Monarch River Academy
Regular Board Meeting

June 27, 2022 at 6:00 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		**6:00 PM**
A. Record Attendance		1 m
B. Call the Meeting to Order	Dr. Sam Nofziger	1m
C. Flag Salute	Dr. Sam Nofziger	1m
D. Discussion & Potential Action on the Approval of the Agenda (p. 1-4)	Dr. Sam Nofziger	1m
E. Public Comment	Dr. Sam Nofziger	5 m
F. Discussion and Potential Action to Approve the May 24, 2022 Board Meeting Minutes & June 23, 2022 Special Board Meeting Minutes	Dr. Sam Nofziger	1 m

(p. 5-14)		
II. Finance		**6:10 PM**
A. Discussion & Potential Action on 2022-2023 Budget (p. 15-27)	Jim Surmeian	5 m
B. Discussion & Potential Action on the Education Protection Account (EPA) Budget (p. 28-31)	Jim Surmeian	5 m
III. Academic Excellence		**6:20 PM**
A. Local Control and Accountability Plan (LCAP) (p. 32-126)	Steph Johnson	5 m
B. Presentation & Potential Discussion of the 2022-2023 Parent Student Handbook (p. 127-186)	Steph Johnson	5 m
C. Discussion & Potential Action on the Transitional Kindergarten Policy (p. 187-190)	Steph Johnson	5 m
IV. Operations		**6:35 PM**
A. Discussion & Potential Action on the Administrative & Supervisory Transfers Policy (p. 191-192)	Steph Johnson	5 m
B. Discussion & Potential Action on the CharterSAFE Membership Proposal & Invoice (p. 193-208)	Steph Johnson	5 m
V. Closed Session		**6:45 PM**
A. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director & Co-Director/Principal - Closed Session (p. 209)	All Board Members	20 m

B. PUBLIC EMPLOYMENT APPOINTMENT: Executive Director & Deputy Director - Closed Session (p. 210)	All Board Members	20 m
C. Report Out of any Action Taken During Closed Session (p. 211)	Dr. Sam Nofziger	5 m
VI. School Administration		**7:30 PM**
A. Discussion & Potential Action on the Executive Director & Deputy Director Contract, Compensation Package, & Fringe Benefits (Medical Insurance, Mileage Stipend, & Utility Stipend) (p. 212-230)	Dr. Sam Nofziger	5 m
VII. Governance		**7:35 PM**
A. Discussion & Potential Action on the 2022-2023 Board Meeting Calendar & Meeting Time (p. 231-232)	Dr. Sam Nofziger	5 m
B. Discussion & Potential Action on the July Board Meeting Format (p. 233)	Dr. Sam Nofziger	5 m
VIII. Closing Items		**7:45 PM**
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting Regular: July _____, 2022 at _____ 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.

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

Note: Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

Monarch River Academy
Board Meeting Minutes

May 24, 2022 at 4:30 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

Zoom Link: https://zoom.us/j/4183238475
Meeting ID:418 323 8475
Join by Phone: (669) 900-6833

Monarch River Mission Statement

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

Directors Present
Dr. Sam Nofziger (remote), Dr. Craig Wheaton (in-person), Elizabeth Wagner (in-person), Dr. Monique Ouwinga (remote)

Directors Absent
Sarah Sanchez

Guests Present
Stephanie Johnson (in-person)

Joanna Fung, Dr. Laurie Goodman, Mariah Jordan, Jim Surmeian, Maria Thoeni, Jenny Plumb, Denise Voth, Amy Friesen, Anna Wilkinson, Dr. Steven James, Lorraine Sewell, 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, May 24, 2022 at 4:35 PM.

1.C. Flag Salute

Dr. Sam Nofziger led the Flag Salute.

1.D. Approval of the Agenda

Monique Ouwinga made a motion to approve the agenda.
Dr. Craig Wheaton 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 April 26, 2022 Board Meeting Minutes & the May 6, 2022 Special Board Meeting

Monique Ouwinga made a motion to approve the minutes from the April 26, 2022 Board Meeting Minutes & the May 6, 2022 Special Board Meeting.
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

2. Finance

2.A. April 2022 Financials

- Jim Surmeian from Charter Impact shared the school's financial report.
- The 2022-2023 budget is still in development.
- The financial team is watching the Governor's 2022-2023 state budget revise closely.
- Dr. Sam Nofziger asked for an update on the school's reserve. Jim Surmeian explained the purpose of a reserve.
- Elizabeth Wagner asked for clarification on the anticipated additional ADA per student.

    Elizabeth Wagner made a motion to approve the April 2022 Financials.
    Dr. Monique Ouwinga seconded the motion.
    The board VOTED unanimously to approve the motion.

2.B. Charter School Capital Report/Contract

- Dr. Laurie Goodman requested that the Board table this agenda item to the June Board meeting.

  Elizabeth Wagner made a motion to table the Charter School Capital Report/Contract to the next board meeting.
  Dr. Craig Wheaton seconded the motion.
  The board VOTED unanimously to approve the motion.

2.C. Planning Amount Buckets

- Steph Johnson reshared the Planning Amounts for next school year and went into detail about the ordering and categories. She played a video created by the Ordering Department.

3. Academic Excellence

3.A. Local Control and Accountability Plan (LCAP) Public Hearing

  Dr. Craig Wheaton made a motion to open the Public Hearing at 5:04 PM.
  Monique Ouwinga seconded the motion.
  The board VOTED unanimously to approve the motion.

- Dr. Laurie Goodman presented the BOP and LCAP Draft.
- The Board invited input and questions from the public, staff, and Board Members.

  Dr. Monique Ouwinga made a motion to close the Public Hearing at 5:16 PM.
  Dr. Craig Wheaton seconded the motion.
  The board VOTED unanimously to approve the motion.

3.B. Special Education Services Report

- Dr. Steven James provided the Board with information about services before the pandemic and afterward.

3.C. Monthly Report on Hiring Efforts for Open Occupational Therapist (OT) & Speech & Language Pathologist (SLP) Positions

- Dr. Steven James provided the Board with a positive update on the status of filling these positions.

- Elizabeth Wagner inquired if these new hires are local to the Central Valley. Dr. James shared that it is mixed. Some are in the area, while others live elsewhere in California. The work will be virtual, so as long as the new hires live in California, this will work.

3.D. Staffing Declaration of Need

- Dr. Laurie Goodman shared the reason for the Declaration of Need.

  Elizabeth Wagner made a motion to approve the Declaration of Need.
  Dr. Monique Ouwinga seconded the motion.
  The board VOTED unanimously to approve the motion.

4. Operations

4.A. COVID-19 School Report

- Dr. Laurie Goodman presented the updated COVID-19 Report and the changes since last month.

4.B. Enrollment Report

- Dr. Laurie Goodman presented the school's most recent Enrollment Report.

5. Closed Session

5.A. ANTICIPATED LITIGATION: Pursuant to paragraph (4) of subdivision (d) of Section 54956.9: 4 Cases - Closed Session

Elizabeth Wagner made a motion to enter into Closed Session at 5:33 PM.
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

Dr. Sam Nofziger made a motion to end Closed Session and return to the Open Meeting at 6:35 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 did not take any action at this time.

5.C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director &

Co-Director/Principal - Closed Session

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

- Dr. Sam Nofziger reported that the Board granted an extension to Dr. Goodman and Steph Johnson to present their evaluation reflections and action plan/goals at the June Board meeting.

6. Governance

6.A. Board Committees

- Dr. Goodman presented the pros and cons of forming a Standing Board Policy Committees.
- This does not prevent the Board from forming committees in the future.
- The Board has elected not to take action on this item.

6.B. Board Meeting Times

- The Board discussed options of a later meeting time.

  Elizabeth Wagner made a motion to change the Board Meeting start time to 6:00 PM starting at the next June Board Meeting.
  Dr. Craig Weaton seconded the motion.
  The board VOTED unanimously to approve the motion.

6.C. 2022-2023 Board Meeting Calendar

- The Board elected not to take action on this item.

6.C. June Meeting Format

Elizabeth Wagner made a motion to meet in person and offer a hybrid format for
the next board meeting and to discuss this item again during the July Board meeting.
Dr. Monique Ouwinga seconded the motion.
The board VOTED to approve the motion.

7. Closing Items

7.A. Board of Director Comments & Requests

- Discussion item to determine Board Meeting times.
- Dr. Craig Wheaton shared his personal sentiment about the communities impacted by gun violence.

7.B. Announcement of the Next Scheduled Board Meetings

    Regular: June 21, 2022 at 6:00 PM

7.C. Adjourn Meeting

    Dr. Monique Ouwinga made a motion to adjourn the Board Meeting at 6:17 PM.
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

    There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:17 PM

    Respectfully Submitted,
    Dr. Sam Nofziger

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 758-0511 at least 48 hours before the scheduled board meeting so every reasonable effort can be

made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (**42 U.S.C. § 1213)**

Note: Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

Monarch River Academy
Special Board Meeting Minutes

June 23, 2022 at 4:00 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

Zoom Link: https://zoom.us/j/4183238475
Meeting ID:418 323 8475
Join by Phone: (669) 900-6833

Monarch River Mission Statement

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

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

Directors Absent
Dr. Craig Wheaton & Sarah Sanchez

Guests Present
Dr. Laurie Goodman (remote), Steph Johnson (remote), Dr. Steven James (remote), Jim Surmeian (remote), Yolanda Vazquez (remote), Mariah Jordan (remote), Anahi Garrett (remote), & Kmmi Buzzard (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 Thursday, June 23, 2022 at 4:01 PM.

1.C. Approval of the Agenda

Monique Ouwinga made a motion to approve the agenda.
Elizabeth Wagner seconded the motion.
The board VOTED unanimously to approve the motion.

1.D. Public Comment

No public comments were made.

2. Governance

2.A. Amending the Board Meeting Calendar to include Another Regular Board Meeting in June

- Kimmi Buzzard shared that another Regular Board Meeting was needed in order to approve the LCAP properly.
- The Board discussed the options of dates and times.

Elizabeth Wagner made a motion to amend the Board meeting calendar to June 27, 2022 at 6:00 pm.
Dr. Sam Nofziger seconded the motion.
The board VOTED to approve the motion.

2.B. June Board Meeting Format

Elizabeth Wagner made a motion to meet in a hybrid format for the next Board Meeting.
Dr. Sam Nofziger seconded the motion.
The board VOTED to approve the motion.

3. Closing Items

3.A. Board of Director Comments & Requests

There were no board comments or requests made at this time.

3.B. Adjourn Meeting

Dr. Monique Ouwinga made a motion to adjourn the Board Meeting at 4:12 PM.
Elizabeth Wagner seconded the motion.
The board VOTED 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 4:12 PM

Respectfully Submitted,
Dr. Sam Nofziger

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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

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

Cover Sheet
2022-2023 Budget

Section: II. Finance

Item: A. 2022-2023 Budget

Purpose: Discussion & Potential Action - Vote

Related Material: MRA Budget Board Presentation

BACKGROUND:

- Charter Impact will present the 2022-2023 school budget.

RECOMMENDATION:

- Consider approval of the school's 2022-2023 budget.

Monarch River Academy

FY22-23 Budget

Attendance and Data Metrics

Enrollment & Per Pupil Data		
	21-22 Forecast	**22-23 Budget**
Average Enrollment	1118	1245
ADA	1096	1220
Attendance Rate	98.0%	98.0%
Unduplicated %	41.8%	43.3%
Revenue per ADA	$11,142	$11,727
Expenses per ADA	$10,386	$11,174

- **11.35%** increase in enrollment.

- **SB740 Requirement**

Cert.	Instr.
51.6%	87.3%
1,664,591	1,039,019

Pupil:Teacher Ratio
18.77   :1

2

Revenue

- **17.2% increase in budgeted revenue driven by:**

  - **6.56% COLA** increase in LCFF rates**.**

  - 11.35% increase in total enrollment.

  - Title I– **$137K**.

  - Elementary and Secondary School Relief Funds II (ESSER)- **$175K**.

  - Educator Effectiveness Block Grant (EEBG) - **$20k**.

	Annual/Full Year		
	FY22-23 Budget	**FY-21-22 Forecast**	**Fav/(Unf)**
Revenue			
State Aid-Rev Limit	$ 12,521,351	$ 10,252,168	$ 2,269,183
Federal Revenue	459,073	760,642	(301,569)
Other State Revenue	1,328,170	1,195,612	132,558
Other Local Revenue	-	-	-
Total Revenue	**$ 14,308,594**	**$ 12,208,422**	**$ 2,100,172**

CHARTER IMPACT

Expense

- **19.8% increase in budgeted expenses driven by:**
  - Increase to Total Staffing & Associated Benefits (SPED).
  - Increase to instructional spending as a result of increased attendance.

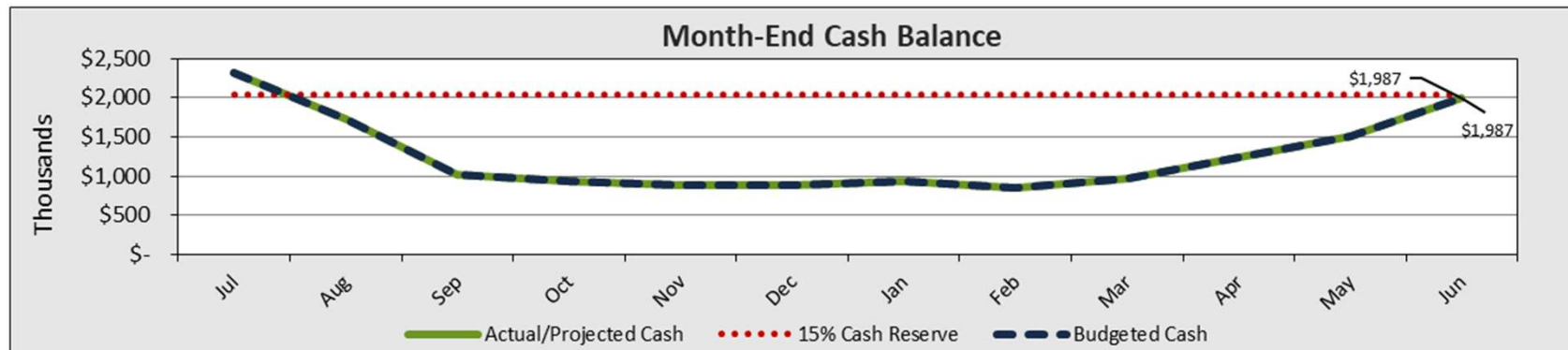|	Annual/Full Year		
	FY22-23 Budget	**FY-21-22 Forecast**	**Fav/(Unf)**
Expenses			
Certificated Salaries	$ 6,038,398	$ 4,747,582	$ (1,290,816)
Classified Salaries	139,089	116,840	(22,249)
Benefits	1,954,566	1,426,106	(528,460)
Books and Supplies	1,651,998	1,381,701	(270,297)
Subagreement Services	2,774,703	2,751,506	(23,196)
Operations	118,300	108,817	(9,483)
Facilities	-	748	748
Professional Services	910,460	778,457	(132,003)
Depreciation	45,288	45,283	(6)
Interest	-	24,368	24,368
Total Expenses	**$ 13,632,802**	**$ 11,381,408**	**$ (2,251,393)**

Fund Balance

- Annual Budget surplus represents 4.9% of Annual Expenses.
- Increase to total Charter Fund Balance projected.

	Annual/Full Year		
	FY22-23 Budget	FY-21-22 Forecast	Fav/(Unf)
Total Surplus(Deficit)	$ 675,792	$ 829,324	$ (151,222)
Beginning Fund Balance	2,902,990	2,073,666	
Ending Fund Balance	$ 3,578,782	$ 2,902,990	
As a % of Annual Expenses	*26.3%*	*25.5%*	

CHARTER IMPACT

5

Cash

- No factoring anticipated in this budget
- Year-end cash balance budgeted at $1.987MM.

Month-End Cash Balance

Legend: Actual/Projected Cash • • • 15% Cash Reserve — — Budgeted Cash

CHARTER IMPACT

Multi-Year Projections

- Multi-year surplus and positive cash balance projected.

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Total Revenue	$ 14,308,594	$ 14,972,214	$ 15,513,346	$ 16,024,374	$ 16,536,994
Total Expenses	13,632,802	13,915,244	14,199,386	14,487,984	14,782,094
Annual Surplus	**675,792**	**1,056,970**	**1,313,960**	**1,536,391**	**1,754,899**
Beginning Fund Balance	3,134,627	3,810,419	4,867,389	6,181,349	7,717,740
Ending Fund Balance	**$ 3,810,419**	**$ 4,867,389**	**$ 6,181,349**	**$ 7,717,740**	**$ 9,472,639**
As a % of Annual Expenses	*28.0%*	*35.0%*	*43.5%*	*53.3%*	*64.1%*
Ending Cash Balance	**$ 1,987,217**	**$ 3,155,140**	**$ 4,468,977**	**$ 6,008,814**	**$ 7,767,983**

CHARTER IMPACT

Appendix

- Monthly Cash Flow / Budget 21-22

CHARTER
IMPACT

8

Monarch River Academy

Monthly Cash Flow/Budget FY22-23

Revised 06/15/2022

ADA = 1220.10

CHARTER IMPACT

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	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%			

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 1220.10	
State Aid - Revenue Limit																
LCFF - New Grade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
LCFF - Continuing Charters	-	543,783	543,783	978,810	978,810	978,810	978,810	978,810	1,225,344	1,225,344	1,225,344	1,225,344	1,225,343	12,108,335	12,108,335	
8011 LCFF State Aid	-	543,783	543,783	978,810	978,810	978,810	978,810	978,810	1,225,344	1,225,344	1,225,344	1,225,344	1,225,343	12,108,335	12,108,335	
8012 Education Protection Account	-	-	-	61,005	-	-	61,005	-	-	61,005	-	-	61,005	244,020	244,020	
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 In Lieu of Property Taxes	-	9,107	18,215	12,143	12,143	12,143	12,143	12,143	26,986	13,493	13,493	13,493	13,493	168,996	168,996	-
	-	552,891	561,998	1,051,959	990,954	990,954	1,051,959	990,954	1,252,329	1,299,841	1,238,836	1,238,836	1,299,840	12,521,351	12,521,351	-
Federal Revenue																
8181 Special Education - Entitlement	-	6,630	6,630	11,934	11,934	11,934	11,934	11,934	14,940	14,940	14,940	14,940	14,940	147,632	147,632	
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8290 Title I, Part A - Basic Low Income	-	-	34,286	-	-	102,858	-	-	-	-	-	-	-	137,144	137,144	
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	174,297	-	-	174,297	174,297	
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	-	6,630	40,916	11,934	11,934	114,792	11,934	11,934	14,940	14,940	14,940	189,237	14,940	459,073	459,073	-
Other State Revenue																
8311 State Special Education	-	44,931	44,931	80,877	80,877	80,877	80,877	80,877	101,247	101,247	101,247	101,247	101,247	1,000,482	1,000,482	
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550 Mandated Cost	-	-	-	-	24,505	-	-	-	-	-	-	-	-	24,505	24,505	
8560 State Lottery	-	-	-	-	-	-	62,466	-	-	62,466	-	-	153,251	278,183	278,183	
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	25,000	-	25,000	25,000	
	-	44,931	44,931	80,877	80,877	105,382	143,342	80,877	101,247	163,713	101,247	126,247	254,498	1,328,170	1,328,170	-
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
														-	-	-
Total Revenue	-	604,453	647,846	1,144,770	1,083,765	1,211,128	1,207,235	1,083,765	1,368,516	1,478,494	1,355,024	1,554,321	1,569,279	14,308,594	14,308,594	-
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	367,864	367,864	367,864	367,864	367,864	367,864	367,864	367,864	367,864	367,864	367,864	-	4,046,502	4,046,502	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1175 Teachers' Extra Duty/Stipends	-	-	59,224	59,224	59,224	59,224	59,224	59,224	59,224	59,224	59,224	59,224	-	592,237	592,237	
1200 Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1300 Administrators' Salaries	50,850	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	-	757,700	757,700	
1900 Other Certificated Salaries	53,497	53,497	53,497	53,497	53,497	53,497	53,497	53,497	53,497	53,497	53,497	53,497	-	641,959	641,959	
	104,347	485,619	544,843	544,843	544,843	544,843	544,843	544,843	544,843	544,843	544,843	544,843	-	6,038,398	6,038,398	
Classified Salaries																
2100 Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2200 Support Salaries	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	-	49,192	49,192	
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2400 Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2900 Other Classified Salaries	7,491	7,491	7,491	7,491	7,491	7,491	7,491	7,491	7,491	7,491	7,491	7,491	-	89,897	89,897	
	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	11,591	-	139,089	139,089	-
Benefits																
3101 STRS	19,930	92,753	104,065	104,065	104,065	104,065	104,065	104,065	104,065	104,065	104,065	104,065	-	1,153,334	1,153,334	
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3301 OASDI	719	719	719	719	719	719	719	719	719	719	719	719	-	8,624	8,624	
3311 Medicare	1,681	7,210	8,068	8,068	8,068	8,068	8,068	8,068	8,068	8,068	8,068	8,068	-	89,574	89,574	
3401 Health and Welfare	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	-	584,000	584,000	
3501 State Unemployment	1,628	1,628	1,628	1,628	1,628	1,628	8,138	6,510	3,255	1,628	1,628	1,628	-	32,550	32,550	
3601 Workers' Compensation	1,623	6,961	7,790	7,790	7,790	7,790	7,790	7,790	7,790	7,790	7,790	7,790	-	86,485	86,485	
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	74,247	157,937	170,936	170,936	170,936	170,936	177,446	175,819	172,564	170,936	170,936	170,936	-	1,954,566	1,954,566	

Monarch River Academy
Monthly Cash Flow/Budget FY22-23
Revised 06/15/2022
ADA = 1220.10

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	34,270	164,701	206,931	127,755	72,113	119,270	92,320	96,772	134,332	121,366	42,430	47,594	-	1,259,855	1,259,855	-
4305 Software	12,042	12,042	12,042	12,042	12,042	12,042	12,042	12,042	12,042	12,042	12,042	12,042	-	144,500	144,500	-
4310 Office Expense	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	-	19,900	19,900	-
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	6,195	29,773	37,407	23,094	13,036	21,560	16,689	17,494	24,283	21,939	7,670	8,603	-	227,743	227,743	-
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	54,164	208,174	258,038	164,550	98,848	154,531	122,709	127,966	172,316	157,005	63,800	69,897	-	1,651,998	1,651,998	-

Monarch River Academy

Monthly Cash Flow/Budget FY22-23

Revised 06/15/2022

ADA = 1220.10

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5102 Special Education	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	34,483	-	413,800	413,800	-
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5106 Other Educational Consultants	23,352	112,232	141,009	87,056	49,140	81,274	62,910	65,943	91,538	82,702	28,913	32,432	-	858,500	858,500	-
5107 Instructional Services	125,200	125,200	125,200	125,200	125,200	125,200	125,200	125,200	125,200	125,200	125,200	125,200	-	1,502,402	1,502,402	-
	183,036	271,915	300,692	246,740	208,823	240,958	222,593	225,627	251,221	242,386	188,596	192,115	-	2,774,703	2,774,703	-
Operations and Housekeeping																
5201 Auto and Travel	317	317	317	317	317	317	317	317	317	317	317	317	-	3,800	3,800	-
5300 Dues & Memberships	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5400 Insurance	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	-	91,500	91,500	-
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5516 Miscellaneous Expense	558	558	558	558	558	558	558	558	558	558	558	558	-	6,700	6,700	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5900 Communications	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	-	13,100	13,100	-
5901 Postage and Shipping	267	267	267	267	267	267	267	267	267	267	267	267	-	3,200	3,200	-
	9,858	9,858	9,858	9,858	9,858	9,858	9,858	9,858	9,858	9,858	9,858	9,858	-	118,300	118,300	-
Facilities, Repairs and Other Leases																
5601 Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional/Consulting Services																
5801 IT	400	400	400	400	400	400	400	400	400	400	400	400	-	4,800	4,800	-
5802 Audit & Taxes	-	-	-	5,567	5,567	5,567	-	-	-	-	-	-	-	16,700	16,700	-
5803 Legal	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	4,358	-	52,300	52,300	-
5804 Professional Development	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-	70,000	70,000	-
5805 General Consulting	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000	-
5806 Special Activities/Field Trips	388	1,865	2,344	1,447	817	1,351	1,046	1,096	1,522	1,375	481	539	-	14,270	14,270	-
5807 Bank Charges	725	725	725	725	725	725	725	725	725	725	725	725	-	8,700	8,700	-
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5809 Other taxes and fees	617	617	617	617	617	617	617	617	617	617	617	617	-	7,400	7,400	-
5810 Payroll Service Fee	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	-	13,400	13,400	-
5811 Management Fee	20,867	20,867	20,867	20,867	20,867	20,867	20,867	20,867	20,867	20,867	20,867	20,867	-	250,400	250,400	-
5812 District Oversight Fee	-	16,587	16,860	31,559	29,729	29,729	31,559	29,729	37,570	38,995	37,165	37,165	38,995	375,641	375,641	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5814 SPED Encroachment	-	4,125	4,125	7,425	7,425	7,425	7,425	7,425	9,295	9,295	9,295	9,295	9,295	91,849	91,849	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	34,722	56,911	57,662	80,331	77,870	78,404	74,363	72,583	82,720	83,998	81,274	81,333	48,290	910,460	910,460	-
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	-	45,288	45,288	-
	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,288	45,288	-
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	475,739	1,205,778	1,357,395	1,232,622	1,126,544	1,214,896	1,167,177	1,172,061	1,248,887	1,224,392	1,074,673	1,084,347	48,290	13,632,802	13,632,802	-
Monthly Surplus (Deficit)	(475,739)	(601,326)	(709,549)	(87,853)	(42,780)	(3,768)	40,058	(88,296)	119,629	254,103	280,351	469,973	1,520,989	675,792	675,792	-

Monarch River Academy
Monthly Cash Flow/Budget FY22-23
Revised 06/15/2022
ADA = 1220.10

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(475,739)	(601,326)	(709,549)	(87,853)	(42,780)	(3,768)	40,058	(88,296)	119,629	254,103	280,351	469,973	1,520,989	675,792		
Cash flows from operating activities															**Cert.**	**Instr.**
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	-	45,288	51.6%	87.3%
Public Funding Receivables	1,148,299	-	-	-	-	-	-	-	-	-	-	-	(1,569,279)	(420,980)	1,664,591	1,039,019
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(105,000)	-	-	-	-	-	-	-	-	-	-	-	48,290	(56,710)	**Pupil:Teacher Ratio**	
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18.77	
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	571,335	(597,552)	(705,775)	(84,079)	(39,006)	6	43,832	(84,522)	123,403	257,877	284,125	473,747				
Cash, Beginning of Month	1,743,826	2,315,160	1,717,609	1,011,833	927,754	888,749	888,755	932,587	848,064	971,468	1,229,344	1,513,469				
Cash, End of Month	**2,315,160**	**1,717,609**	**1,011,833**	**927,754**	**888,749**	**888,755**	**932,587**	**848,064**	**971,468**	**1,229,344**	**1,513,469**	**1,987,217**				

Cover Sheet
Education Protection Account (EPA) Budget

Section: **II. Finance**

Item: **B. Education Protection Account (EPA) Budget**

Purpose: **Discussion & Potential Action - Vote**

Related Material: **MRA EPA Board Presentation**

BACKGROUND:

- Charter Impact will present the EPA Budget.
- The EPA provides schools with general purpose state aid funding pursuant to Section 36 of Article XIII of the California Constitution.
- The EPA funding is a component of a school's total LCFF entitlement as calculated in the Principal Apportionment.
- The EPA was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.
- The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

RECOMMENDATION:

- Consider approval of the EPA Budget.

Monarch River Academy

The Education Protection Account (EPA)

1

Background

- The EPA funding is a component of an LEA's total LCFF entitlement as calculated in the Principal Apportionment. Established by Proposition 30 composing of a portion of State Sales Taxes as well as additional taxes paid by high income earners in California.

- There are statutory requirements on how EPA funds should be spent and each LEA decides locally how to best allocate funds.

- California Constitution requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

- A board approved expenditure plan is required so the expenditures can be appropriately applied.

CHARTER
IMPACT

2

2022-23 EPA Budget

Monarch River Academy

Projected Expenditures through: June 30, 2023

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	244,020.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		244,020.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	170,814.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	73,206.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		244,020.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

CHARTER IMPACT

3

Cover Sheet
Public Hearing: Local Control Accountability Plan (LCAP)

Section: III. Academic Excellence
Item: A. Public Hearing: Local Control Accountability Plan (LCAP)
Purpose: Discussion & Potential Action - Vote
Related Material: 2022 LCAP - Monarch River Academy

BACKGROUND:

- The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
- Under the Local Control Funding Formula (LCFF), all LEAs including school districts, COEs, and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC sections 52060(d), 52066(d), and 47605.

RECOMMENDATION:

- Consider the approval of the 2022 LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monarch River Academy

CDS Code: 54718110139477

School Year: 2022-23

LEA contact information:

Laurie Goodman, Ed.D.- Director

Stephanie Johnson - Director

steph.johnson@monarchriveracademy.org, (559) 258-0787

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $611,214, 4%

All other state funds, $1,320,957, 9%

Total LCFF funds $13,061,061 87 %

LCFF supplemental & concentration grants, $1,041,064, 7%

All Other LCFF funds, $12,019,997, 80%
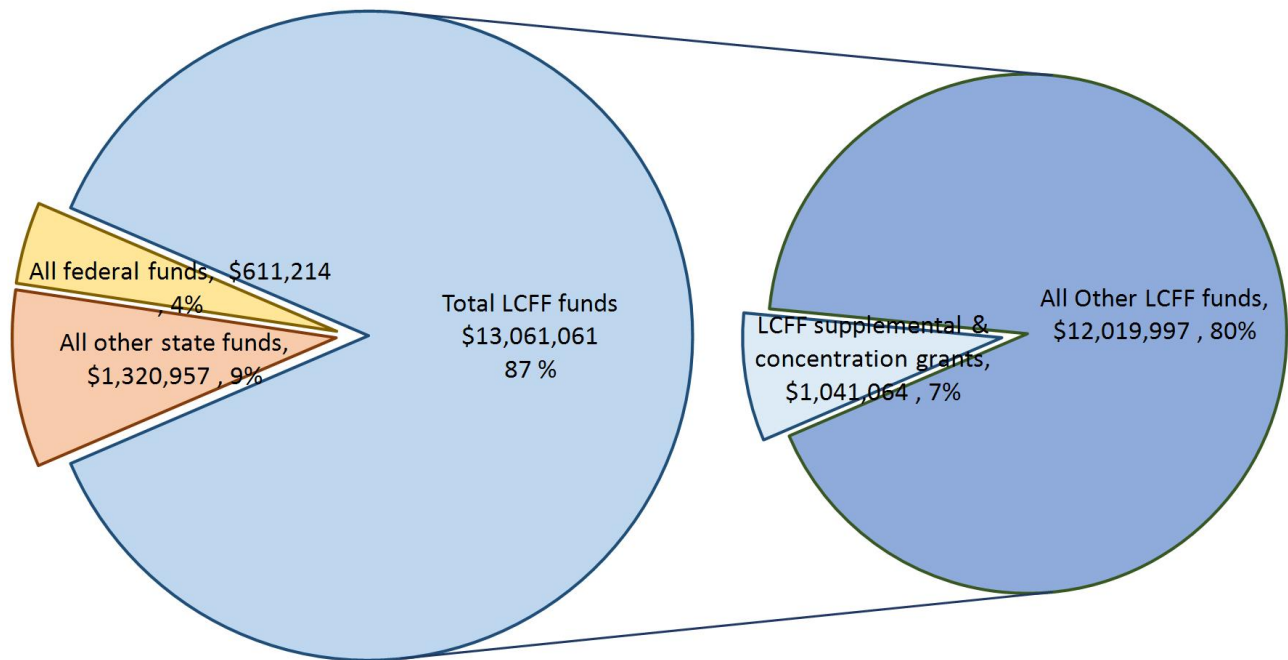
This chart shows the total general purpose revenue Monarch River Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monarch River Academy is $14,993,232, of which $13,061,061 is Local Control Funding Formula (LCFF), $1,320,957 is other state funds, $0

is local funds, and $611,214 is federal funds. Of the $13,061,061 in LCFF Funds, $1,041,064 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 14,000,000	
$ 13,500,000	
$ 13,000,000	Total Budgeted General Fund Expenditures, $13,546,990
$ 12,500,000	
$ 12,000,000	
$ 11,500,000	Total Budgeted Expenditures in the LCAP $11,408,806
$ 11,000,000	
$ 10,500,000	
$ 10,000,000	
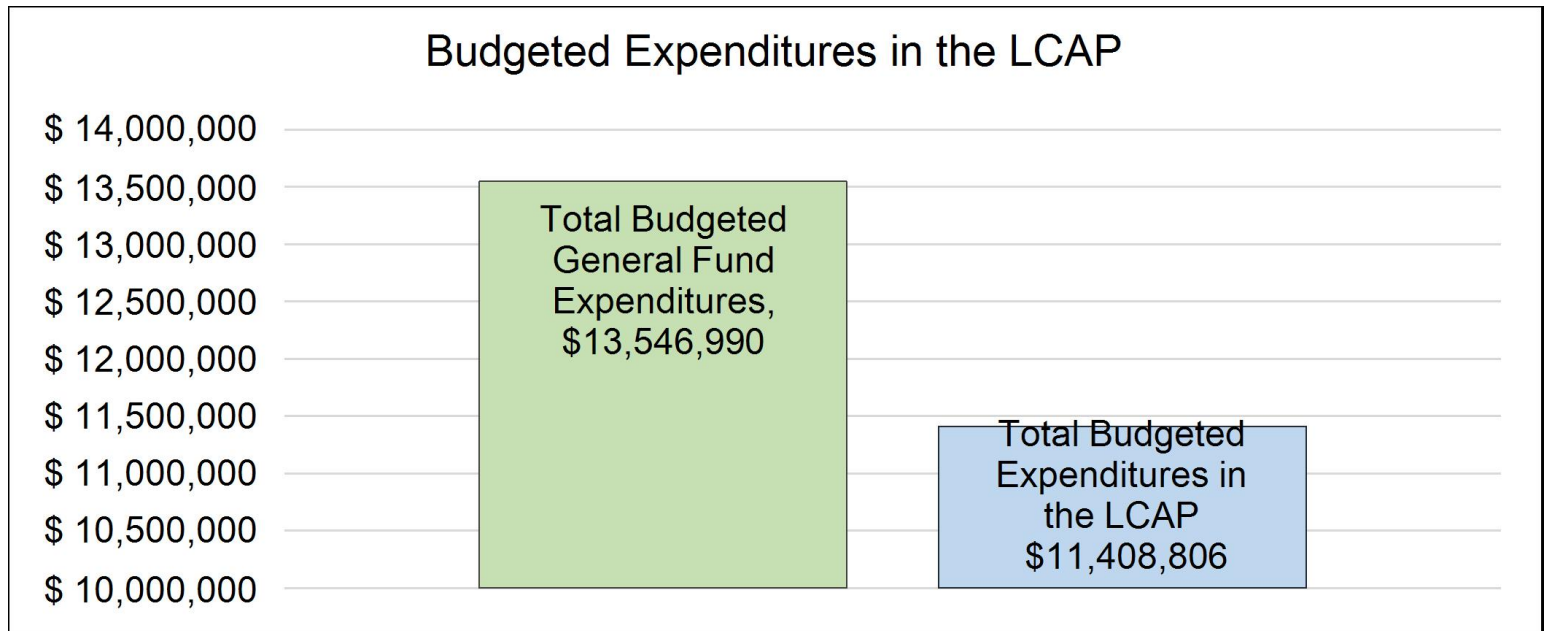
This chart provides a quick summary of how much Monarch River Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monarch River Academy plans to spend $13,546,990 for the 2022-23 school year. Of that amount, $11,408,806 is tied to actions/services in the LCAP and $2,138,184 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational expenses needed to operate the school

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Monarch River Academy is projecting it will receive $1,041,064 based on the enrollment of foster youth, English learner, and low-income students. Monarch River Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Monarch River Academy plans to spend $11,051,754 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$11,408,806**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$7,275,759**

(Axis: $ 0 — $ 5,000,000 — $ 10,000,000 — $ 15,000,000)
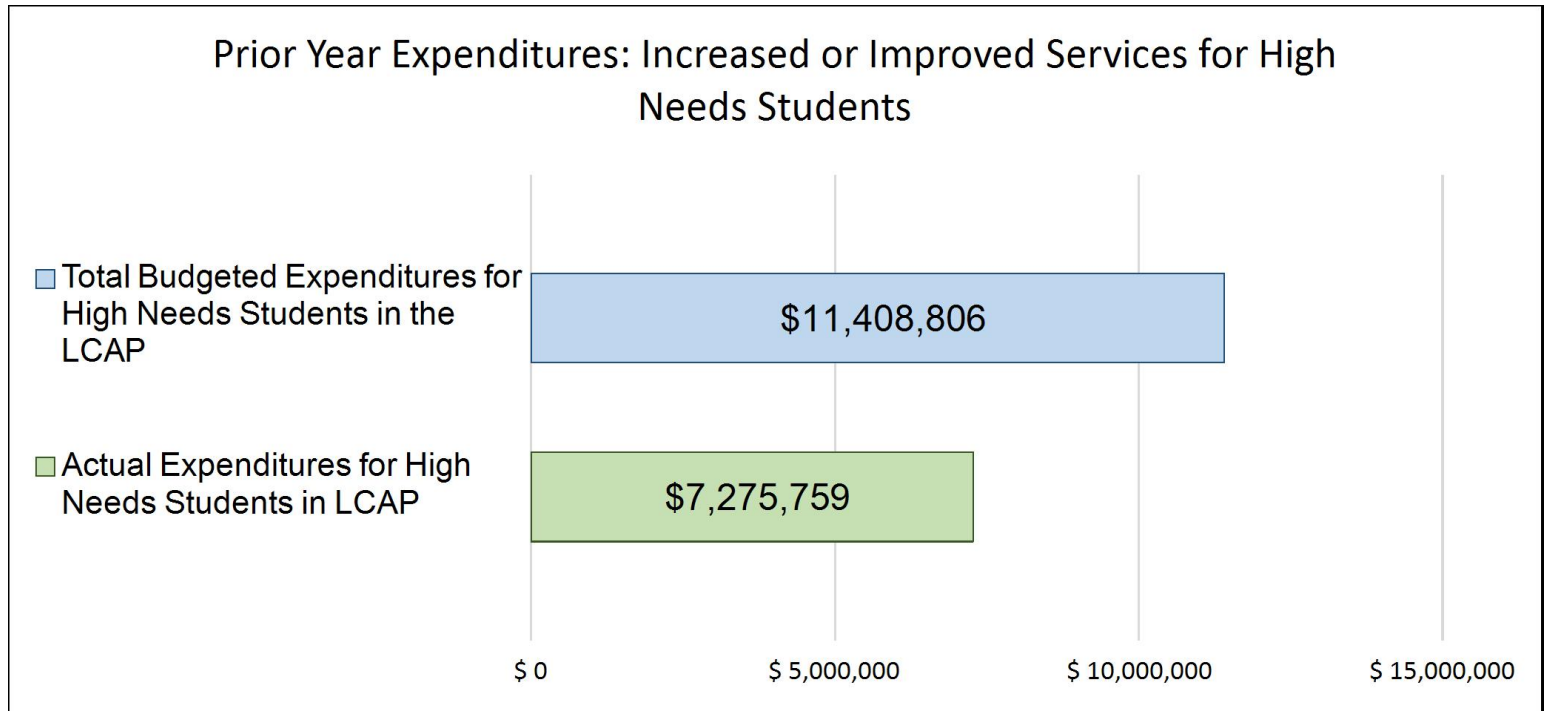
This chart compares what Monarch River Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monarch River Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Monarch River Academy's LCAP budgeted $11,408,806 for planned actions to increase or improve services for high needs students. Monarch River Academy actually spent $7,275,759 for actions to increase or improve services for high needs students in 2021-22.

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

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

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

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

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

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

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

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

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

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

The following links indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.
• Learning Continuity and Attendance Plan (https://monarchriveracademy.org/about/accountability-sarc)
• Expanded Learning Opportunities Grant Plan (https://monarchriveracademy.org/about/accountability-sarc)
• Local Control and Accountability Plan (https://monarchriveracademy.org/about/accountability-sarc)
• ESSER III Expenditure Plan (https://monarchriveracademy.org/about/accountability-sarc)

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

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

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

Successes: MRA implemented all of the required COVID-19 protocols which included daily screenings and temperature checks as well as immediately cleaning and sanitizing all surfaces. There have been no reportable COVID-19 work-related infections to date.
Challenges: Maintaining the high level of COVID-19 protocols when with all visitors has been a challenge, but it has been done.

Continuity of Services:

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

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

Implementation of the ESSER III Expenditure Plan:

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

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

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

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

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

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

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

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

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

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

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monarch River Academy	Laurie Goodman, Ed.D.- Director Stephanie Johnson - Director	laurie.goodman@monarchriveracademy.org, (559) 999-5030 steph.johnson@monarchriveracademy.org, (559) 258-0787

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Monarch River Academy (MRA) is a tuition-free public charter school offering personalized student learning in grades TK through 12. We are a non-classroom-based independent study work charter school serving students and families throughout Fresno, Madera, Merced, and Monterey Counties. MRA serves approximately 1061 students, grades TK-12, and employs approximately 64 staff members. Our student demographics indicate that 31.7% are of Hispanic descent, 65.4% are Caucasian, 3.4% are Black or African American, .8% are Asian, 1.6% are American Indian or Alaska Native, and .4% are Native Hawaiian or Other Pacific Islander. .3% of our student population are English Learners. Almost 43.1% of our students come from socioeconomically disadvantaged backgrounds.

MRA is unique and provides students with a standards-based public education in an independent-study homeschool environment. We offer multiple educational programs and facilitate the individualization of each child's learning experience alongside our parents and families. Under the direct supervision of a credentialed teacher and through multiple program offerings, students can complete their standards-aligned educational program in a setting that best meets their needs. As a non-classroom-based charter, we are proud to offer our standards-aligned educational program completely online, as part of a blended model of online coursework with some direct instruction, and/or offline through state-adopted textbook options. Students are also encouraged to participate in project-based or career technical education courses, and/or a multitude of enrichment opportunities to help round out their educational experience. We also partner with local organizations and colleges, to ensure that students are prepared for college and career.

In March of 2020, MRA halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and Educational Partners with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all Educational Partners to plan and prepare for a safe and successful August reopening that considered the challenges related to Covid-19 restrictions. MRA remained deeply committed to making sure that all students

made academic progress and continued towards college and career readiness. Each of our students was significantly impacted, like other schools, with the initial closure of the in-person school activities and swift move to distance learning. MRA continued to provide a full educational program as a non-classroom-based charter school.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of Education Partner input, Monarch River Academy has identified the following successes:

California School Dashboard and Local Data
Note: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, state law required that reliable and valid data that would have been included in the 2020 Dashboard be reported. Monarch River Academy was in its first year as a school during the 2019-20 school year. Because the 2020 Dashboard was suspended, Monarch River does not have Dashboard indicators to report. Local data shows the following:
1. In 2019, MRA's Chronic Absenteeism rate decreased was less than 1%. In 2020 and 2021, local data showed that MRA maintained a low Chronic Absenteeism rate and maintained an attendance rate of 99%.
2. In 2019 MRA did not suspend a single student. In 2020 and 2021, local data showed that the school has maintained a 0% suspension rate.

Annual Self-Assessment
An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for Education Partners to provide survey feedback through Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents.
1. 90% of parents feel that their child's school provides access to professionals and resources to support social-emotional learning and other emotional health needs.
2. 96% of parents feel that their child's school provides a quality education that focuses on the academic success of each child.
3. 91% of parents feel that their child's school offers support that promotes learning at high levels.
4. 85% of parents feel that their child's school provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
5. 98% of parents feel that their child's school welcomes parental participation at all levels.
6. 98% of parents feel that their child's school has teachers that go out of their way to help students
7. 91% of our students who surveyed feel that Monarch River Academy works with their parent/guardian to help them do their best in school.
8. 96% of the educational partners feel that Monarch River Academy has clear guidelines and supports to ensure all students are on track to graduate from high school and meet the high school graduation requirements.

9. 89% of the educational partners feel that Monarch River Academy provides professional development that meets the needs of staff in order to increase student.

Education Partner Input
Meetings were held to ensure that all Education Partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where Education Partners could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that Education Partners feel our greatest areas of strength include:
1. Parents are generally happy with the guidance and the support of their teacher and the addition of the virtual academics as well as intervention programs to support learning.
2. All Education Partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students and the expansion of the dual enrollment program.
3. MRA established a comprehensive Tier 2 and Tier 3 intervention program to support struggling learners as well as students needed social emotional learning support and/or those students falling below grade-level expectations.
4. Education Partners were excited about the expansion of Career Technical Education (CTE) course offerings for high school students and the return on in-person events to build community.
5. Education Partners were very satisfied with increased efforts to monitor high school academic achievement, including the creation of the high school guidance tech position to offer additional supports.

MRA will continue to strive towards excellence. In order to maintain and build on the successes above, MRA will:
1) Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
2) Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
3) Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 and Tier 3 intervention and SEL supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency as well as provide a safety net for mental health supports.
4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
5) Continue providing increased staff support in the area of high school progress monitoring and academic success and the expansion of the virtual academies as well as in-person events as we partner with our authorizing districts..

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of performance on the state and local indicators, locally collected diagnostic data, a review of our annual self-assessment tools, and a review of Education Partner input, Monarch River Academy has identified the following needs:

California School Dashboard and Locally Collected Assessment Data
Monarch River Academy was in its first year as a school during the 2019-20 school year. Because the 2020 Dashboard was suspended, Monarch River does not have Dashboard indicators to report. Locally collected assessment data shows that MRA's rate of performance for both English Language Arts and Mathematics remains an area of need. During the 2021-22 school year, MRA has assessed all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 82% of students participated in the Reading diagnostic, 42% of students were at or above benchmark according to grade level criterion. Of the 91% of students who were assessed in the Winter, 48% of students were at or above benchmark. According to the Fall administration where 97% of students participated in the Mathematics diagnostic, 35% of students were at or above benchmark. Of the 100% of students who were assessed in the Winter, 37% of students were at or above benchmark. MRA will take the following steps: to improve the academic achievement of students:
1) Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 and Tier 3 intervention and SEL supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency and emotional well-being.
2) Provide school-wide professional development for staff and learning coaches to ensure that ensure evidence-based practices are being used in daily instruction.
3) Continue to provide additional staff members to support the academic achievement of struggling students; including intervention teachers, instructional paraprofessionals, and paraprofessionals to support students with special needs as well as increase the virtual academy courses for all students including Title 1 students.
4) Implement a robust Parent University program designed to engage parents as partners in the academic and social-emotional development and progress of their students through modeling and support in our enrichment academies which will be school-wide.

Annual Self-Assessment and Education Partner Input
Through annual surveys that were administered to staff, students in grades TK-12, and parents, as well as through Education Partner meetings, MRA has identified the following areas of need:
1) Continue to recruit highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement.
2) Increase direct instruction course offerings taught by a credentialed teacher in order to increase academic achievement in English-language Arts and Mathematics in grades TK-12.
3) Increase parent communication through multiple methods, including the school website as well as in-person events with our partnership with our authorizing districts.
4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, A-G enrollment and completion as well as transition services.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP was written after consulting members from each Educational Partner group across the school. The four goals outlined below will allow MRAto continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent 48% of our total population. These four goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The MRA LCAP broad goals are as follows:
Goal 1: Monarch River Academy will provide a high-quality educational program that promotes the academic achievement of all students.
Goal 2: Monarch River Academy will operate with strong parent and community involvement, including effective communication and opportunities for parent education.
Goal 3: Monarch River Academy will maintain a safe and positive school climate where all students are actively engaged in learning.
Goal 4: Monarch River Academy will guide and prepare all students for college and career readiness.

Impact of the COVID-19 Pandemic:
In March of 2020, MRA joined with school districts throughout the United States, making the difficult decision to halt in-person activities and meetings to spread of COVID-19. Throughout this time, MRA has remained committed to serving our students through a robust independent-study homeschool learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted MRA in several key areas contained in the 2021-24 LCAP, including, a need for a strong Tier 2 intervention program for students who are struggling or who have experienced learning loss and increased progress monitoring and support for students.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families, and public education systems understandably affected data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Monarch River Academy (MRA) believes that Educational Partner input is a key component in the creation of its educational programs and services. To gain input and consultation regarding goals, actions, and expenditures in the LCAP, MRA consulted parents, pupils, school personnel, teachers, administrators, the Parent Advocacy Committee (PAC), District English Learner Advisory Committee (DELAC), the SELPA administrator, and the community in the creation of the plan.

Additional efforts to gain input and consultation included the administration of electronic surveys to all employees and parents. MRA also collected additional survey feedback from our Outstanding Direct Intervention (ODI) teachers who have been piloting small-group intervention programs in both English-language arts and Mathematics. This feedback was extremely valuable in the creation of our instructional program offerings.

Virtual meetings were conducted using Zoom on the following dates:
School Site Council Meeting: 10/04/21, 02/28/22, 04/27/22
Parent and Community Meeting: 10/04/21, 02/28/22, 04/27/22
Staff Meeting:10/04/21, 11/01/21, 12/06/21, 02/07/22, 03/07/22, 04/04/22, 05/02/22
Meeting with Student representatives: 10/04/21, 02/28/22, 04/27/22
Parent Advocacy Committee Meeting: 10/04/21, 10/21/21, 02/28/22, 04/27/22, 05/02/22
ELAC/DELAC Meetings:10/21/21,05/02/22
Board Meetings: 08/24/21, 09/07/21, 09/28/21, 10/22/21, 11/16/21, 12/07/21, 01/25/22, 02/28/22, 03/22/22, 04/26/22, 05/17/22, 06/21/22

School leadership including MRA Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about MRA's educational program including actions and services contained herein: April 4th, April 29th, and May 2nd. Additionally, MRA directors and Regional Coordinators met on April 4th, April 25th, May 2nd, May 9th, May 16th, and May 23rd. Feedback from Education Partners was collected and analyzed by school leaders in the creation of the LCAP. MRA consulted with the SELPA Administrator in May of 2021. Recommendations from this consultation included incorporating both formal and informal data collection into our MTSS process and teacher/parent training in order to more effectively drive the selection of appropriate interventions and support. This recommendation was incorporated into Goal 1, Action 13, and Goal 2, Action 3.

Translation services were available as needed. The school made a strong effort to ensure that voices were heard from Educational Partners throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students. At these meetings, the following information was shared by the school: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and budget information. Educational Partners were then given the opportunity to respond to the plan, providing feedback, questions for the Executive Director, or comments. The PAC and DELAC committees did not submit any formal comments to the Executive Director for a written response.

A draft of the plan was made available for public comment in the school's office so that members of the public would have time to review and provide public comment prior to board approval. MRA advertised the publishing of the draft and invitation for public comment via the Weekly Buzz parent and community newsletter and school website. Educational Partners were encouraged to provide feedback by telephone, email, or by mailing written comments to our office.

Once all the Educational Partner feedback was collected, the school leadership team analyzed the feedback and used it to draft the LCAP. The most common topics of success and needs collected throughout the feedback process were given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the school website from April 8th through April 25th in draft form for the public comment period. An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on February 24, 2021, during the Public Hearing. Feedback included the following: MRA was encouraged to offer a more complete demographic breakdown. This change was made to the final draft. No other feedback was given regarding the LCAP draft so the final draft of the LCAP and budget was approved on June 21st at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific educational partners.

Annual Self-Assessment
An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for Education Partners to provide survey feedback through Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents.
1. 90% of parents feel that their child's school provides access to professionals and resources to support social-emotional learning and other emotional health needs.
2. 96% of parents feel that their child's school provides a quality education that focuses on the academic success of each child.
3. 91% of parents feel that their child's school offers support that promotes learning at high levels.
4. 85% of parents feel that their child's school provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
5. 98% of parents feel that their child's school welcomes parental participation at all levels.
6. 98% of parents feel that their child's school has teachers that go out of their way to help students
7. 91% of our students who surveyed feel that Monarch River Academy works with their parent/guardian to help them do their best in school.
8. 96% of the educational partners feel that Monarch River Academy has clear guidelines and supports to ensure all students are on track to graduate from high school and meet the high school graduation requirements.
9. 89% of the educational partners feel that Monarch River Academy provides professional development that meets the needs of staff in order to increase student.

Education Partner Input
Meetings were held to ensure that all Education Partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where Education Partners could participate by phone or through the online

platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that Education Partners feel our greatest areas of strength include:
1. Parents are generally happy with the guidance and the support of their teacher and the addition of the virtual academics as well as intervention programs to support learning.
2. All Education Partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students and the expansion of the dual enrollment program.
3. MRA established a comprehensive Tier 2 and Tier 3 intervention program to support struggling learners as well as students needed social emotional learning support and/or those students falling below grade-level expectations.
4. Education Partners were excited about the expansion of Career Technical Education (CTE) course offerings for high school students and the return on in-person events to build community.
5. Education Partners were very satisfied with increased efforts to monitor high school academic achievement, including the creation of the high school guidance tech position to offer additional supports.

MRA will continue to strive towards excellence. In order to maintain and build on the successes above, MRA will:
1) Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
2) Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
3) Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 and Tier 3 intervention and SEL supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency as well as provide a safety net for mental health supports.
4) Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
5) Continue providing increased staff support in the area of high school progress monitoring and academic success and the expansion of the virtual academies as well as in-person events as we partner with our authorizing districts..

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The four goals of the LCAP were created with Educational Partner input. This year, Educational Partner input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan: 1) Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students, 2) Increasing parent and community communication and engagement, 3) Maintaining a safe and positive school climate where students are actively engaged, and 4) Providing guidance and supports to ensure that all students are college and career ready. Both fiscal and human resources will be dedicated to meeting the school's goals in these critical areas.

Aspects of the LCAP Influenced by Educational Partner Input

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students: Educational Partner input in this area indicates that Educational Partners are proud of the efforts made to provide and train credentialed HSTs and Educational Partners want these efforts to continue. This effort is reflected in Goal 1, Actions 1, and 7-17.

2. Increasing parent and community communication and engagement: Educational Partners are very proud of the efforts made to communicate with parents and families during the pandemic but would like to see increased consistent parent communication through multiple methods, including the school website. Goal 2, Action 2 will address this and Goal 2, Action 3 will expand opportunities for parent education through Parent University offerings.

3. Maintaining a safe and positive school climate where students are actively engaged: Educational Partners appreciate the increased effort made over the past year towards engaging students through enrichment opportunities, club offerings, academic and leadership opportunities such as Academic Decathlon and the National Honors Society. Educational Partners expressed a desire to see increased opportunities for student engagement such as field trip offerings and continued clubs, and academic and leadership opportunities. MRA will focus on this area (Goal 3, Actions 2, and 6).

4. Providing guidance and supports to ensure that all students are college and career ready: Educational Partners would like to see increased college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. Goal 4, Actions 1-3 will focus on this area.

New Aspects of the LCAP Influenced by Specific Educational Partner Input directly related to the effects of the COVID-19 Pandemic:
1. Increased and Improved Technology including Training and Support: Goal 1 Actions 2, 5, 6, and 10 will address the needs for more devices, technology support, and professional development that includes training in new technology and online platforms to support students.
2. MRA will continue to follow all state and local guidelines during the ongoing COVID-19 pandemic. Utilizing CARES act funding, MRA will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE).

Goals and Actions

Goal

Goal #	Description
1	Monarch River Academy will provide a high quality educational program that promotes the academic achievement of all students. (Priorities Addressed:1,2,4,7,8)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	100% of teachers are appropriately credentialed and assigned.	100% of teachers were appropriately credentialed and assigned.			Maintain 95% or higher of teachers who are appropriately credentialed or assigned
Facilities maintained in good repair	All facilities are maintained in good repair.	All facilities were maintained in good repair.			Maintain all facilities in good repair
Access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.	100% of students had access to standards aligned instructional materials.			100% of students have access to standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards for all students	100% implementation of state standards.	100% implementation of state standards occurred.			100% implementation of state standards
Enable ELs access to CCSS and ELD standards	The 2020 CA School Dashboard did not include an ELPI due to the COVID-19 pandemic. In 2019-20, for the Summative ELPAC: 20% scored a level 1 Beginning to Develop 80% scored an overall level of 3 Moderately Developed	The 2020 CA School Dashboard does not have data available. For the Summative ELPAC of the 2020-21 school year; 20% scored at level 2, 40% scored at level 3, 40% scored at level 4.			Increase the percentage of students who are making progress towards English proficiency from prior year's data
ELA CAASPP Note: Local benchmarks will be used until CAASPP Results become available	The 2020 assessment was waived due to the COVID-19 pandemic. STAR 360 Overall Reading Fall 41% Winter 44%	Unavailable CAASPP to be given in the Spring semester. 82% of students participated in the reading STAR360. 42% of students tested above Benchmark for the Fall semester of 2021.			Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP Note: Local benchmarks will be	The 2020 assessment was waived due to the COVID-19 pandemic.	Unavailable CAASPP to be given in the Spring semester.			Increase the percentage of students who scored met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
used until CAASPP Results become available	STAR 360 Mathematics Fall 31% Winter 35%	97% of students participated in the math STAR360. 35% of students tested above Benchmark for the Fall semester of 2021.			standard on from prior year's data
AP Passage Rate	100% of students passed the AP exam with a score of 3 or higher.	For 2021, we had 3 students from MRA take AP tests, all were passed with a 3 or higher. MRA had 100% passing with 3 or higher.			Increase the percentage of students who passed an AP exam with a 3 or higher from prior year's data
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	The 2020 assessment was waived due to the COVID-19 pandemic. STAR 360 Overall Reading Winter 11th grade 33%	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.			Increase the percentage of students scored met or exceeded standard on from prior year's data
EAP Math Note: Local benchmarks will be used until CAASPP	The 2020 assessment was waived due to the COVID-19 pandemic. STAR 360 Mathematics	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.			Increase the percentage of students cored met or exceeded standard on from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results become available	Winter 11th grade 34%				
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students had access to a broad course of study including unduplicated pupils and pupils with exceptional needs.			100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs
EL Reclassification rate	3 students were reclassified during the 19-20 school year.	As of April 2022, 8 students have been reclassified for the 21-22 school year.			Maintain or increase the number of students who are reclassified from prior year's data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Qualified Staff, including appropriately credentialed teachers	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students. Monarch River Academy (MRA) will utilize recruitment websites and fairs to have access to highly qualified teachers with single-subject expertise, special education expertise, and multiple subject expertise. A fully credentialed staff increases success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide enough staff to support and increase achievement in our virtual academies as well as support for students, staff, and families. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of	$3,774,677.00	No

Action #	Title	Description	Total Funds	Contributing
		these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.2	1.2 Regional Coordinators	State and local assessment data, educational partner feedback, and other collected data indicate that Regional Coordinators are necessary to support teachers and monitor the academic progress of unduplicated students. Monarch River Academy will utilize Regional Coordinators to provide facilitation of Professional Learning Communities (PLCs) to support teachers and students in ensuring compliance with state and local requirements and completion of a body of work. All students will have access to these Regional Coordinators to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide regional coordinators for the facilitation of PLCs that include disaggregation of data, progress monitoring on state standard implementation, and student progress. These leaders along with team support will increase the success of students, staff, and families as well as support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. We expect this action will continue to reduce the achievement gap by providing leadership support in the area of academy achievement and enrichment as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these leaders will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$466,707.00	
1.3	1.3 Electives and Enrichment opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and full access to courses including electives and opportunities through	$958,672.00	No

Action #	Title	Description	Total Funds	Contributing
		extensive enrichment. Monarch River Academy will utilize vendor, Virtual Academy, and A-G courses to provide courses and enrichment opportunities to support students in their core programs and beyond their core program. All students will have access to these courses and resources, especially for Low Income(LI), Foster Youth(FY), English Learner(EL) students, and students experiencing homelessness(HY) to address equity and access to all courses and resources. By maintaining full access to courses, electives, and enrichment opportunities, MRA will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion, and enhanced learning of unduplicated students. These actions are most associated with LI, FY, HY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment as well as A-G courses in order to address the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment and elective systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.4	1.4 Texts, instructional materials and supplies	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided with standards-aligned texts, instructional materials, and supplies for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive curriculum and enrichment ordering systems as well as its lending library. Teachers and students will have all needed curriculum to ensure compliance with state and local requirements and the completion of a body of work. All students will have access to these resources to ensure equity and access to resources and activities to increase success, especially for Low	$1,868,166.00	No

Action #	Title	Description	Total Funds	Contributing
		Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to better facilitate helping students and families choose grade-level appropriate curriculum and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with these resources will increase the success of students, staff, and families by supporting the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. We expect this action will continue to reduce the achievement gap by providing resource support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these resources will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.5	1.5 Technology, including devices and equipment for learning	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and learning platforms for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive technology department and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with this technology will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic	$23,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of this technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.6	1.6 Technology Support	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and learning platforms for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive technology department and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access along with support with this tech will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students	$73,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experiencing homelessness. The impact of this technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.7	1.7 Intervention Teachers	State and local assessment data, educational partner feedback, and other collected data indicate that students who are provided access to intervention will have greater success. Research indicates that when properly implemented, targeted and individualized support in both English and math will result in greater student access to improving missing skills as well as increased opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small group remediation and acceleration lessons. All students will have access to this intervention program to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Access and intervention support will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve. The impact of this intervention program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$96,226.00	No
1.8	1.8 Supplemental School Psychologist	State and local assessment data, educational partner feedback, and other collected data indicate that mental health is a priority and need for families, a need that was exacerbated by the COVID19 pandemic. If students are not physically, mentally, and emotionally ready to learn, they may not reach their academic goals. Monarch River Academy(MRA) believes that providing additional school psychology	$63,031.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support for struggling students will improve mental health and social-emotional outcomes for students, leading to increased achievement. All students, staff, and families will have access to these professionals to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. MRA will provide additional school psychology services for students which will result in increased participation and achievement on state and local assessments. The impact of these professionals will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.9	1.9 Special Education Services	State and local assessment data, educational partner feedback, and other collected data indicate that Special Education Services are a priority and a need for families, a need that was exacerbated by learning loss due to the COVID19 pandemic. Research indicates that when properly implemented, targeted and individualized support in accordance with a student's Individualized Education Plan(IEP), results in greater student access to improving missing skills and improving the opportunity to reach standards, especially when provided by credentialed teachers who have a special education credential. To meet this need, the special education team will continue to provide specialized and targeted support to students through individualized and small group lessons. All students with an IEP will have access to this specialized academic instruction and other services as noted in their IEP to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Monarch River Academy will provide a rigorous special education program for students with an IEP which will result in increased participation and achievement on state and local assessments. The impact of this program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$636,924.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	1.10 Professional development for staff	State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for our teachers, parents, and students in this unique model of a non classroom-based program. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy(MRA) will utilize contracted professional development and experts in the charter to provide professional development. Research indicates that when properly implemented, the first best instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. MRA believes that providing coordination and implementation of professional development will lead to an increased sense of school connectedness and success among foster and homeless youth, English Learners, and low-income students. This professional development plan will provide several types of support and tailor to the needs of each teacher in the charter. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	$3,714.00	Yes
1.11	1.11 Supplemental academic support programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple supplemental academic support programs which included subscriptions and software that are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy(MRA) will utilize various subscriptions and software to provide greater student access to improving missing skills and more opportunities to reach standards.	$34,209.00	No

Action #	Title	Description	Total Funds	Contributing
		MRA believes in the coordination and implementation of Multiple Supplemental Academic Support Programs which will result in success among foster and homeless youth, English Learners, and low-income students. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
1.12	1.12 English Learner Progress and Achievement Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple services for dedicated and integrated English language development(ELD) support programs which include students enrolled in English learner(EL) virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support in EL coordination and facilitation of services to increase success as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy(MRA) will utilize credentialed and trained teachers to monitor and serve students by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards. MRA believes in providing coordination and implementation of a specific program for English learners at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	$5,300.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	1.13 Student Study Teams and Intervention Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will use a student study team to determine and provide a course of action for intervention which may include mental health as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a method of analysis and intervention for academic and social-emotional support by providing a team to provide differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of a student study team will lead to intervention in a Multi-Tiered System of Support which will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.	$24,356.00	Yes
1.14	1.14 Coordination of intervention, assessment,	Coordination of intervention, assessment, analysis, and achievement State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth.	$128,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
	analysis, and achievement	As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize regional coordinators and directors to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and achievements necessary for all students' academic, behavioral, and social success. These leaders will increase the accessibility to the number of resources that students, staff, and families need in order to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness with learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
1.15	1.15 Academic achievement assessments, management platform, and support	State and local assessment data, educational partner feedback, and other collected data indicate a need for platforms that include assessments, assessment analysis, data analysis, interactive lesson design and application as well as a resource for courses. These web-based platforms and programs will provide additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize directors, tech department, and professional development to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to	$64,195.00	No

Action #	Title	Description	Total Funds	Contributing
		students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and the achievement necessary for all students' academic, behavioral, and social success. These platforms will increase the accessibility to the number of resources that students, staff, and families to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
1.16	1.16 Coordination of services and supports for Students with 504s	State and local assessment data, educational partner feedback, and other collected data indicate a need for coordination of services and support for students with 504 plans which include students enrolled in virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support for 504 students and the coordination and facilitation of services to increase success as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy will utilize credentialed and trained teachers to monitor and serve students with a 504 by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards. Monarch River Academy believes in providing coordination and implementation of a specific program for 504 students at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as	$3,008.00	No

Action #	Title	Description	Total Funds	Contributing
		measured by state and local assessment data, educational partner feedback, and other collected data.		
1.17	1.17 Activities to promote family literacy including lending library support	State and local assessment data, educational partner feedback, and other collected data indicate a need for more literacy activities for families that promote literacy by having events at our lending library that will align with their needs based on data. As identified in the metric section, there is a need to support literacy development for all students by providing a plan that provides coordination and facilitation of services to increase literacy success as well as attendance rate, suspension rate, and behavior that affects learning and academic achievement of these students. Monarch River Academy(MRA) will utilize credentialed and trained teachers to present and provide support to students by having specific events that provide greater access to improving missing skills and more opportunities to reach standards through literacy development. MRA believes in providing coordination and implementation of a specific program for students and families at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	$75,306.50	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference between the actual expenditure and actual expenditures is minor with the expectation of family literacy which was diminished due to COVID-19 restrictions still in place.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local indictors and survey results, MRA made positive progress towards all goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the coming year, there will be a weekly addition of social emotional learning lessons for students in grade TK-12 as requested by our educational partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Monarch River Academy will operate with strong parent and community involvement, including effective communication and opportunities for parent education. (Priorities Addressed: 3)

An explanation of why the LEA has developed this goal.
Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to engage and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the MRA community and promote educational success for their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation according to the Fall 2021 Dashboard	Full Implementation according to the Fall 2022 Dashboard			Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication as measured by Beehively and Website platforms	According to local data, there were 60,828 page views of the school website.	This school year 2021-22, Facebook has reached 20,971 individuals and Instagram reached 621. Data from 08/16/21-04/25/22.			Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data from 04/2021-01/2021 shows that our website had 65,755 page views.			
Provide parent education opportunities	MRA provided multiple parent engagement opportunities throughout the 20-21 school year.	MRA provided multiple parent engagement opportunities throughout the 21-22 school year.			Provide parent education opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 School and community events	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students when parenting engagement and participation increase. Monarch River Academy(MRA) school will utilize teams of teachers led by the Director of Community Services and their regional coordinators to engage parents. MRA believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement which includes newsletters, phone calls, monthly meetings, field trips, and other events. MRA also provides clubs for all students to join throughout the school year for students at all grade levels. Every teacher at MRA also holds an office hour every day to meet parents and engage in the educational process. The School Site Council meets three times a year and parents fill out a Title 1 survey	$1,840.00	No

Action #	Title	Description	Total Funds	Contributing
		as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. MRA parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
2.2	2.2 Communication through multiple methods including website and newsletter	State and local assessment data, educational partner feedback, and other collected data indicate that unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. Monarch River Academy(MRA) will utilize its extensive technology department and marketing department to weekly update all online platforms to make sure that parents and students are informed and have access to needed information. When parents are informed and engaged, students are more likely to be engaged in school and to participate in school programs and supports. MRA will continue to provide multiple methods of parent communication for parents including the school website, home letters, and a weekly electronic newsletter. These platforms will be used to facilitate school-to-parent communication which will lead to increased participation in school programs and support. Access and support with this communication and information will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology and information improves academic performance and is a	$76,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of this technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
2.3	2.3 Parent University	State and local assessment data, educational partner feedback, and other collected data indicate that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress towards the mastery of grade-level knowledge and skills. As identified in the metric section, there is a need for support in professional development and real-time academic support that will affect attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy will utilize its teacher trainers, regional coordinators, and contracted providers to provide a menu of services and supports known as Parent University with the local county office led by the Director of Student Services. The school will increase parent participation and efficacy through training, support, materials, and supplies focused on academic achievement, utilizing formal and informal data collection and analysis to improve student outcomes, and development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no significant material differences between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local indictors and survey results, MRA made positive progress towards all goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the up-coming year, MRA will increase their in-person events as we partner with our authorizing districts and their parent university success with enrichment academy on-line through modeling and side-by-side (virtually) parent support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Monarch River Academy will maintain a safe and positive school climate where all students are actively engaged in learning. (Priorities Addressed: 5,6)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	The attendance rate is at 99% according to local data.	98.06% (as of the last full Learning Period ending on 4/8/2022).			Maintain the school attendance rate at or above 95%.
Chronic Absenteeism rate	The Chronic Absenteeism rate remains less than 1% in 2020-21 according to local data.	The Chronic Absenteeism rate remains less than 1% in 2020-21 and 2021-22 according to local data.			Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension rate	There were 0 suspensions in 2020-21.	There were 0 suspensions in 2020-21 and 2021-22.			Decrease suspension rate from the prior year according to the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	There were 0 expulsions in 2020-21.	There were 0 expulsions in 2020-21 and 2021-22.			Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	Local data shows 1 high school dropout in 2020.	There were 0 high school dropouts per CALPADS certification data.			Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows1 middle school dropout in 2020.	According to CALPADS certification data there were 3 middle school drop outs in 2021-22.			Decrease number of middle school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Sense of safety and school connectedness	76% of students reported feeling safe and connected at school according to a local survey.	100% of our students who surveyed feel safe and connected to Monarch River Academy according to a local survey.			The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 MTSS Program implementation and coordination	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize outside services to provide mental health support and resources to students, staff, and families as well as an internal Social Emotional Learning Team to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide social-emotional tools and support by providing a team to provide differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of the Multi-Tiered System of Support will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.	$40,673.00	Yes
3.2	3.2 Enrichment Coordination and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and opportunities through an extensive enrichment ordering system and a lending library which will provide additional enrichment opportunities for our Low Income(LI), Foster Youth(FY), English Learner	$293,440.00	No

Action #	Title	Description	Total Funds	Contributing
		students(EL), and homeless youth(HY). Monarch River Academy will utilize vendors and other services to provide enrichment activities, resources, and supplies to support students beyond their core program. All students will have access to these resources and activities especially Low Income, Foster Youth, English Learner students, and students experiencing homelessness to address equity and access to all courses and resources. This plan will provide training to parents and students as well as an on-boarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products, as well as the lending library which is equipped with K-12 resources and is located in the Fresno area; however, a mobile van takes materials to parents when they order on-line. Teachers create a student-centered learning plan with individualized student needs identified. These systems along with team support increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The implementation and coordination of the enrichment ordering systems, lending library, and the support team have been designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
3.3	3.3 Coordination of school and community events	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate,		Yes

Action #	Title	Description	Total Funds	Contributing
		suspension rate, and behavior that affects the learning and academic achievement of these students when the parent engagement and participation increase. Monarch River Academy(MRA) will utilize teams of teachers led by the Director of Community Services and their regional coordinators to engage parents. MRA believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement which include newsletters, phone calls, monthly meetings, field trips, and other events. MRA also provides clubs for all students to join throughout the school year for students at all grade levels. Every teacher at MRA also holds an office hour every day to meet parents and engage in the educational process. The school site council meets three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. MRA parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.4	3.4 Supplies and services for Homeless Youth	State and local assessment data, educational partner feedback, and other collected data indicate a need for supplies and services to be provided to foster youth and students experiencing homelessness. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the		No

Action #	Title	Description	Total Funds	Contributing
		learning and academic achievement of these students. Monarch River Academy(MRA) will utilize its transition teams with the local county office led by the Director of Student Services. MRA believes that providing coordination and implementation of supplies and services will lead to an increased sense of school connectedness among foster and homeless youth. This plan will provide several types of supplies, resources, and enrichment opportunities. The implementation and coordination of multiple support systems to meet the needs of homeless and foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.5	3.5 Increase student participation in clubs, leadership and academic programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for clubs, leadership development, and other academic competitions as a high priority for student success. Monarch River Academy (MRA) believes that providing opportunities for students to develop leadership and collaboration skills through clubs, academic competitions, and events, will lead to an increased student engagement and an increase in academic achievement. MRA will provide a team of teachers led by the Director of Community Engagement to increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership skills which will lead to increased participation and academic achievement in state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness and school engagement. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior		

Action #	Title	Description	Total Funds	Contributing
		which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.6	3.6 Student transition program and supports	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in a transition program that will create a sense of safety, connectedness, and college and career readiness is a key motivator for attendance resulting in higher academic achievement. Monarch River Academy (MRA) believes that providing opportunities for students to develop leadership and collaboration skills through a transition program will lead to increased student engagement and an increase in academic achievement. MRA will provide a team of trained educators led by the Director of Transition and Student Support to increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership. Through partnership and collaboration, the team will provide a flexible and personalized learning experience with services in the post-secondary areas of education, employment, and independent living for all high school students including young adults with disabilities. MRA will provide transition programs and support that help prepare students to transition between middle school and high school and between high school and college or career as well as provide agency linkage opportunities to ensure success post-graduation. By preparing students for transitions through training and support, students will be more likely to engage in school. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and	$59,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		local assessment data, educational partner feedback, and other collected data.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is a material difference between goal 3,3 and 3.4 due to COVID-19 restitutions and the support of a grant from the county office of education which supported MRA homeless and foster youth population.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local metrics and survey results, MRA was effective and made positive progress towards their goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the up-coming school year, social emotional learning will be added to our MTSS tier system and imbedded into our local clubs and community events for all students including our Title 1 students school-wide.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Monarch River Academy will guide and prepare all students for college and career readiness. (Priorities Addressed: 4,7,5)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of our students are not prepared or approaching prepared as measured by the Dashboard's College and Career Indicator (CCI). Also, the school's graduation rate is below 100%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	As of 2021, according to the SARC, the graduation rate for MRA is 86.8%.			Increase high school graduation rate to meet or exceed state average.
CTE pathway completion rate	In 2020, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	In 2021, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.			Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	MRA did not have 12th graders during the 19-20 school year.	The A-G completion rate for 2021 was at 16% (1 out of 6 students).			Increase the A-G completion rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 data will become the baseline.				
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or higher on AP exams was 100%	For 2021, we had 3 students from MRA take AP tests, all were passed with a 3 or higher. MRA had 100% passing with 3 or higher.			Increase the AP pass rate from the prior year's data.
College and Career Indicator (CCI) Rate	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	Data is not available from the state for 2021.			Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 CTE pathway expansion	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in an expanding CTE Pathways as well as A-G courses will ensure that unduplicated students are given the opportunity to complete A-G college requirements and be provided with academic support to ensure college and career readiness is a key motivator for attendance resulting in higher academic achievement. Monarch River Academy (MRA) believes that providing opportunities for expanded CTE and A-G courses will allow students to develop	$37,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leadership and collaboration skills that will lead to an increased student engagement and an increase in academic achievement as well as course completion for college and career readiness. Monarch River Academy will provide a team of trained high school support specialists and counselors led by the Highschool Director to increase opportunities for students to participate in CTE and A-G courses. Since its inception, this action has led to increased participation and achievement in CTE and A-G course and increased achievement on local assessments. The implementation and coordination of multiple support systems in CTE and A-G courses will lead to increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.2	4.2 Secondary student success team	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved by providing a secondary student success team to improve outcomes for middle and high school students through support and progress monitoring. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The secondary student success team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and meeting with students and families. By providing the secondary student success team, Monarch River Academy believes there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local	$113,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.3	4.3 High School counseling support	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities to provide High school counseling support to students to ensure academic guidance and support for students to meet A-G requirements to ensure College and Career readiness by providing support and monitoring the academic achievement and learning progress of the Monarch River Academy's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Monarch River Academy believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	$20,943.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Expand Dual Enrollment Opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for an expansion of dual enrollment options for high school students in a high priority for student success. The high school success team, directors, and counseling team will plan and collaborate to support students to meet A-G requirements to ensure College and Career readiness by providing dual enrollment opportunities in order to increase the academic achievement and learning progress of the Monarch River Academy's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in dual enrollment options and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The high school support team will implement a program to ensure all students meet their academic goals and expansion of dual enrollment as needed when they meet with students and families. By providing the expanded dual enrollment opportunities, Monarch River Academy believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	$20,249.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in the planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between the budgeted and actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

According to local indictors and survey results, MRA made positive growth towards their goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

During the 2022-23 school year, a focus on increased enrollment in A-G courses will occur due to the A-G grant requirements.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
790,651	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.35%	0.00	$0.00	8.35%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Using the calculation tool provided by the state, Monarch River Academy has calculated that it will receive $588,630 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the school is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds:

Goal 1:

Regional Coordinators (Goal 1, Action 2)

Technology (Goal 1, Action 5)

Technology Support (Goal 1, Action 6)

Speech Pathologist (Goal 1, Action 8)

Student Study Teams and Intervention Support (Goal 1, Action 13)

Coordination of Intervention, Assessment, Analysis, and Achievement (Goal 1, Action 14)

Goal 2:

Communication (Goal 2, Action 2)

Goal 3:

MTSS Program Implementation and Coordination (Goal 1, Action 3)

Student Transition Program and Crisis Support (Goal 3, Action 6)

Goal 4

CTE Pathway Expansion (Goal 4, Action 1)

Secondary Student Success Progress Monitoring and Coordination (Goal 4, Action 2)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help MRA to be effective in meeting the school's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action serves the unduplicated student population by helping to close equity and performance gaps and meet the goals of our school. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique school-wide action. Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our school has calculated that it will receive $588,630 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been

calculated at 7.89%. Our LEA has demonstrated that it has met the 7.89% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that help provide equity and access for the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,566,124.00	$1,406,244.00		$991,643.50	$8,964,011.50	$4,791,549.00	$4,172,462.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	All	$2,632,142.00	$694,767.00		$447,768.00	$3,774,677.00
1	1.2	1.2 Regional Coordinators	English Learners Foster Youth Low Income	$466,707.00				$466,707.00
1	1.3	1.3 Electives and Enrichment opportunities	All	$863,156.00			$95,516.00	$958,672.00
1	1.4	1.4 Texts, instructional materials and supplies	All	$1,853,053.00	$15,113.00			$1,868,166.00
1	1.5	1.5 Technology, including devices and equipment for learning	English Learners Foster Youth Low Income	$11,753.00			$11,878.00	$23,631.00
1	1.6	1.6 Technology Support	English Learners Foster Youth Low Income	$8,230.00			$65,130.00	$73,360.00
1	1.7	1.7 Intervention Teachers	Title I				$96,226.00	$96,226.00
1	1.8	1.8 Supplemental School Psychologist	English Learners Foster Youth Low Income	$63,031.00				$63,031.00
1	1.9	1.9 Special Education Services	Students with Disabilities	$325.00	$636,599.00			$636,924.00
1	1.10	1.10 Professional development for staff	English Learners Foster Youth				$3,714.00	$3,714.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.11	1.11 Supplemental academic support programs	Title I Eligible Students	$14,118.00			$20,091.00	$34,209.00
1	1.12	1.12 English Learner Progress and Achievement Support	English Learners	$5,300.00				$5,300.00
1	1.13	1.13 Student Study Teams and Intervention Support	English Learners Foster Youth Low Income	$24,356.00				$24,356.00
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	English Learners Foster Youth Low Income	$88,923.00			$39,617.00	$128,540.00
1	1.15	1.15 Academic achievement assessments, management platform, and support	All	$7,100.00			$57,095.00	$64,195.00
1	1.16	1.16 Coordination of services and supports for Students with 504s	Students with 504s	$3,008.00				$3,008.00
1	1.17	1.17 Activities to promote family literacy including lending library support	Title I Eligible Students				$75,306.50	$75,306.50
2	2.1	2.1 School and community events	Title I Eligible students	$1,840.00				$1,840.00
2	2.2	2.2 Communication through multiple methods including website and newsletter	English Learners Foster Youth Low Income	$11,730.00			$65,130.00	$76,860.00
2	2.3	2.3 Parent University	Title I Eligible Students					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	3.1 MTSS Program implementation and coordination	English Learners Foster Youth Low Income	$40,673.00				$40,673.00
3	3.2	3.2 Enrichment Coordination and Support	All	$293,440.00				$293,440.00
3	3.3	3.3 Coordination of school and community events	English Learners Foster Youth Low Income					
3	3.4	3.4 Supplies and services for Homeless Youth	Homeless and Foster Youth					
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs						
3	3.6	3.6 Student transition program and supports	English Learners Foster Youth Low Income		$59,765.00			$59,765.00
4	4.1	4.1 CTE pathway expansion	English Learners Foster Youth Low Income	$22,850.00			$14,172.00	$37,022.00
4	4.2	4.2 Secondary student success team	English Learners Foster Youth Low Income	$113,197.00				$113,197.00
4	4.3	4.3 High School counseling support	All	$20,943.00				$20,943.00
4	4.4	Expand Dual Enrollment Opportunities		$20,249.00				$20,249.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,464,344	790,651	8.35%	0.00	8.35%	$384,743.00	0.00%	4.07%	**Total:**	$384,743.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$384,743.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	1.2 Regional Coordinators			English Learners Foster Youth Low Income	All Schools	$466,707.00	
1	**1.5**	1.5 Technology, including devices and equipment for learning	Yes	Schoolwide	English Learners Foster Youth Low Income		$11,753.00	
1	**1.6**	1.6 Technology Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$8,230.00	
1	**1.8**	1.8 Supplemental School Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income		$63,031.00	
1	**1.10**	1.10 Professional development for staff	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	**1.13**	1.13 Student Study Teams and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$24,356.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	Schoolwide	English Learners Foster Youth Low Income		$88,923.00	
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	Schoolwide	English Learners Foster Youth Low Income		$11,730.00	
3	3.1	3.1 MTSS Program implementation and coordination	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,673.00	
3	3.3	3.3 Coordination of school and community events	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.6	3.6 Student transition program and supports	Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.1	4.1 CTE pathway expansion	Yes	Schoolwide	English Learners Foster Youth Low Income		$22,850.00	
4	4.2	4.2 Secondary student success team	Yes	Schoolwide	English Learners Foster Youth Low Income		$113,197.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,888,705.00	$11,408,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	No	3,774,677	6,106,100
1	1.2	1.2 Regional Coordinators		466,707	257,817
1	1.3	1.3 Electives and Enrichment opportunities	No	958,672	1,022,530
1	1.4	1.4 Texts, instructional materials and supplies	No	1,868,166	2,474,594
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	23,631	137,593
1	1.6	1.6 Technology Support	Yes	73,360	65,754
1	1.7	1.7 Intervention Teachers	No	96,226	51,678
1	1.8	1.8 Supplemental School Psychologist	Yes	63,031	34,452
1	1.9	1.9 Special Education Services	No	636,924	632,500
1	1.10	1.10 Professional development for staff	Yes	3,714	14,412

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.11 Supplemental academic support programs	No	34,209	30,000
1	1.12	1.12 English Learner Progress and Achievement Support	No	5,300	5,742
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	24,356	5,742
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	128,540	112,433
1	1.15	1.15 Academic achievement assessments, management platform, and support	No	64,195	22,230
1	1.16	1.16 Coordination of services and supports for Students with 504s	No	3,008	2,871
1	1.17	1.17 Activities to promote family literacy including lending library support	No		75,307
2	2.1	2.1 School and community events	No	1,840	2,000
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	76,860	30,000
2	2.3	2.3 Parent University	No		14,355
3	3.1	3.1 MTSS Program implementation and coordination	Yes	40,673	56,033
3	3.2	3.2 Enrichment Coordination and Support	No	293,440	57,420
3	3.3	3.3 Coordination of school and community events	Yes		4,307

2022-23 Local Control Accountability Plan for Monarch River Academy

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	3.4 Supplies and services for Homeless Youth	No		1,000
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs	No		5,000
3	3.6	3.6 Student transition program and supports	Yes	59,765	112,722
4	4.1	4.1 CTE pathway expansion	Yes	37,022	14,786
4	4.2	4.2 Secondary student success team	Yes	113,197	40,768
4	4.3	4.3 High School counseling support	No	20,943	18,662
4	4.4	Expand Dual Enrollment Opportunities		20,249	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$629,001.26	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	$137,592.52			
1	1.6	1.6 Technology Support	Yes	$65,754.00			
1	1.8	1.8 Supplemental School Psychologist	Yes	$34,452.00			
1	1.10	1.10 Professional development for staff	Yes	$14,412.42			
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	$5,742.00			
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	$112,432.88			
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	$30,000.00			
3	3.1	3.1 MTSS Program implementation and coordination	Yes	$56,032.66			
3	3.3	3.3 Coordination of school and community events	Yes	$4,307.00			
3	3.6	3.6 Student transition program and supports	Yes	$112,721.78			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	4.1 CTE pathway expansion	Yes	$14,786.00			
4	4.2	4.2 Secondary student success team	Yes	$40,768.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0.00	0.00%	$0.00	0.00%	0.00%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Cover Sheet
2022-2023 Parent Student Handbook

Section: **III. Academic Excellence**

Item: **B. 2022-2023 Parent Student Handbook**

Purpose: **Discussion & Potential Action - Vote**

Related Material: **Parent Student Handbook 22-23 - Monarch River**

BACKGROUND:

- Steph Johnson will present the Parent Student Handbook for 2022-2023.
- Notable additions are the TItle 1 Notifications.

RECOMMENDATION:

- Consider the approval of the Parent Student Handbook for 2022-2023.

Monarch River Academy

Parent Student Handbook

2022-2023

The Journey of Learning Together

Table of Contents

2

4

School Mission Statement

Mission Statement

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

Description of the Program

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

Our programs provide students with many opportunities to:

- Learn at home or on the go with options for flexible, standards-based learning pathways using a variety of curriculum, online platforms, virtual academies and/or bundled textbook programs.
- Receive guidance, support, and assistance in person and virtually from your assigned credentialed Teacher.
- Participate in optional field trips and school events as desired and based on current public health guidelines.
- Choose from numerous and diverse Community Partner (Vendor) services.

5

Schoolwide Learner Outcomes (SLOs)

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

EVERY MONARCH RIVER ACADEMY STUDENT

Is a...

NAVIGATOR OF THE DIGITAL WORLD
Navigator of the digital world who is proficient in the use of technology, media and online resources.

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

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

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

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

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

6

Western Association of Schools & Colleges (WASC) Accreditation

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

When a school becomes accredited, it:

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

Admissions, Registration, & Intake

Required registration documentation includes proof of age, immunization record or waiver, proof of residence, and school entry age required documents.

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

School Entry Age Documents are required for TK-1st grade levels including Report of Health Examination and Oral Health Assessment. Waivers may be submitted if a physician and dentist do not complete these documents at the time of registration.

Proof of Residency (POR): This is verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. For example, a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough; it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot,

7

mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide.

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

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

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

High School Transcripts are necessary for enrolling high school students to determine proper class placement and for creating Individualized Graduation Plans (IGP). Official transcripts should be submitted from their previous high school. During the registration process, unofficial transcripts can be submitted by hand, faxed, or emailed until an official transcript can be obtained.

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

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

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

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

The Parent/Guardian's Role

- Regularly support your student in daily learning during the school day, following the Educational Plan assigned by your teacher.
- Treat all Teachers and school staff with respect and professionalism.
- Work in collaboration with your Teacher.
- Make sure your student participates in online and/or other required intervention support if needed and as assigned by your Teacher.
- Complete and submit the monthly Student Learning Log (attendance log) on the due date.
- Complete the STAR 360 online assessment during each of the 3 testing windows.

8

- Support student(s) in attending state-mandated testing Smarter Balanced Assessment System (SBAC), California Science Test (CAST), English Language Proficiency Assessments for California (ELPAC) (if needed), California Alternate Assessments (CAA) (if needed), and Physical Fitness Test (PFT)).
- Maintain consistent 2-way communication with your student's teachers. Reply to all emails, phone calls, and text messages within 2 school days.
- Attend scheduled Learning Period meetings with your student(s), as well as any other necessary meetings (on the phone, via web conference, or in person), with school staff.
- Understand and follow the Learning Period Expectations:

    1. The Learning Coach and all enrolled students must be present at each Learning Period meeting.

    2. Please set aside 1 hour for a single student and 15 minutes for each additional student to meet with the teacher for each Learning Period meeting.

    3. Bring curriculum to your Learning Period meeting to review progress in all core academic subjects.

        a. Bring all of the work completed since the last learning period meeting and be prepared to discuss the curriculum plan for the weeks ahead.

        b. If there is not a curriculum plan, you will work with your teacher to create one for the next Learning Period.

    4. RSVP to your Learning Period meeting invitation from the teacher within 48 hours.

    5. After 2 attempts to schedule the Learning Period meeting, the teacher will schedule a Learning Period meeting for you to attend.

Student Behavioral Expectations

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

- Home classroom
- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events
- Tutoring/Intervention/Clubs/Other online interaction

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

9

1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person on an online platform is prohibited.
6. Use only your own username and password for online platforms and do not share these with others besides your Learning Coach, parent/guardian, or teachers.
7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)
8. Do not lay down during any online classes, office hours or tutoring.
9. Dress Code for Virtual Classroom and In Person Events. Our students are expected to dress appropriately during virtual class sessions and in-person events. The following dress code will apply:
    a. Students will wear an appropriate shirt and shorts, pants, skirts.
    b. Clothing not allowed are halter tops, spaghetti strapped tops, crop tops, beachwear, swimwear, tube tops, bare midriffs or chests, see-through or fishnet outfits or off the shoulder and low cut tops are not acceptable. Shorts or skirts that could be considered revealing or distracting are not allowed.
    c. Any item of clothing with inappropriate writing (i.e. advertising alcohol, drugs, sex, gang related, and/or offensive material.)
    d. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
    e. No sunglasses in virtual classrooms. Your face must be clearly visible.

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

Consequences

School staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.
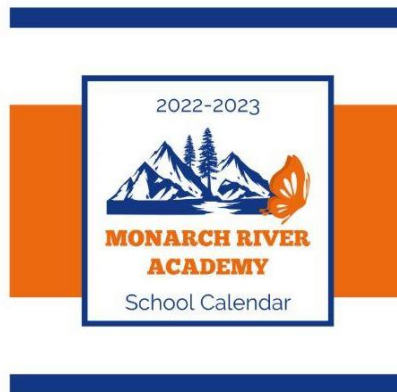
10

School Calendar

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

Monarch River Academy
2022-2023 School Calendar

July 2022

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

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

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

March 2023

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

April 2023

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

May 2023

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

June 2023

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

School Year Dates

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

Holidays

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

Learning Period Dates

LP	Dates
LP1	8/15-9/13 (20)
LP2	9/14-10/11 (20)
LP3	10/12-11/8 (19)
LP4	11/9-12/16 (21)
LP5	1/4-2/1 (20)
LP6	2/2-3/1 (17)
LP7	3/2-3/24 (17)
LP8	3/27-4/28 (18)
LP9	5/1-6/1 (23)

Events - Dates TBD

Community Opportunities
Field Trips
5th & 8th Grade Promotion
Graduation

School Accountability

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

Testing Windows

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

Legend:
- School Closed
- LP Start & End Dates
- No School/Staff PD
- Teacher In-Service Days
- Report Cards
- Last Day of Semester 1/2 (*)
- First & Last Day of School (○)

Curriculum Choices & Learning Paths

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

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

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

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

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

Objectionable Materials

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

Optional Opportunities for Synchronous Instruction

Your assigned teacher will now be offering opportunities for synchronous instruction through a regularly scheduled Enrichment Academy Online (EAO) session. These sessions will be optional and your child will not be penalized if they do not choose to participate.
- Grades TK-8 will have a session scheduled daily
- Grades 9-12 will have a session scheduled bi-weekly

Optional Opportunities for Daily Live Interaction:
- School staff will now be offering opportunities for daily live interaction for all grades. This will

occur through teacher check-ins, club offerings, and other special opportunities. These sessions will be optional and your child will not be penalized if they do not choose to participate.

Curriculum: Transitional Kindergarten - 8th Grade

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

Transitional Kindergarten:

- Lincoln Empowered - Online Only
- McGraw Hill - Textbook with online resources and online teacher's editions
- Elementary School Virtual Academy - Uniquely designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Other Curriculum - Can be ordered through the Ordering System

Kindergarten-2nd Grade:

- McGraw-Hill - Textbook with online resources and online teacher's editions
- Lincoln Empowered - Online & Offline
- K12 - Online Only
- Redbird - Online Math and Language Arts/Writing courses
- Acellus - Online, customizable option that can be completed when teaming with the Teacher
- Elementary School Virtual Academy - Uniquely designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Other Curriculum - Can be ordered through the Ordering System

3rd-5th Grade:

- K12 - Online Only
- Lincoln Empowered - Online Only
- Odysseyware - Online
- McGraw-Hill - Textbook with online resources and online teacher's editions
- ALEKS - Online math courses
- Redbird - Online Math and Language Arts/Writing courses
- Acellus - Online, customizable option that can be completed when teaming with the Teacher
- Elementary School Virtual Academy - Uniquely designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Other Curriculum - Can be ordered through the Ordering System

13

6th-8th Grade:

- [Odysseyware](#) - Online (Highly qualified instructor optional through [Odysseyware Academy](#))
- [Edgenuity](#) - Online
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [McGraw-Hill](#) - Textbook with online resources and online teacher's editions
- [K12](#) - Online Only
- [FuelEducation](#) - Online (Highly qualified instructor optional)
- [ALEKS](#) - Online math course
- [Redbird](#) - Online Math and Language Arts/Writing courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the l Teacher
- Middle School Virtual Academy - Uniquely designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Other Curriculum - Can be ordered through the [Ordering System](#)

Curriculum: High School

[High School Curriculum website](#)

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

9th-12th Grade:

- [High School Virtual Academy](#) - Uniquely designed courses taught live twice weekly by a HSVA Teacher in an online classroom. Internet access is required to attend scheduled courses and submit work.
- [Edgenuity](#) - Online (HSVA Teacher instructor supports classes)
- Silicon Valley High School - Video based, self-paced (within the semester) and teacher supported.
- [Edmentum EdOptions Academy](#) - Online with a highly qualified instructor
- [FuelEducation](#) - Online with a highly qualified instructor
- [Odysseyware](#) - Online (Highly qualified instructor optional through [Odysseyware Academy](#))
- [ALEKS](#) - Online math courses
- [Acellus](#) - Online, customizable option that can be completed when teaming with the Teacher.
- A combination of the above
- Other Curriculum - Can be ordered through the [Ordering System](#)
- Bright Thinker - Online or Workbooks, not teacher led, no videos, and independent work.
- BYU
- Dual and Concurrent Enrollment in Community College courses.

AP courses are also offered through Edgenuity Direct, BYU, K12, UC Scout, APEX, and other curricula

14

options that offer College Board adoptable AP courses with an AP instructor attached.

Library

The Library is a place to find wonderful resources for free! It is available to all Monarch River Academy students. You have access to many non-consumable items such as: children's picture books, novels, games, puzzles, and Science, Language Arts, History, and Math curriculum. There are many consumable items that have been returned and are available to you at no cost to Planning Amounts.

Click here to get the latest news about the Library. This site also includes links to the appointment and Library Ordering System.

Other Quick Links

- Appointments
- Placing an Order

Each student is allowed to check out up to 20 curriculum items (text books, teacher's guides, etc.) for the whole school year (due the end of June). Students can also check out up to 15 fun items (books, games, puzzles, etc.) for 3 months with the option to re-checkout for an additional 3 months for a total of 6 months. Library items can be returned at any time.

Graduation Requirements

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

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

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses *(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)*	30
English	6 semester courses	30

15

Math	4 semester courses (*Algebra 1 must be completed*)	20
Science	4 semester courses (*Must include 1 year of Physical Science and 1 year of Biological Science*)	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
	Total =	**200 Credits**

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

4-Year College Entrance Requirements

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

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

16

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

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

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

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

For more information, please visit the sites below:

- "A-G" Requirements
- Monarch's "a-g" Course List
- SAT Information
- ACT Information

The following is our suggested course sequence for all high school students. All students will be meeting high school graduation requirements and AG requirements in 9th and 10th grade.

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
- English 9 - Math - Biology - Visual & Performing Arts *College & Career Exploration* *PE*	- World History - English 10 - Math - Earth Science or Chemistry *World Language 1* *CTE elective* *PE*	- US History - English 11 *Math* *Science* *World Language 2* *CTE Elective* - Elective	- Economics *and* Government - English 12 *Math* *CTE Elective* - Elective - Elective

* Italicized courses are not high school graduation requirements, but are recommended. Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

17

High School Elective Credit for 7th & 8th Graders

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

Partial Credit

Students who come to us with partial credit in high school courses will be able to make up those missing credits through Unit Packets.

Students withdrawing before the end of the semester may have partial credits given on their withdrawal report card.

If a student leaves our school within the first 3 weeks of instruction, they can have 'NG' grades on their withdrawal report card. After 3 weeks of instruction, letter grades will be issued with partial credit. Students cannot earn full credit if they withdrawal more than 2 weeks before the last day of the semester.

Post High School Graduation Supports

Alumni Network

When students graduate from Monarch River Academy, they continue to be supported in their college and career journey through the Alumni Network.

Alumni Career Services

The Career Services Team offers:

- Self Interest Discovery Opportunities
- Alumni Coaching
- Job Help Office Hours
- Job Corps & Post-Secondary Workshops
- Mentorship Opportunities
- Networking & Career Fairs
- Career Guidance

Informational Video

Contact Jonathan Quijas at jonathan.quijas@yosemitevalleycharter.org for more information.

18

Academic Expectations

Before the start of each school year, teachers will schedule a meeting to create an Educational Plan for each student enrolled. This plan will take into consideration the student's needs, goals, and preferred learning styles and will align with grade-level state standards. Once a plan is developed with teacher approval, the teacher will verify in each Learning Period that the plan is being followed and assigned work is being completed. If at any point the plan is not successful, as determined by the teacher, the teacher will re-evaluate student needs and adjust the plan accordingly. This may include a change in curriculum, a new schedule, or enrollment in one of our online classes (intervention, tutoring, Virtual Academy or Enrichment Academy Online). Teachers are responsible for assigning and approving all Educational Plans.

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Teachers work together to provide support for struggling students. Families are required to meet with their Teacher, at minimum, once every 20 school days.

High School

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

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

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

Students and parents should work with their Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially

19

no longer be "on track" for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Teacher(s) regularly to ensure adequate progress is made toward completing courses.

I Can Statements

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

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Educational Plans for each student.

Academic Integrity (Dishonesty and Plagiarism)

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

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

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

- Plagiarism - this includes cheating and/or any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Some examples of this include (but are not limited to):
  a) use another's work and claim it as your own
  b) submitting an assignment to more than one course
  c) copy from text , website, or other course material (this includes answer keys)
  d) Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
  e) Buying a paper or project
  f) sharing files
  g) Copying from another person's work

20

h) Turning in work completed by another person, including a learning coach or tutor
i) Asking for answers in a chat room or threaded discussion.
j) Use of an online translator or foreign language dictionary on exams.
k) Manipulating online assessments to achieve a passing score without mastering the content.
l) Marking an assignment on a Course Outline as complete when the work has not been taught or mastered.

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

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

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

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

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

Report Cards

Report Cards - TK-8th

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

21

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

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

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

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

Review of Student Work

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

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

Report Cards - High School

All 9th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on progress made in the student's assigned high school courses.

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

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

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C

22

60-69%	D
59 and below	F

Attendance

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

Withdrawing Your Student

To submit the withdraw request for your student, please provide your Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample

You will be contacted by office personnel to collect any of the missing items noted above. Once collected, you will receive a Withdrawal Confirmation email and your request will be complete.

Once this information is received your Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed

23

from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

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

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

Educational Materials & Restitution Policy

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

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

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

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

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

2. Procedures:
1. The School shall use inventory systems that clearly identify the student and type of school property issued to the student.
2. The School shall implement a restitution process by which students are afforded the

24

opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.

3. The School shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.

   a. The School shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").

   b. The Written Notice will inform families the School may contact law enforcement and/or refer the debt to a collections agency.

   c. If the parent/guardian disagrees with the School's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.

   d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.

4. Upon receiving notification of the School's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to the School or return missing property.

5. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, School may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if the School is withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.

6. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.

7. The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid the School having to seek a legal recourse. If the Second Written Notice is unsuccessful, the School may consider referring the debt to a collections agency as a last resort.

Parent & Family Engagement Policy

Schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318.

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Monarch River

25

Academy (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of its schools. Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy has been incorporated into the School's plan developed pursuant to federal law, and submitted to the California Department of Education with the School's Consolidated Application.

II. Involvement in Drafting the School Plan

Parents and family members of participating children will be involved in the development of the School plan required by federal law. On an annual basis, the School will submit the School plan to the Governing Board for review and suggested changes after holding a parent meeting and before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the School plan and submit comments.

If the School plan is not satisfactory to the parents of participating children, the School will submit any comments from parents of participating children with the School plan when it is submitted to the CDE.

III. Coordination, Technical Assistance, and Other Support

The School will ensure the coordination, technical assistance and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

> ➤The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. § 6318(a)(3)(A)) to the school for parent involvement activities;

> ➤The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.

> ➤The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

IV. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

26

V. Notice

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

➢ Information about Title I, Part A programs;

➢ An explanation of the requirements of Title I, Part A programs;

➢ A description of the rights parents have for participation in Title I, Part A programs;

➢ A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the school wide program.

➢ A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;

➢ An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

➢ A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to providing this notice to parents of participating children, the School will post the information on its website.

VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and the school-wide program plan, the School will involve parents of participating students as follows:

▪ The School will conduct two Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy and the school-wide program plan. These meetings will be held at flexible times.

▪ Parents not attending the Family Learning Nights will be contacted to encourage participation and inform them of future Family Learning Nights.

▪ The School will publish a regular Newsletter with notification of upcoming participation opportunities.

▪ Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school-wide program plan and recommend any changes.

27

▪ If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 60 days.

▪ If the school-wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

VII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

▪ The School will include one of parent on its board of directors as non-voting members.

▪ The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

▪ Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.

▪ The School will hold one Family Math and Science Event and one Family Literacy Event to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.

▪ Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

▪ The School will hold quarterly classes for parents and students to learn how to use

28

computers and the internet in accordance with the School's internet use policy. The training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.

▪ The School will provide parents with access to literacy programs that bond families around reading and using the public library.

▪ The School will provide quarterly seminars on parenting skills and parent child communication.

C. Education on Parent Involvement

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, and other in-service training held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

➢ A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

VIII. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic

Procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program)

IX. Annual Evaluation

The School, with the involvement of parents, shall conduct an annual evaluation of the content and

29

effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

X. School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School will seek out input from parents to annually evaluate the effectiveness of the School Parent Compact and provide feedback and suggestions for revision.

XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the School will do the following:

> ➤ The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

> ➤ The School will provide language translators at parent meetings to the extent practicable.

> ➤ The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

> ➤ The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's administrative staff will visit the classes to interact with the parents.

The School will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the School will do the following:

> ➤ If any parent needs a disability-related modification or accommodation, including auxiliary aids or services, to participate, they need only contact the School at least 72 hours before the scheduled event so every reasonable effort can be made to provide the accommodation.

30

XII. Notices

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

> ➢ Annual report card

> ➢ A notice regarding the parent's right to request information regarding the following:

>> o Professional qualifications of the student's teacher(s);

>> o The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

>> o Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.

> ➢ The notice regarding language instruction programs.

> ➢ Any other notices required by law.

XIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

Homeless & Foster Youth

Homeless and Foster students in Monarch River Academy will be closely monitored by their Teacher, Regional Coordinator, and High School Leads. Students who have Performance Indicators below grade level will be encouraged to enroll in intervention programs and an intervention plan will be developed and closely monitored by the Teacher and other leaders. Monitoring of achievement and course correction as well as increasing and decreasing the time of the task and direct instruction as needed for students who need intervention will occur each month during the Learning Period meetings. For more information on supports for Homeless and Foster Youth students, please visit our website and the California Department of Education's website. Additionally, Monarch River Academy's Homeless Student Liaison can be reached at this email address (McKinneyVento@centralvcs.org) for additional assistance.

31

Special Education

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

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

Informational Videos:

- [Senior Special Education Director Dr. Steven James - Welcome](#)
- [Welcome to our Special Education Department!](#)
- [Transition Services](#)

Common Questions

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

What is Special Education?

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

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

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

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

In the event that you and your Teacher need, additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of

32

school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

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

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

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

What is an Individual Education Program (IEP)?

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

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

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

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

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

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

33

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

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

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

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

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

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

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

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

Planning Amounts

Program	July 1 Drop	Dec. 1 Drop
Transitional Kindergarten Program 1: $1100	$1100	$0
Transitional Kindergarten Academy & Virtual Academy Program 2: $2200	$1100	$1100
Kindergarten - 8th Grade $2800	$1800	$1000
High School (9th-12th Grade) $3000	$2000	$1000

Program Description

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

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

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

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

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

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

How to Request Services/Products

Visit the Ordering System (OS) to request services and products.

SERVICES:

35

1. Services may only be requested through approved service vendors. A service is anything that contains live instruction via in-person or online/virtual platforms
2. The first time a family uses a Community Partner (Vendor) for service, they will need to sign and submit an online waiver form through the OS.
3. If families are requesting a service, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access Enrichment Certificates on the OS. Students are not able to start services without an Enrichment Certificate.
4. Families will present the Enrichment Certificate to the Community Partner (Vendor).
5. Each Community Partner (Vendor) will invoice the charter schools for the services approved on the certificate.
6. The school pays Community Partners (Vendors) directly. Parents should not pay Community Partners (Vendors) for student services, as the School cannot provide payment / reimbursement to families.
7. If services need to be canceled, families may notify the Community Partner (Vendor), but do need to formally request the cancellation and/or refund through the School. The School will handle the transaction directly with the Community Partner (Vendor).

PRODUCTS:

Product orders can be requested from approved and non-approved vendors so long as the request meets the School's educational guidelines for approval.

Product order type is selected for products and materials, but there may also be some instances where a "service" is listed as a product. This occurs when the payment method requested by the vendor is purchase order. Often you will find Community Partners (Vendors) who provide live, virtual instruction services for students in this category. For example, eDynamic Learning, BYU, and Silicon Valley High School courses would be found in the Product section of the OS even though they provide a service to students. The vendor selection types for this group are Approved Vendor or Other Vendor.

Community Partners (Vendors) who provide in-person services cannot be ordered as a product.

TECHNOLOGY:

Technology devices can be ordered through the Ordering System. To see a current catalog of available devices, please visit the Tech Catalog.

Field Trips & Events

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

Student Supervision

36

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

Liability

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

COVID Safety Policies & Procedures

The school will follow all county and venue health and safety guidelines. If a venue has stricter safety protocols than the county, we will follow the venue requirements and always yield to the safer protocols.   Check the venue's website for further information should you need clarification.

To prevent the spread of germs, the CDC recommends washing hands for at least 20 seconds with soap and warm water. Be sure to wash the back of your hands, in between fingers, and under fingernails as the friction, helps effectively remove dirt and germs from the skin.

How to Request School-Organized Field Trips & Events

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

Field trips may be impacted by Centers for Disease Control & Prevention (CDC) and or the State and Federal Departments of Education Guidelines with regard to COVID-19 and in-person interaction/gatherings.

Technology

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

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements, and must be ordered through the tech department. School issued technology has school approved software that assists the student accomplish their educational goals.

Technology Equipment Costs

37

Most devices offered by the Tech Team are business-class devices and are not found in local retail stores, so be certain you are comparing the exact same models and specs. Remember, all taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are included in the price. School issued devices also include software licensing for productivity applications as well as management software to make sure students are productive and safe on their computers and only. Due to all of these factors, the school is not able to price match.

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

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

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

How to Order Technology

- Review the Tech Catalog to see the list of technology devices available for students
- Computer and tablet requests are placed in the Ordering System under "Tech Orders"
- Printers can be ordered as a product order (typically via Amazon Product or Office Depot) through the Ordering System
- For tech support, please email help@centralvcs.org to request support. An IT Team Member will reach out to help resolve your issue right away!

Tech Center Returns

All Tech items are the property of the school. Students should plan to return the tech item at the end of the student's school enrollment. Either the tech item can be returned at the Lending Library or the Tech Team can provide a shipping label. Please contact the tech team for detailed directions on how to return items.

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

For Technology assistance or questions, please email help@centralvcs.org.

Parent & Student Information Technology Acceptable Use Policy

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

38

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

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

DEFINITIONS:

1. School, Organization, and or We – Monarch River Academy and its subsidiaries, programs, and divisions
2. ITD - Information Technology Department
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
4. Resources - Devices, systems, services or networks owned, operated or issued by the school
5. User - Any person(s) accessing or utilizing school resources that is not a resource operator
6. AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES:

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

1. You agree to learn about and comply with all the information outlined in this AUP document.
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
    a. Never leaving items unattended
    b. Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
    c. Never removing protective accessories or features (e.g. cases, bumpers)
    d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
    e. Maintaining student supervision by parent/guardian during access and usage
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.

39

5. You are expected to make a reasonable effort to protect your passwords, information and data.
6. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
7. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
8. Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

ACCEPTABLE USE OF SCHOOL RESOURCES BY USERS:

1. All school-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any school network should be assumed as private property.
4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
5. The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES:

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

40

11. Political lobbying or advertising is prohibited.
12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. School-owned or operated resources must be maintained by ITD or authorized third parties.

EXPECTATION OF PRIVACY:

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

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

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

Social Media Guidelines

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

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

CYBERBULLYING:

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

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

41

STUDENT DEPARTURE:

1. Upon student departure (e.g. withdrawal, graduation, or expulsion) from the school, all issued items must be returned within 30 days. Contact the ITD for a schedule of mobile return locations or request prepaid return labels.

2. For information regarding technology returns, please review our *Tech Center and Issued Technology Agreement* or contact ITD.

DISCLAIMER & ACKNOWLEDGEMENTS:

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

USER AGREEMENT:

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

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT

42

SECTION, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

Non-Compliance Policy

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

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

- Non-attendance, attendance is based on students completing the assigned work on a daily basis.
- Missing or refusing to schedule meetings
- Unable to contact
- Not meeting enrollment requirements
- Not providing a student's body of work for review
- Not submitting requested work samples
- Not making inadequate progress
- Not participating in assessments
- Not participating in assigned interventions

In these instances, the school may:

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

Tiered Re-engagement strategies for families struggling with attendance:

- Students must be engaged in verifiable learning activities daily. Teachers will verify this through weekly communication via phone calls, emails, logging into curricular platforms and checking attendance logs. Families will need to regularly log attendance in School Pathways. This can be done easily from any device (phone, tablet, or computer) and your teacher is here

43

to help. Our school will reach out to families who are struggling with attendance in a timely manner to verify contact information and offer a variety of supports to ensure student success.

Residency:

- A student must maintain residency in the state and county of the residence(s) of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn.
- Owning a home in California or in a particular county does not qualify a student to attend the school, unless it can be shown that the student is also living in the home at least three days per week during the school year.
- If there is reason to believe that a student's residency is in question, the school may investigate in order to determine the authenticity of the home address.
- Children who have two residences due to shared custody must have both parents in agreement to enroll in the school and reside in the region served by the charter school at least 3 days a week.

Work Samples

To meet California Independent Study Guidelines, Work Samples for all 4 core subject areas in Transitional Kindergarten-8th grades (English Language Arts, Mathematics, Social Studies, and Science) and all classes on the Master Agreement for High School, will be required and reviewed by Teachers at the end of each Learning Period. Students are required to submit work samples as requested by their Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Half of the collected English Language Arts work samples will focus on student writing. The Teacher will provide guidance on which Learning Periods need to include a writing work sample.

Acceptable Work Sample Criteria:

- Original or scanned PDF version
- Demonstrates neat and organized work
- Aligns with the students Educational Plan for the Learning Period
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's first and last name and full date of completion (ex: MM/DD/YYYY) in the top right-hand corner
- If a work sample includes a student's Nickname, the parent or teacher can write or type the Legal First and Last Name (or Preferred Name, if applicable)
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective

44

- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

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

Testing & Assessment

Assessment data is critical to the school and is one of many indicators of student learning used to make Educational Plan decisions for each student, drive programmatic decision making school-wide, and is a required part of the WASC accreditation and charter renewal processes.

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

Assessment data is also an important piece in the charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, and reporting requirements, among other areas. The school must remain in good standing with the authorizer. Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to the school that all students participate in school-wide assessment. The school is committed to doing its very best to listen to the needs of parents and students.

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

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

45

tests:

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

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

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

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

ELPAC: Testing for English Language Learners

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

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

Internal Diagnostic: STAR 360

Our school uses ongoing assessments to help inform instructional practices. The STAR 360 is not designed to find flaws, but rather to build strength and skills in students necessary to be successful in their educational careers.

We chose STAR 360 because of its adaptive nature to meet the students at their level and automatically change the level of challenge based on student response patterns. STAR 360 provides data-driven insights by pinpointing student needs down to the sub-skill level to support successful implementation of standards. The school will provide parents with the results of Star 360 so the parent and teacher can

work together to create a personalized learning plan for each student.

STAR 360 assessments will occur three times a year to provide ongoing monitoring of student academic growth and performance.

Performance Matters

Diagnostic and screening assessments will be done periodically throughout the school year at Learning Period (LP) meetings to assess student progress.

Teachers will give a phonics fluency assessment to ALL TK-2 students next year and 3rd grade and up students will be given short assessments when an area of need is evident to determine academic placement and need for appropriate intervention support. The areas of need are determined based on work samples, total work completion, standards mastery, reading fluency, writing, and STAR 360.

TK-2 will do phonics fluency assessments at their LP meeting three times a year and all students who are behind will do short diagnostic assessments at their LP meetings to assess areas of need and growth so appropriate academic support(s) can be assigned. In addition, these short assessments will help determine if intervention supports are helping the student's academic growth or if another intervention should be chosen.

Records Department

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

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

Work Permits

Entertainment Work Permits

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

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

47

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

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

- Online
- By Mail
- In-Person

Non-Entertainment Work Permits

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

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

Concurrent College Enrollment

For all concurrent college enrollment requests please send all community college forms to your student's Teacher.

High School Counselor: Carmen Marroquin [carmen.marroquin@monarchriveracademy.org](#)

Please note, concurrent enrollment application forms may take 3-5 business days to process.
- Concurrent enrollment means a high school student takes community college courses while remaining a full-time high school student.
- High School students must remain full-time high school students in good academic standing. Students must take a minimum of 15*-20 credits per semester in high school. (*College course must be on the Master Agreement for students to drop down to 15 credits).
- High School students can take a maximum of 11 community college units per semester.
- Students may take core academic or elective courses at a community college.
- Students should consult with their high school counselor before enrolling in a community college course. The counselor will advise on college courses and check graduation requirements.
- The high school counselor will take into consideration the student's academic standing and

48

overall GPA when approving a concurrent enrollment. Please ensure that all official transcripts from previous community college courses have been sent to the Records Department, missing official transcripts may delay the approval process.

- Concurrent Enrollment 101: Presentation for Families
- Central Schools Guide to Concurrent Enrollment Programs for links to regional community colleges' programs, forms, and CE guides to classes that fulfill our high school graduation requirements.

Credit Conversion

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

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

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

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

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

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

Process to Enroll

1. Family picks a community college and fills out the college's concurrent enrollment form.
2. Family submits the concurrent enrollment form to their IST (Independent Study Teacher).
3. The high school counselor reviews community college course(s) and determines which high school graduation requirements will be fulfilled, how many units will transfer over to the high school transcript, and whether 'a-g' requirements will be met.

49

4. The high school counselor signs the concurrent enrollment form and returns the form to the family with directions for next steps.
5. Student enrolls in college course(s).
6. In order for the community college course(s) to be added to the high school transcript and count towards high school graduation requirements, the following steps MUST be completed:

   - Family provides proof of enrollment to the school counselor by the high school's add/drop deadline
   - Family must sign the Master Agreement Addendum
   - Family must provide work samples for each Learning Period

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

Mail all official transcripts to:

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

Official digital transcripts can also be emailed to the Records Department at records@theaxiagroup.com.

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

Harassment

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

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or

50

expulsion. The school administrators and School Board will determine any disciplinary action. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

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

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

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

Anyone who feels they have been a victim of harassment or are being bullied should inform their Teacher and/or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and take the appropriate steps to fully address the issue.

Expulsion & Suspension

Definition of Expulsion

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

Definition of Suspension

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

Grounds for Suspension and Expulsion

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.

<center>51</center>

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code sections 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This reason shall not be the basis of a suspension for children in kindergarten or any of grades 1 to 8, inclusive. This reason shall not constitute grounds for a student in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, such as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or of former section 288a, or committed a sexual battery as defined in Penal Code section 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, or sold prescription drugs.
- Made terrorist threats against school officials, students, and/or school property.
- Committed sexual harassment as defined in Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.

52

- Engaged in, or attempted to engage in, hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

  - Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
  - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - Causing a reasonable student to experience substantial interference with his or her academic performance.
  - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

  A. "Electronic act" means the creation or transmission originated on or off a school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    (i) A message, text, sound, video, or image.
    (ii) A post on a social network internet website, including, but not limited to:

      (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

      (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

      (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a

53

profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

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

Suspension & Expulsion for Students with Disabilities

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

Due Process Statement

54

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

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

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

Statements & Notices

Grievance Policy and Procedure

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

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

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

55

place where the records may be inspected.

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

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

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

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

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

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

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

56

Washington, DC 20202

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

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

57

(§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Parental Notification of Teacher Qualifications

The School receives Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, schools receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the School will provide the parents on request (and in a timely manner),information regarding the professional qualifications of the student's teachers, including at a minimum:

1. Whether the student's teacher: Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the School at (559) 258-0811.

School Accountability Report Card (SARC) Notification

The School's SARC is available on the school website. A hard copy is available for viewing at the school office located at 3610 E. Ashlan Avenue, Fresno, CA 93726.

58

Signature of Receipt & Acknowledgement

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

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

_____
Student Name (Print)

_____   _____
Student Signature   Date

_____
Parent/Guardian Name (Print)

_____   _____
Parent/Guardian Signature   Date

59

Cover Sheet
Transitional Kindergarten (TK) Policy

Section: III Academic Excellence
Item: C. Transitional Kindergarten (TK) Policy
Purpose: Discussion & Potential Action - Vote
Related Material: Transitional Kindergarten Policy - YV

BACKGROUND:

- The school has developed a Transitional Kindergarten (TK) Policy to:
    - Outline the school's TK programs.
    - Specialty TK Staffing Requirements
    - TK Student Age Eligibility

RECOMMENDATION:

- Consider the approval of the TK Policy.

Monarch River Academy

Student | Programs
TRANSITIONAL KINDERGARTEN POLICY

The Monarch River Academy Governing Board, to ensure compliance with the California Kindergarten Readiness Act of 2010, authored as Senate Bill (SB) 1381, supports the development and implementation of effective early primary education programs.

Transitional Kindergarten (TK) is the first year of a two-year program that provides a"modified kindergarten curriculum that is age and developmentally appropriate" (Education Code Section 48000).

The purpose of the Yosemite Valley Charter School Governing Board approving this Transitional Kindergarten Policy is to accomplish the following:

1. Outline the school's TK programs.
2. Specialty TK Staffing Requirements
3. TK Student Age Eligibility

1. **TK Programs:** For the 2022-2023 school year, the school will offer three different options for TK. Two options are for a full TK academy program and the third option is a traditional Kinder readiness program.

   a. **TK Academy Program:**
   Parents can choose one of the full TK Academy program options that includes $2200 in Planning Amounts. Students will be assigned a specialty TK Teacher, and the student must complete the assigned curriculum with these two full program choices. To receive the extended day Planning Amounts, parents must commit that their student(s) will attend virtual classes or complete the assigned daily curriculum. More Planning Amounts are allocated for use on Virtual Academy classes or Community Partner (service vendor) classes for a full learning experience. Students in an Academy program have a TK specialty teacher as their Independent Study Teacher.

      i. TK Virtual Academy: Parents can choose to do full TK through Virtual Academy (VA). In VA, students attend two days a week of virtual instruction in English Language Arts (ELA) and Mathematics with a TK Teacher and complete lessons that are taught and assigned on the other days with the learning

coach/parent. Parents will meet with the student's Specialty TK Teacher once each Learning Period (LP). VA classes and Curriculum are $250 each per semester; $500 for both ELA and Mathematics each semester.

ii. TK Academy: If parents/students would like to complete their schooling without virtual classes, the school has written a complete TK curriculum which parents would do with their child independently. Parents will utilize Planning Amounts for specific resources to go with the assigned curriculum and will meet weekly with their child's Specialty TK Teacher to ensure lessons are being completed. TK Academy Specialty TK Teacher and Curriculum is $250 each per semester; $500 for both ELA and Mathematics each semester.

b. General TK (Kinder Readiness):

The General TK program is traditional TK focused on kindergarten readiness and includes $1100 in Planning Amounts. TK students work towards kinder readiness goals and parents have choice in the learning opportunities their TK student engages in. Students follow an Educational plan and meet with their family's Teacher every LP. No Specialty TK teacher assigned and the student can be with their family's Teacher if they have siblings.

All TK students have the opportunity to join optional TK classes for an hour each day in ELA through our Enrichment Academy, whether they are in the TK Academy or General TK programs.

2. **Speciality Teachers for Transitional Kindergarten**

Transitional Kindergarten (TK) is part of the K-12 public school system and is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. TK is not considered a preschool program and must be taught by an educator who holds one of the following credentials:

- Multiple Subject Credentials (P, K-12, and adults):
  - Full Multiple Subjects Teaching Credential
  - University Intern
  - District Intern
  - General Education Limited Assignment Permit
  - Short-Term Staff Permit
  - Provisional Internship Permit
  - General Kindergarten-Primary (K-3)
  - General Elementary (K-8)

- ○ Standard Early Childhood (P-3)
- ○ Standard Elementary (K-9)
- ○ Specialist Instruction Credential in Early Childhood Education (This is different than the Education Specialist Instruction Credential: Early Childhood Special Education)

Any teacher who is or was assigned to teach TK, or a combination of kindergarten and TK, on or before July 1, 2022, is "grandfathered in" to teach TK without having to meet the additional unit requirement for TK teachers set forth in Education Code section 48000(g).

- General Kindergarten-Primary (K-3)
- General Elementary (K-8)
- Standard Early Childhood (P-3)
- Standard Elementary (K-9)
- Specialist Instruction Credential in Early Childhood Education

Education Code section 48000(g) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015 to have one of the following by August 1, 2023:

- At least 24 units in early childhood education, or childhood development, or both
- Professional experience in a classroom setting with preschool-age children comparable to the 24 units of education described in bullet 1 (comparability determined by the local employing agency)
  - ○ Professional experience working in an early childhood setting for more than two years which may include: Pre-school, day care, cooperative education groups, and volunteer assignments with children five and under in a group setting.
- Child Development Teacher Permit issued by the Commission on Teacher Credentialing

3. TK Student Age Eligibility

Education Code §48000(c) states that a child is eligible for TK if a child will have his or her 5th birthday between September 2 and December 2 (inclusive) for the 2022-2023 school year.

Adopted: June 21, 2022

Cover Sheet
Administrative & Supervisory Transfers Policy

Section: IV. Academic Excellence

Item: C. Administrative & Supervisory Transfers Policy

Purpose: Discussion & Potential Action - Vote

Related Material: Administrative & Supervisory Transfers Policy - YV

BACKGROUND:

- The school has developed an Administrative and Supervisory Transfers Policy to set forth policy and procedures regarding transfers for administrative and supervisory employees.

RECOMMENDATION:

- Consider the approval of the Administrative & Supervisory Transfers Policy.

Monarch River Academy

Staff | Administrative & Supervisory
ADMINISTRATIVE & SUPERVISORY TRANSFERS POLICY

The Yosemite Valley Charter School Governing Board recognizes the importance of placing employees in positions that best utilize their skills and talents, help improve student achievement, and provide the most benefit to the school.

The purpose of the Yosemite Valley Charter School Governing Board approving this Transfer of Administrative and Supervisory Positions Policyis to accomplish the following:

- To set forth policy and procedures regarding transfers for administrative and supervisory employees.

The Executive Director or designee shall assign or reassign all personnel on the basis of staffing needs and qualifications.

Upon the recommendation of the Executive Director or designee, with Board discussion, the transfer of administrative or supervisory personnel to another position in another department for reasons including, but not limited to, the need to improve student achievement and operational efficiency, utilize the skills and talents of the employee more effectively, provide opportunities for professional growth, provide an opportunity for evaluating employees in different school settings, or locations, and best accommodate the overall needs of the school may take place.

If personnel in an administrative and supervisory position request to be transferred to a teaching position, they will be rated-in according to their total number of years in the charter in addition to the number of years accepted at their date of hire.

Adopted: June 21, 2022

Cover Sheet
CharterSAFE Membership Proposal & Invoice

Section: **IV. Academic Excellence**

Item: **D. CharterSAFE Membership Proposal & Invoice**

Purpose: **Discussion & Potential Action - Vote**

Related Material: **CharterSAFEProposal 2022-2023 - Monarch;**

                                        CharterSAFEInvoice 2022-2023 - Monarch

---

BACKGROUND:

- CharterSAFE is a non-profit Joint Powers Authority (JPA) providing insurance to California charter schools.
- CharterSAFE has over 15 years of experience in pooled insurance and proactive risk management services specifically tailored for California's charter schools.
- Membership includes access to services that increase the capacity of the school to proactively build and maintain a safe school community.

RECOMMENDATION:

- Consider the approval of the CharterSAFE Membership Proposal & Invoice.

Charter**SAFE**
BE SAFE • FEEL SAFE

2022-2023 Membership Proposal

Prepared for:

Monarch River Academy

Coverage Effective:

July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004 Fax: 888.901.0004
www.chartersafe.org

Issued: June 13, 2022 at 2:14 pm

Dear Laurie,

CharterSAFE is pleased to present your membership renewal for the 2022-2023 year. Your membership includes the following:

For a more detailed listing of our member services, please contact Bettina Hooper, Managing Director, Member Services and Operations, at bhooper@chartersafe.org or (916) 880-3470.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal at www.chartersafe.org and complete and sign the following:

1. Member renewal acceptance

We look forward to working with you in the 2022-2023 year!

Thank you,

The CharterSAFE Team

CharterSAFE ● Protecting Schools. Promoting Safety. Customizing Insurance.

CharterSAFE

2022-2023 CLAIMS AND INCIDENT REPORTS GUIDELINES

Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, suit or circumstances that may reasonably result in a claim or suit. A delay in reporting could lead to a denial of coverage.

For your protection, claims will not be accepted by phone, email, or fax.

CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to www.chartersafe.org and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: Dan Berry at dberry@chartersafe.org.
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
  - Student Accident Claim Packet (English and Spanish)
  - Volunteer Accident Claim Packet (English and Spanish)
  - Statement of No Insurance
  - Workers' Compensation Claim Form (DWC-1)
  - Employee Fact Sheet
  - Kaiser on the Job Clinics
  - Employee Injury Card

For any claim reporting questions, please contact Dennis Monahan, Managing Director, Claims, at (619) 878-6221 or email dmonahan@chartersafe.org.

MEMBER CONTRIBUTION SUMMARY

Monarch River Academy

Coverage Effective: July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution   **$144,121.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability

Workers' Compensation & Employer's Liability Member Contribution   **$35,531.00**

Combined Member Contribution   **$179,652.00**

COVID-19 REBATE: **$7,186.00**
Rebate will be applied either by:
    1. Payment in Full - applied to your full payment due
    2. Installment Plan - applied to the deposit

Total Member Contribution   **$172,466.00**
(COVID-19 Rebate Applied)

Member can choose one of two payment options when accepting the proposal online

Payment in Full - $172,466.00
Installment Plan
- Deposit (25%) - Due Now - $37,727.00
- 9 Monthly Installments - $14,971.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the renewal acceptance.

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Mailing Address

3610 Ashlan Ave.
Fresno, CA 93726

Continuity and Retroactive Dates

Directors & Officers Liability Continuity Date: **07/21/2014**

Employment Practices Liability Continutiy Date: **07/21/2014**

Fiduciary Liability Continuity Date: **07/21/2014**

Childhood Sexual Assault Liability Continuity Date: **07/01/2021**

Vehicles

None scheduled.

EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

Students/Employees/Payroll

Location Address(es)	Students	Employees	Payroll
Monarch River Academy 3610 Ashlan Ave. Fresno, CA 93726	1,221	61	$3,708,440.00
Total:	**1,221**	**61**	**$3,708,440.00**

Property Values

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Monarch River Academy 3610 Ashlan Ave. Fresno, CA 93726	$0.00	$45,000.00	$30,000.00	$75,000.00
Total:	**$0.00**	**$45,000.00**	**$30,000.00**	**$75,000.00**

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$5,000,000** Per Member Aggregate

The Core Liability Program Breaks Down As Follows:

Directors & Officers, Employment Practices, and Fiduciary Liability

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and member aggregate	$15,000.00
Employment Practices Liability	$5,000,000 per **claim** and member aggregate	$25,000.00
Fiduciary Liability	$1,000,000 per **claim** and member aggregate	$0

Reporting: Claims must be reported to CharterSAFE as soon as you are made aware of a claim and no later than sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.

General Liability

Coverages	Limits	Deductibles
Bodily Injury Property Damage	$5,000,000 per occurrence and member aggregate	$500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and member aggregate	$0
Armed Assailant Sublimit	$100,000 per occurrence and aggregate	$0
COVID-19 Defense Cost and Premises Medical Payment for bodily injury arising out of the administration and/or supervision of on-site rapid testing of COVID-19	$100,000 per occurrence and aggregate $2,000,000 CharterSAFE's member combined annual aggregate	$0
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Dan Berry (dberry@chartersafe.org / (916) 880-3469).		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage – Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and member aggregate	$0 if school completes training requirement $100,000 if school did not complete training requirement
Reporting:	Claims must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
Training Mandate Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is **REQUIRED** to be completed by 90% or more of staff within ninety (90) days of coverage renewal. New employees are required to complete the training within six (6) weeks of employment.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and member aggregate	$500 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a nonprofit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different limits, terms, conditions and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities **Forgery or Alteration** **Employee Dishonesty** **Computer and Funds Transfer Fraud**	$1,000,000 per occurrence and member aggregate	$2,500 per occurrence

Coverages	Limits	Deductibles
Money and Securities	$1,000,000 per occurrence and member aggregate	$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence **Causes of Loss:** 1. Water Damage: $10,000 per occurrence 2. Wildfire: $2,500 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$10,000,000 per occurrence	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Dan Berry at dberry@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Dan Berry (dberry@chartersafe.org / (916) 880-3469).		

Terms & Conditions:

- Coverage is provided on an excess basis, but would become primary should the student or volunteer not have health insurance.

- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Kiki Goldsmith
Client Service Manager
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability And First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per pollution condition

Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0

Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence. See "Exposures & Locations" section for schedule limits.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability including Ransomware	$1,000,000 per **claim** $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$10,000 per **claim**
Ransom Payment Sublimit	Qualification Level 1 - $250,000 sublimit* Qualification Level 2 - $100,000 sublimit* Qualification Level 3 - $50,000 sublimit*	

Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.
*Requirement for Coverage to be in effect:	Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service. Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials. Qualification Level 3 - Members who did not submit a cyber application and/or do not meet the security requirements.

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable: The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

CharterSAFE
BE SAFE • FEEL SAFE

INVOICE

Invoice Date: June 13, 2022
Account Number: 19009

INSURED: **Monarch River Academy**

CONTACT: Dr. Laurie Goodman

ADDRESS: 3610 Ashlan Ave.
Fresno, CA 93726

Member Contribution for Policy Year 2022-2023

Combined Member Contribution	**$179,652.00**
COVID-19 Rebate	**$7,186.00**
Total Member Contribution	**$172,466.00**

(Choose one option)	Amount	Use ACH	Due Date
☐ **Payment in Full**	**$172,466.00**	☐	**Due Now**
☐ **Installment Plan:**			
Deposit (25%)	**$37,727.00**	☐	**Due Now**
Monthly Installment	**$14,971.00**	☐	**August 01, 2022**

9 installments due the 1st of every month

ACH PAYMENT OPTION!
See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.

Please Remit All Payments To:
CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:
Whitney Delano
Director of Operations and Communications
Email: wdelano@chartersafe.org

Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Cover Sheet

PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
Executive Director & Co-Director/Principal

Section: V. Closed Session

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

PUBLIC EMPLOYMENT APPOINTMENT:
Executive Director & Deputy Director

Section: V. Closed Session

Item: B. PUBLIC EMPLOYMENT APPOINTMENT: Executive Director
                          & Deputy Director

Purpose: Closed Session

Related Material: N/A

BACKGROUND:

- The Board will meet in Closed Session to discuss the appointment of the Executive Director & Deputy Director.

Cover Sheet
Closed Session

Section: **V. Closed Session**

Item: **C. 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
School Administration
Executive Director & Deputy Director Contract, Compensation Package, & Fringe Benefits (Medical Insurance, Mileage Stipend, & Utility Stipend)

Section: VI. School Administration

Item: A. Executive Director & Deputy Director Contract, Compensation Package, & Fringe Benefits (Medical Insurance, Mileage Stipend, & Utility Stipend)

Purpose: Discussion & Potential Action - Vote

Related Material: Admin Salary Schedule, Salary Comparison Data, and Contract

---

BACKGROUND:

- The Board in Open Session will vote on the Administrative Employment contracts, compensation package, and fringe benefits.

RECOMMENDATION:

- Consider the approval of the Administrative Employment contracts, compensation package, and fringe benefits.

FIXED TERM EMPLOYMENT AGREEMENT BETWEEN
MONARCH RIVER ACADEMY CHARTER SCHOOL &
Stephanie Johnson, Executive Director

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Monarch River Academy Charter School. The Board desires to hire employees who will assist Monarch River Academy Charter School in achieving the goals and meeting the requirements of the school. The parties recognize that Monarch River Academy Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Monarch River Academy Charter School in implementing its purposes, policies, and procedures.

WHEREAS, Monarch River Academy Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. **STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT**

1. Monarch River Academy Charter School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq*. Monarch River Academy Charter School has been duly approved by the Alta Vista Elementary School District ("District"), according to the laws of the State of California.

2. Pursuant to Education Code section 47604, Monarch River Academy Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, Monarch River Academy Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Monarch River Academy Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Monarch River Academy Charter School and not the District.

3. Pursuant to Education Code section 47610, Monarch River Academy Charter School must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.

4. Monarch River Academy Charter School shall be deemed the exclusive public school employer of the employees at Monarch River Academy Charter School for purposes of Government Code section 3540.1.

B. **EMPLOYMENT TERMS AND CONDITIONS**

1. **Duties**
   Employee will perform such duties as Monarch River Academy Charter School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time. COVID 19:

Monarch River Academy would like all its employees to be safe and continue to strive. Monarch River Academy requires that all its employees be vaccinated or have a negative COVID-19 test before meeting staff, students, or families in person.

2. **Term and Work Schedule**

Subject to Section C, "Termination of Agreement" herein, Monarch River Academy Charter School hereby employs Employee for the term of the school year, commencing on or after **July 1, 2022** and ending **June 30, 2023.** Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position, and Employee may need to work additional days beyond the work calendar.

Monarch River Academy Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. All School employees will provide educational services either online or in-person. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Monarch River Academy Charter School.

3. **Compensation**

Employee will receive a salary schedule indicating yearly salary no later than June 15th of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary salary schedule approved by the Board of Directors of the Charter.) The Board may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment; any salary increase is contingent on enrollment and positive performance. The salary schedule is based on what the Board will deem to be reasonable targets. Salary changes will only be permitted at the end of 1st three fiscal quarters – namely September 30th, December 31st, and March 30th. Employee's compensation shall be prorated for the time actually worked during the duration of this Agreement. This position is exempt from overtime law and Employee shall not be entitled to overtime or to additional compensation for performing duties outside of the scheduled work year/day.Your base salary for SY 2022-2023 is $165,000. You will be required to work a total of 230 days. Stipends: $4,200 annually for Mileage and $900 annually for Utility (Phone/Internet/etc.).

4. **Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by Monarch River Academy Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Monarch River Academy Charter School in its sole discretion.

5. **Performance Evaluation**

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

   The employee will have a 30-day performance evaluation from their date of hire. The evaluation is based on Attendance, Productivity and Communication and to see if the employee needs help.

   The employee will receive a 90-day performance review from their hire date. This evaluation is based on Attendance, Productivity and Communication and to see if the employee meets the expectation of Monarch River Academy Charter School.

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

6. **Employee Rights**

   Employment rights and benefits for employment at Monarch River Academy Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Monarch River Academy Charter School's Personnel Handbook, which from time to time may be amended and modified by Monarch River Academy Charter School, in Monarch River Academy Charter School's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Monarch River Academy Charter School.

7. **Licensure**

   Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

   California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

   By executing this Agreement, the Employee acknowledges Employee is a childcare custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

   Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee

will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service. This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory, this job offer is withdrawn.

10. **Conflicts of Interest**

Employee understands that, while employed by Monarch River Academy Charter School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Monarch River Academy Charter School. Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest. Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Monarch River Academy Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not recommend that Monarch River Academy Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection

11. **Outside Professional Activities**

Any outside professional activities (including consulting, speaking, and writing not on behalf of Monarch River Academy Charter School) shall not occur from 8:30 a.m. – 5 p.m. Monday through Friday, except holidays. Monarch River Academy Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Monarch River Academy Charter School.

12. **School Intellectual Property and Non-Competition**

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:

a.   disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment;

b.   individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of

Employer;

c.   without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C.   <u>TERMINATION OF AGREEMENT</u>

This Agreement may be terminated by any of the following:

1.   **<u>Early Termination with/without Cause</u>:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.

2.   **<u>Revocation/Nonrenewal of Charter</u>**: In the event that Monarch River Academy Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Section B above.

3.   **<u>Death or Incapacitation of Employee</u>:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

CI. <u>NON-RENEWAL/EXPIRATION OF TERM</u>

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

CII.   <u>GENERAL PROVISIONS</u>

1.   **<u>Waiver of Breach</u>**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

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

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. **ACCEPTANCE OF EMPLOYMENT**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Monarch River Academy Charter School
on the terms specified herein.

2. All information I have provided to Monarch River Academy Charter School related to my employment is true and accurate.

3. This is the entire agreement between Monarch River Academy Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

Employee Approval:

Employee Signature	**Date**

Monarch River Academy Charter School Approval:

Executive Director Signature	**Date**

FIXED TERM EMPLOYMENT AGREEMENT BETWEEN
MONARCH RIVER ACADEMY CHARTER SCHOOL &
Dr. Laurie Goodman, Deputy Director

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Monarch River Academy Charter School. The Board desires to hire employees who will assist Monarch River Academy Charter School in achieving the goals and meeting the requirements of the school. The parties recognize that Monarch River Academy Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Monarch River Academy Charter School in implementing its purposes, policies, and procedures.

WHEREAS, Monarch River Academy Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. **STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT**

1. Monarch River Academy Charter School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq*. Monarch River Academy Charter School has been duly approved by the Alta Vista Elementary School District ("District"), according to the laws of the State of California.

2. Pursuant to Education Code section 47604, Monarch River Academy Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, Monarch River Academy Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Monarch River Academy Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Monarch River Academy Charter School and not the District.

3. Pursuant to Education Code section 47610, Monarch River Academy Charter School must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.

4. Monarch River Academy Charter School shall be deemed the exclusive public school employer of the employees at Monarch River Academy Charter School for purposes of Government Code section 3540.1.

B. **EMPLOYMENT TERMS AND CONDITIONS**

1. **Duties**
   Employee will perform such duties as Monarch River Academy Charter School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time. COVID 19:

Monarch River Academy would like all its employees to be safe and continue to strive. Monarch River Academy requires that all its employees be vaccinated or have a negative COVID-19 test before meeting staff, students, or families in person.

2. **Term and Work Schedule**

Subject to Section C, "Termination of Agreement" herein, Monarch River Academy Charter School hereby employs Employee for the term of the school year, commencing on or after **July 1, 2022** and ending **June 30, 2023.** Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position, and Employee may need to work additional days beyond the work calendar.

Monarch River Academy Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. All School employees will provide educational services either online or in-person. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Monarch River Academy Charter School.

3. **Compensation**

Employee will receive a salary schedule indicating yearly salary no later than June 15th of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary salary schedule approved by the Board of Directors of the Charter.) The Board may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment; any salary increase is contingent on enrollment and positive performance. The salary schedule is based on what the Board will deem to be reasonable targets. Salary changes will only be permitted at the end of 1st three fiscal quarters – namely September 30th, December 31st, and March 30th. Employee's compensation shall be prorated for the time actually worked during the duration of this Agreement. This position is exempt from overtime law and Employee shall not be entitled to overtime or to additional compensation for performing duties outside of the scheduled work year/day. Your base salary for SY 2022-2023 is $172,500. You will be required to work a total of 230 days. Stipends: $4,200 annually for Mileage and $900 annually for Utility (Phone/Internet/etc.).

4. **Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by Monarch River Academy Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Monarch River Academy Charter School in its sole discretion.

5. **Performance Evaluation**

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

The employee will have a 30-day performance evaluation from their date of hire. The evaluation is based on Attendance, Productivity and Communication and to see if the employee needs help.

The employee will receive a 90-day performance review from their hire date. This evaluation is based on Attendance, Productivity and Communication and to see if the employee meets the expectation of Monarch River Academy Charter School.

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

6. **Employee Rights**

Employment rights and benefits for employment at Monarch River Academy Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Monarch River Academy Charter School's Personnel Handbook, which from time to time may be amended and modified by Monarch River Academy Charter School, in Monarch River Academy Charter School's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Monarch River Academy Charter School.

7. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges Employee is a childcare custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee

will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service. This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory, this job offer is withdrawn.

10. <u>Conflicts of Interest</u>

Employee understands that, while employed by Monarch River Academy Charter School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Monarch River Academy Charter School. Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest. Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Monarch River Academy Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not recommend that Monarch River Academy Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection

11. <u>Outside Professional Activities</u>

Any outside professional activities (including consulting, speaking, and writing not on behalf of Monarch River Academy Charter School) shall not occur from 8:30 a.m. – 5 p.m. Monday through Friday, except holidays. Monarch River Academy Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Monarch River Academy Charter School.

12. <u>School Intellectual Property and Non-Competition</u>

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:

a.   disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment;

b.   individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of

Employer;

c.　　　　without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C.　TERMINATION OF AGREEMENT

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.

2. **Revocation/Nonrenewal of Charter**: In the event that Monarch River Academy Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Section B above.

3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

CI. NON-RENEWAL/EXPIRATION OF TERM

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

CII.　GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

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

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Monarch River Academy Charter School
on the terms specified herein.

2. All information I have provided to Monarch River Academy Charter School related to my employment is true and accurate.

3. This is the entire agreement between Monarch River Academy Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

Employee Approval:

Employee Signature	**Date**

Monarch River Academy Charter School Approval:

Executive Director Signature	**Date**

	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 S. Johnson	$167,500	$170,000	$172,500 L. Goodman	$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.

Yosemite Valley Charter School & Monarch River Academy

Enrollment Data

- Current total enrollment numbers for both schools combined is 3700 students. (As of 6/17/22)
- Total enrollment goal for both schools combined is 4500.

Non-Classroom Based Charter School Executive Director Salaries

School	Region	Student Enrollment	Salary
Clarksville Charter School	El Dorado County	1500	$184,000
Lakeview Academy	Glenn County	600	$46,000
Pacific Coast Academy	Dehesa County	4500	$229,000

California Department of Education Average Salaries (2019-2020)

Elementary School Districts

Statewide Averages	Small ADA <1,000	Medium ADA 1,000 to 4,999	Large ADA ≥5,000
Beginning Teacher Annual Salary	$47,265	$51,450	$52,060
Midrange Teacher Annual Salary	$69,813	$80,263	$84,043
Highest Teacher Annual Salary	$91,237	$101,012	$107,043
School-Site Principal Annual Salary (Elementary)	$113,466	$128,082	$133,582
School-Site Principal Annual Salary (Middle)	$115,186	$132,453	$138,803
School-Site Principal Annual Salary (High)	N/A	$134,792	$133,845
District Superintendent Annual Salary	$131,359	$197,968	$240,628
Percentage Allocated for Administrative Salaries	6.55%	5.94%	5.37%
Percentage Allocated for Teacher Salaries	30.07%	34.32%	35.23%

High School Districts

Statewide Averages	Small ADA <1,000	Medium ADA 1,000 to 3,999	Large ADA ≥4,000
Beginning Teacher Annual Salary	$47,995	$50,546	$54,687
Midrange Teacher Annual Salary	$65,131	$81,807	$92,222
Highest Teacher Annual Salary	$99,908	$103,463	$114,208
School-Site Principal Annual Salary (Elementary)	N/A	N/A	$143,647
School-Site Principal Annual Salary (Middle)	N/A	$169,216	$145,785
School-Site Principal Annual Salary (High)	$129,582	$140,004	$162,322
District Superintendent Annual Salary	$140,551	$182,878	$258,950
Percentage Allocated for Administrative Salaries	5.04%	5.68%	4.70%
Percentage Allocated for Teacher Salaries	22.63%	30.89%	32.25%

Unified School Districts

Statewide Averages	ADA <1,500	ADA 1,500 to 4,999	ADA 5,000 to 9,999	ADA 10,000 to 19,999	ADA ≥20,000
Beginning Teacher Annual Salary	$45,813	$48,119	$51,029	$52,562	$50,897
Midrange Teacher Annual Salary	$70,720	$74,665	$78,583	$83,575	$78,461
Highest Teacher Annual Salary	$93,973	$98,160	$99,506	$104,166	$104,322
School-Site Principal Annual Salary (Elementary)	$111,613	$118,542	$124,576	$131,875	$131,863
School-Site Principal Annual Salary (Middle)	$119,477	$125,068	$131,395	$137,852	$137,086
School-Site Principal Annual Salary (High)	$120,270	$133,516	$144,697	$150,626	$151,143
District Superintendent Annual Salary	$150,704	$194,199	$240,194	$260,243	$297,037
Percentage Allocated for Administrative Salaries	6.27%	5.76%	5.69%	5.14%	5.00%
Percentage Allocated for Teacher Salaries	29.11%	31.35%	33.71%	33.86%	32.50%

Local (Fresno & Kern County) School Districts

District	ADA	YEAR	HS Principal	Director	Asst Superintendant	Superintendant
Fresno County						
Coalinga Huron	4510	2019-20	$108246 - $121903	$113,246 - $130,912	$150,000	$165,000
Firebaurh	2237	2019	$110,302 - $$131,304	$110,302 - $136,418	117,371 - $145,930	$198,648
Fowler	2589	2020-21	$119,870 - $132,105	$119,870 - $132,105	$135,616	$202,600
Golden Plains	1611	20-21	$107,334 - $116,438	$112,008 - $121,241	$132,520 - $144,852	
Kerman USD	5281	2020	$126,842	$109,885 - $128,034	$125,315 - $166,345	$218,143
Mendota	3670	2019	$129,144	$131,424 - $144,396	$170,329	$173,882
Parlier	3487	2018	$128,300	$125,701 - $145,526	$134,066 - $151,678	$162,450
Riverdale Joint	1559		$120,896 - $129,529	$120,896 - $129,529	$133,409 - 142,940	
Selma	6258	2019	$135,371	$137,880 - $163,657	$138,200 - $169,724	$196,632
Kern County						
Delano Joint Union High	4263	20-21	$124,552	$151,395	$144,188 - $175,261	$178,909 - $217,466
Fairfax Elementary	2693	20-21	MS $116,794 - $130,375	$132,904 - $148,357	$144,244 - $157,933	

Cover Sheet
2022-2023 Board Meeting Calendar & Meeting Time

Section: **VII. Governance**

Item: **A. 2022-2023 Board Meeting Calendar & Meeting Time**

Purpose: **Discussion & Potential Action - Vote**

Related Material: **2022-2023 Proposed Board Meeting Calendar - MR**

BACKGROUND:

- Annual consideration of draft for the 2022-2023 Board Meeting schedule.
- The Board Members provided input, which has been incorporated into the calendar draft.

RECOMMENDATION:

- Consider the approval of the 2022-2023 Board Meeting Calendar & Meeting Time.

2022-2023
School Board Calendar

MONARCH RIVER ACADEMY

DRAFT - NOT BOARD APPROVED *(watermark)*

July 2022

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

August 2022

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

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

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

March 2023

S	M	T	W	T	F	S
			1		3	4
5	6		8	9	10	11
12		15*	16	17	18	
	21	22	23	24	25	
27	28	29	30	31*		

April 2023

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

May 2023

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

June 2023

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

School Year Dates

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

School Holidays

Sep 5	Labor Day
Nov 11	Veteran's Day
Nov 18-2_	Thanksgiving Break
Dec _ Jan 3	Winter Break
_n _	Martin Luther King, Jr. Day
_ 10	Lincoln Day
Feb 20	Washington Day
Apr 7-14	Spring Break
May 29	Memorial Day

Regular Board Meeing Dates

July 26	Board Meeting
Aug 23	Board Meeting
Sept 6	Board Meeting
Oct 18	Board Meeting
Nov 15	Board Meeting
Dec 13	Board Meeting
Jan 24	Board Meeting
Feb 28	Board Meeting
Mar 28	Board Meeting
Apr 25	Board Meeting
May 23	Board Meeting
Jun 20	Board Meeting

Important Board Items

Oct	Unaudited Actuals
Nov 1	Dashboard Indicators due to State
Dec	Aprooval of previous year's Audit
Dec 15	1st nterims due to County

School Closed

Regular Board Meeting

* Important Board Dates

Important Board Items

Feb 1	SARC due to the State
Mar 1	Comprehensive School Safety Plan
Mar 15	2nd Interims due to County
Mar 31	Auditor Selection Form due to County
April 1	ormm 700s Due to County Board of Supervisors
May	LCAP Public Hearing
June	Budjet adoption & LCAP approval

Cover Sheet
Meeting Format

Section: VII. Governance
Item: B. Meeting Format
Purpose: Discussion & Potential Action - Vote
Related Material: N/A

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)

- If a state of emergency as declared by the governor continues to remain active, legislative bodies must "re-up" their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:

  - ➢ The board has reconsidered the circumstances of the state of emergency.
  - ➢ Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.

- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in July in a hybrid format, offering both in person and virtual options to attend the Board meeting.