:	J. Revised Disposal of Unneeded Book, Equipment, & Supplies Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Revised Disposal of Unneeded Books, Equipment, & Supplies Policy - Monarch; Revised Disposal of Unneeded Books, Equipment, & Supplies Policy (Without Redline) - Monarch

BACKGROUND:

- The school worked with their Ordering and Legal Teams to revise the policy.
- This policy is important to manage the Library inventory.
- The revisions are shown in the redlined version.
- A clean version of the drafted revised policy is also provided.

RECOMMENDATION:

- Consider approval of the revised Disposal of Unneeded Books, Equipment, and Supplies Policy

Disposal of Unneeded Books, Equipment, & Supplies Policy

Monarch River Academy (“School”) is committed to having policies and procedures for the sale and disposal of worn out, obsolete, or unneeded books, equipment, and supplies. The intent of this policy is to ensure responsible management of the School’s assets while providing a practicable process for the School to dispose of items that are no longer useful for its program.

1. **Methods by Which the School May Dispose of Materials:** The School may dispose of **unneeded or** obsolete instructional materials in its possession in any of the following ways:
 - By sale, where practicable.
 - By donation to a nonprofit charitable organization.
 - By donation to a governing board, county free library, or other state institution.
 - By donation to children or adults for the purpose of increasing the general literacy of the people.
 - By disposal and/or recycling, where appropriate
2. **Evaluation Process for Determining Worn Out, Obsolete and Unneeded Items:** The School administration (and their designees) will evaluate based on the definitions below and determine whether or not items are worn out, obsolete and/or unneeded items should be reported to the business office, including a description, serial number (if applicable) and condition of the item. The School should keep a record of the sale, donation, and/or disposal of such items.
 - **Worn Out or Obsolete:** Old/outdated model/version/publication at the end of its product life cycle. May also include items that have not been used for more than a year and for which there is no foreseeable use in the near future.
 - **Unneeded Items:** Items whose type and/or stock surpasses the need of the School and or exceeds available storage space. May also include items that have not been used for more than a year and there is no foreseeable use in near future.
3. **Donation, Sale, and/or Disposal of Materials:** The Executive Director or designee may direct the donation, sale, and/or disposal of worn out, obsolete, or unneeded school property through the following methods. For computers and similar devices that store information, the School will ensure the following: 1) as applicable, records stored on the computers have been transferred to an appropriate data storage system in compliance with applicable record retentions laws; 2) once all necessary records are transferred, devices - 3 - will be wiped of any confidential information and either sold, donated, or recycled at an e-recycling center (not thrown away).
 1. In evaluating worn out, obsolete, and/or unneeded items, the School will determine and consider whether the items are of more than nominal value. In determining

whether an item is of more than nominal value, the School will consider whether it would cost the school more to go through the process of selling the items (including an appraisal if necessary) than it could obtain by selling them.

2. For item(s) of more than nominal value, the School will endeavor to sell the items for a fair market value. The School may offer item(s) for sale first to stakeholders (e.g. parents, staff, and families) and/or may sell items at auction or by any other permissible method, as the School determines is appropriate.
 3. For item(s) of nominal or no value, or for items of value that do not sell after reasonable effort, the items(s) may be donated to a nonprofit charitable organization, a school district governing board, county free library, or other state institution, a public agency or program, or to children or adults for the purpose of increasing the general literacy of the people.
 4. In all cases of sale or donation, the item(s) shall be offered “as is,” without any warranty, and buyers or donees agree to waive all claims with respect to the condition or utility of the property.
 5. Property not suitable for sale or donation may be destroyed or otherwise disposed of by any economical means. Computers and any other item(s) constituting universal waste will be e-recycled as required by law.
4. **Where the Money Will be Deposited:** Revenue received from the sale of property described hereunder shall be either deposited in the School’s unrestricted reserve or general fund or credited to the fund from which the original purchase was made.

Disposal of ~~Surplus, Obsolete, or~~ Unneeded Books, Equipment,~~,~~ & Supplies Policy

Monarch River Academy (“School”) is committed to having policies and procedures for the sale and disposal of ~~worn out~~ surplus, obsolete, or unneeded books, equipment, and supplies. The intent of this policy is to ensure responsible management of the School’s assets while providing a practicable process for the School to dispose of items that are no longer useful for its program.

1. ~~Methods by Which the~~**Reasons the Charter School May Dispose of Materials:** The ~~Charter~~ School may dispose of ~~unneeded or~~ surplus or ~~undistributed~~ obsolete instructional materials in its possession ~~that are usable for educational purposes~~ in any of the following ways:

- By sale, where practicable.
- By donation to a nonprofit charitable organization.
- ~~i.● By donation to a governing board, county free library, or other state institution.~~
- ~~By donation to a public agency or institution of any territory or possession of the United States, or the government of a country that formerly was a territory or possession of the United S~~By donation to a nonprofit charitable organization. By donation to children or adults ~~in the State of California, or foreign countries~~ for the purpose of increasing the general literacy of the people. ~~By sale.~~
- ~~ii.●~~ By disposal and/or recycling, where appropriate

2. ~~Outline the Methods that The Executive Director May Dispose of Materials:~~ The Executive Director may dispose of surplus, obsolete, or unneeded school property of nominal value through any of the following methods: ~~The Charter School may dispose of surplus or undistributed obsolete instructional materials in its possession that are usable for educational purposes in any of the following ways:~~

1. ~~The Executive Director or designee may advertise the sale of items with a call for bids by posting and publishing public notices and sell the property to the highest responsible bidder or shall reject all bids Property for which no qualified bid has been received may be sold, donated, or disposed of without further advertising.~~
2. ~~The property may be sold by means of a public auction conducted by school employees, employees of other public agencies or nonprofit organizations, or by contract with a private auction firm.~~
3. ~~The property may be sold, donated, or disposed of without advertising under any of the following conditions:-~~
 - a. ~~The property is sold to federal, state, or local government, to any other school, or to any nonprofit public benefit corporation or charitable entity, and the sale price equals the value of the property plus the cost of disposal.~~

~~b. If the Executive Director or designee determines that the value of the property is insufficient to defray the costs of arranging a sale or auction, the property may be donated to any public or charitable organization deemed appropriate by the Board or disposed of.~~

~~4. In all cases, the property shall be offered “as is,” without any warranty, and buyers or donees must agree to waive all claims with respect to the condition or utility of the property.~~

~~5. Property not suitable for sale or donation may be destroyed or otherwise disposed of by any economical means.~~

3.2. Evaluation Process for Determining Worn Out, Obsolete and Unneeded Items: The School administration (and their designees) will evaluate based on the definitions below and determine whether or not items are worn out, obsolete and/or unneeded items should be reported to the business office, including a description, serial number (if applicable) and condition of the item. The School should keep a record of the sale, donation, and/or disposal of such items.

~~Evaluation Process of Obsolete and Surplus Items: The Charter School Administration will evaluate based on the definitions below and determine whether or not items are obsolete or surplus on an ongoing, as needed basis.~~

~~i.● **Worn Out or Obsolete:** Old/outdated model/version/publication at the end of its product life cycle. May also include items that items items that have not been used for more than a year and for which there is no foreseeable use in the near future.~~

~~ii.● **Unneeded Surplus Items:** Items whose type and/or stock surpasses the need of the School and or exceeds available storage space. Items May also include items that have not been used for more than a year and there is no foreseeable use in near future.~~

3. Donation, Sale, and/or Disposal of Materials: The Executive Director or designee may direct the donation, sale, and/or disposal of worn out, obsolete, or unneeded school property through the following methods. For computers and similar devices that store information, the School will ensure the following: 1) as applicable, records stored on the computers have been transferred to an appropriate data storage system in compliance with applicable record retentions laws; 2) once all necessary records are transferred, devices - 3 - will be wiped of any confidential information and either sold, donated, or recycled at an e-recycling center (not thrown away).

1. In evaluating worn out, obsolete, and/or unneeded items, the School will determine and consider whether the items are of more than nominal value. In determining whether an item is of more than nominal value, the School will consider whether it would cost the school more to go through the process of selling the items (including an appraisal if necessary) than it could obtain by selling them.

2. For item(s) of more than nominal value, the School will endeavor to sell the items for a fair market value. The School may offer item(s) for sale first to stakeholders (e.g. parents, staff, and families) and/or may sell items at auction or by any other permissible method, as the School determines is appropriate.

3. For item(s) of nominal or no value, or for items of value that do not sell after reasonable effort, the items(s) may be donated to a nonprofit charitable organization, a school district governing board, county free library, or other state institution, a public agency or program, or to children or adults for the purpose of increasing the general literacy of the people.

4. In all cases of sale or donation, the item(s) shall be offered “as is,” without any warranty, and buyers or donees agree to waive all claims with respect to the condition or utility of the property.
 5. Property not suitable for sale or donation may be destroyed or otherwise disposed of by any economical means. Computers and any other item(s) constituting universal waste will be e-recycled as required by law.
4. **Where the Money Will be Deposited:** Revenue~~Money~~ received from the sale of ~~surplus~~ property described hereunder shall be either deposited in the School’s unrestricted reserve~~unrestricted school reserve~~ or general fund or credited to the fund from which the original purchase was made.

Revised 4/26/2022

Cover Sheet

Administrator Evaluations

Section:	VI. Administrator Evaluations
Item:	A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/Principal
Purpose:	Closed Session
Related Material:	N/A

BACKGROUND:

- The Board will meet in Closed Session to continue the Administrator Evaluation process.

Cover Sheet

Administrator Evaluations

Section:	VI. Administrator Evaluations
Item:	B. Report Out of any Action Taken During Closed Session
Purpose:	Report Out (Informational)
Related Material:	None

BACKGROUND:

- The Board President will report out on any action taken in Closed Session.

Cover Sheet

Meeting Format

Section:	VII. Governance
Item:	A. Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)
- If a state of emergency as declared by the governor continues to remain active, legislative bodies must “re-up” their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:
 - The board has reconsidered the circumstances of the state of emergency.
 - Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.
- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in May in a hybrid format, offering both in person and virtual options to attend the Board meeting.